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Book of Abstracts

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Defining and differentiating impoliteness and rudeness

Through the discussion of different approaches, I seek to define and differentiate the near synonyms ‘impoliteness’ and ‘rudeness’ and place them within a wider, prototype-based model of interpersonal face threat, face-attack and face damage. In doing so I consider some of the main issues facing the researcher who is interested in impolite, rude, or other-terms aggressive language use. Some of the main issues, discussed here, are (a) whether the academic understanding of the terms ‘impoliteness’ and ‘rudeness’ can ever **truly** represent the public/lay understanding of these terms, and (b) whether the taking/understanding of utterances as impolite / rude is post-facto negotiated by participants, or pre-facto projected and anticipated given schemata around speaker-hearer understandings of the language used in context. The line taken, next to offering an overview of issues in current impoliteness/rudeness research, is to challenge areas of received wisdom, provoke discussion and debate in both ‘received’ and contentious areas and, hence, stimulate new consideration and research into the phenomena under scrutiny.
RAYMOND W. GIBBS, JR.

**A dynamical, self-organized view of context for human action**

The context for language use is typically seen as the very specific information provided by the surrounding speech, people and their actions, and the local physical/cultural environment. Within psycholinguistics, the long-standing debate has been over when these different kinds of information influence the online production and understanding of people’s verbal messages. I suggest that many of the debates over when and how context has its effects on language use may never been adjudicated by traditional psycholinguistic experiments. To some extent, almost any kind of empirical finding, supporting most any kind of theory, can be found somewhere out in the literature. What is needed, as I argue, is a far more comprehensive view of the context for human action, one that acknowledges the wide range of simultaneous constraints on how we act and what we say, ranging from evolutionary and historical forces, down to fast-acting cognitive and neural processes. My talk outlines a way of thinking about “context” in a broader, more sophisticated way in terms of emergent properties of self-organizing systems. This dynamical, self-organizing view of the mind and body both better accounts for the diversity of empirical findings on context and language use, and fits into other scientific accounts of human nature and the physical world.
From individual difference variables to discursive construction: Talking emotion in a second language

In Second Language Acquisition, as in the social sciences throughout, emotion is predominantly understood as a complex intrapsychological and neurophysiological phenomenon that finds expression in a range of behaviors, among them language use and learning. But like other processes commonly seen as internal to persons, emotions also have a social life. Ethnomethodological perspectives enable us to view emotion in interaction as discursive accomplishments. By analyzing emotions as interactional and rhetorical constructions, it becomes possible to show how participants engage emotion talk to accomplish social activities such as complaining and assigning blame, celebrating success, claiming and attributing identities, and defending their moral character. This lecture will extend work in conversation analysis and discursive psychology on emotion displays in interaction among first language speakers to second language talk, and discuss some implications for a research agenda on the role of emotion in Second Language Acquisition.
Life rather than age: alternative perspectives on ultimate L2 attainment

This paper addresses age-related attainment effects in second language acquisition, posing questions concerning the proposition that such effects are to be explained in terms of a maturationally determined critical period with a predictable and abrupt offset point, and exploring the possibility that they are better seen in terms of the impact of a wider range of factors. It will be argued that once one moves beyond the narrowness of the currently prevailing research perspective which regards age of second language onset as the crucial (if not the only) operative variable, one discovers an array of relevant factors - relating to non-maturational dimensions of individuals’ lives - which appear to have ultimate attainment consequences. The paper concludes that a loosening of the association between ultimate L2 attainment research and Critical Period Hypothesis issues would eventuate in more light being shed on L2 attainment in terms both of the comprehensiveness and of the acuity of the insights which would result.
What are pragmatic impairments?

What, properly speaking, are pragmatic impairments? Drawing on recent books by Louise Cummings and Michael Perkins, this lecture introduces three possible answers: 1) that it is sufficient for a pragmatic impairment that there be some clinically-induced reduced functioning in conversational interaction; b) that, in addition, said reduced functioning traces to a deficit in a central system “pragmatics module”; c) that, instead, the reduced functioning traces to the loss of a specifically pragmatic ability. Being an exercise is applied philosophy of science, emphasis is placed on explicating and contrasting the answers, and on tracing their empirical implications. Which of (1)-(3) is correct is mostly left as an open question.
Victoria Alabi

**Pragmatics of interaction: The example of the global and local in the University of Ilorin, Nigeria**

Among other eminent authors, Goffman (1922-1983) had a formative influence on the Pragmatics of Interaction. O’Driscoll (books.google.com) presented Goffman’s Interaction as all aspects of people’s behaviour when they are together’. He asserted that ‘interaction is a place where people and society meet... in learning about interaction, we inevitably learn something about people’. This study investigated the interaction of the global and local via communication between students and ten groups of indigenous small-scale business people on the University of Ilorin campus, a Federal University located in the ancient city of Ilorin, about 500 km from Abuja, the Federal Capital of Nigeria. The University of Ilorin houses a conglomeration of students and workers from all the ethnic tribes in Nigeria. Communication among the staff and students is mostly in English, the official language of Nigeria especially at lectures, seminars, workshops, talks, in answering examination questions, etc. However, the predominant language of the locality is Yoruba, one of the three major languages in Nigeria. Ten randomly elicited locution of each group of barbers, cobbler, photographers, watch repairers, commercial vehicle drivers, food vendors, fruit vendors, phone operators, computer operators, and pepper/vegetable sellers in reply to students’ enquiries, were analysed. Among other things, statistical count will be used to find out the predominant language employed’ global or local, the extent of code mixing, pidginization, types of English language errors, etc. From the sampling engaged in so far, the business people largely made use of English short forms, howbeit with imperfections, pidgin and code mixing. It would seem that the local people are gradually being integrated into the stride and establishment of English as the world language.
Marc Aguert

Understanding ironic hints, a developmental study

The understanding of indirect requests by children is well-known (e.g. Bernicot and Legros 1987). How about the understanding of these forms when they are used in an ironical way? To answer this question, we examined the understanding of two different kinds of ironic hints (simple or complex) in 5- to 9-year-old children and adults, in various situational contexts (neutral or ironic). A simple ironic hint was a request which, genuinely used, would be described as a direct request, for instance, saying ‘Go ahead, keep pouring!’ to mean ‘Stop pouring!’ . A complex ironic hint was a request which, genuinely used, would be described as an allusive request, for instance, saying ‘You know how much I love orange juice!’ to mean ‘Stop pouring!’ . In addition, the situational context was either ironic (i.e. there is a significant gap between the statement and the context, e.g., the glass is overflowing) or neutral (no gap). In all the cases, the speaker’s prosody was ironic. The main result of this study was that the complex ironic hints were more difficult to understand than the simple ones, only when the situational context was neutral. The ironic hints were understood by the age of 5 when they were simple and/or when the situational context was ironic. When a complex hint was embedded in a neutral situational context, the understanding of children was not significantly different from the chance before 11, in spite of the ironic prosody of the speaker. These results highlight that the irony understanding depends first on the gap between what is said (the ironic statement) and what is described (the context) (Giora, 1995). The linguistic form of the statement (simple or complex) has little impact on understanding.
Janusz Badio

What is not said but present in a simulation of an event?

Mental simulation as discussed by Bergen and Chang (2005) or Barsalou (1999) is a mental process that feeds on sensory representations arising from human embodiment and the “machinery” of the so called Perceptual Symbol Systems. Language is one way in which imagery (simulation) is triggered in the absence of direct physical stimulation. In describing events (things that happen), language grossly under-represents the details of an event, and only its most salient participants, aspects of setting and relations get coded in language. Mental simulation (imagery) provides a natural format for pragmatic inferencing. For example, the sentence Peter went for a walk invites numerous inferences, such as: he was wearing shoes, it took a given amount of time, he went alone, and many other.

The research question that this paper is committed to is to whether all these inferences are equally salient in a given context. The experimental hypothesis that the author wishes to test is that various bits and pieces of the simulated event (in context) are arranged on a cline of salience operationalized as response time that a testee needs to judge the presence or absence of an entity in the described event. Also, most probably, language undersanders, do not trigger all the possible inferences that can be theoretically drawn.
Analysis of the pragmatic input provided by textbooks to teach Italian as a foreign language

Several studies have shown the importance of textbooks in developing pragmatic competence of students of a foreign language (Altbach 1991; Bardovi-Harlig, Hartford, Mahan-Taylor, Morgan, and Reynolds 1991; Cortazzi, Jin 1999; Judd 1999; Vellenga 2004). The results of these studies highlight the necessity for a teacher to be aware of the weaknesses and the strengths of the textbooks and the materials used in class. Although various studies have already been conducted to analyze the amount and the nature of pragmatic information most frequently provided in textbooks for teaching English, no research has been carried out in the Italian context so far. Moreover, the checklists to analyze Italian textbooks provided by Italian researchers do not explicitly mention the pragmatic input (Begotti 2005; Serragiotto 2004) or do not specify the nature of the pragmatic information that textbooks should cover at different levels of linguistic competence (Biral 2000). My paper aims to present research conducted on the analysis of four textbooks most widely used to teach Italian in the schools and universities in Slovakia: Retel 1, Espresso 1, Allegro 1 and Progetto Italiano 1. The research is both qualitative and quantitative in line with the method of analysis provided by Vellenga (2004) and Peiying (2007). The first analysis focuses on the quantity of pragmatic information provided in the four textbooks selected, while the second part of the study discusses the nature of pragmatic aspects identified in these textbooks. The paper presents a discussion on the adequateness and on the nature of pragmatic information provided in the four textbooks and suggestions are given on how teachers of Italian language in Slovakia could integrate supplementary activities into available teaching material.
Anamitra Basu

**A study on bilingualism and multilingualism**

Recent scientific papers show different oral presentations made by Technical English students who are native speakers of different countries. The focus lies on the extension of speakers’ ability to use their voices in a lively manner. Presentation skill training is an important application procedure in which feedback can be received for speaking rate. The interlanguage intonation produced by non-native speakers is also envisaged. English might lead to pragmatic differences that could affect their spoken discourse in the expression of certainty and uncertainty. Comparison has been done for Spanish learners of English and English native speakers. After studying Spanish learners’ and English native speakers’ intonation, a cross-linguistic computerized corpus has been compiled. The results reveal that the Spanish speakers’ choice of the English may be incompatible in terms of modality. It has been shown that amount of experience influenced the production of one suprasegmental (stress timing). Moreover, it was found that suprasegmentals contributed to foreign accent at all levels of experience and that some suprasegmentals (pause duration, speech rate) were more likely to do so than others (stress timing, peak alignment). Overall, results revealed similarities between L2 segmental and suprasegmental learning.
Functions of antiphonal laughter in spontaneous conversation

Laughter is common in spontaneous conversation and manifests itself with incredible variation, pragmatically and acoustically. Antiphonal laughter is laughter that happens simultaneously between conversation partners, and it is thought to function distinctly from other kinds of laughter—functions that might require special acoustic features. Two possibilities are that antiphonal laughter is used to induce mutual positive emotions in conversationalists, and potentially communicate intentions to cooperate. Secondly, antiphonal laughter might serve to communicate affiliation information to others outside of the interaction. In order to facilitate these functions, antiphonal laughter should contain distinct acoustic properties from other kinds of laughter in the same conversation. In the current study, all laughter (>2000 laughs) was extracted from 41 natural ten-minute conversations between male and female friends and strangers. Antiphonal laughter between conversation partners was compared acoustically to other laughs (i.e., individual laughs) by the same speakers, as well as across conversations. Compared to individual laughs, antiphonal laughs were more often voiced, had longer and more numerous calls and bouts, occurred significantly more between friends, and had other acoustic features that could facilitate synchronous chorusing, a behavioral phenomenon known to be associated with interpersonal affiliation and social signaling. In this talk, I will discuss these acoustic data, as well as the results from an ongoing series of perception experiments exploring whether subjects can detect relationship information between interlocutors based only on laughing, and how duration properties of simultaneous laughs affect judgments of affiliation.
Piotr Cap

**Genre (problems) in (political/public) discourse**

My aim in this paper is to show that communicative genre theorists (working within systemic-functional, critical linguistic, (new) rhetorical and applied linguistic paradigms; among others) have been so far only partly successful in arriving at a unified notion of genre. Communicative genres are, pretty uncritically, viewed as (i) abstractions; (ii) “flexible macrostructures”; (iii) reflections and simultaneously activators and realizers of context; (iv) as engaging in discourse relations to other genres in their social fields; finally, (v) as assigners of (stable) interpersonal roles in these fields. Yet, such a conception of genre, drawing upon the medium and the setting as basic criteria for identification of genres, is nothing but intuitive and expressing a rather commonsensical observation that discourse involves conventional use of stable utterance groups which follow recognizable patterns that suit the accomplishment of certain social goals. Consequently, it does not capture, systematically, a number of modern, dynamically evolving, rapidly changing, hybridized, and often multimodal, discourses. By scrutinizing the five “common” points against instances of contemporary political/public discourse (from political interviews to election campaign clips), I show that a) most of the current “generalizations” on common properties of communicative genres should be toned down; b) the only sound generalizations might be those drawing upon the theme/function (as opposed to medium/setting) as the principal criterion for genre identification.
Humour and politeness in the workplace

The paper investigates the role of humour and politeness in the workplace interaction and the interplay between those two notions in a professional environment. Several extracts would be used to illustrate its use in this type of context. The paper will present a closer look at different types of humour, including banter and irony, as well as explain how identity is negotiated via mean of humour. The data included in the presentation constitutes a larger ethnographic project that concentrates on one community of practice. The studied community of practice is a close-knit, office-based group, working in an IT segment of an organisation.
Xinren Chen

‘Atypical’ directive public signs in the Chinese context: A socio-psychological pragmatic account

Public signs are playing an increasingly important part in China as it is undergoing the process of urbanization. Compared to those used in a decade or two ago, more and more directive public signs in the Chinese context seem to be ‘atypical’, in the sense that a high percentage of them are not (solely) directions or commands intending the public to perform (or refrain from performing) certain acts. Rather, they are either overinformative such that they encode extra ‘reasoning’ or ‘justifying’ elements apart from the directive message, or indirect such that there is no direct encoding of the directive message at all, thus corresponding to the performance of extended speech acts (Ferrara 1980; Chen, 2004) and indirect speech acts (Searle 1969; Thomas 1995) respectively. In the absence of adequate attention to the pragmatic features of the discourse type, this paper, in line with some socio-psychological pragmaticists (Turnbull and Saxton 1997; Holtgraves 2002; Turnbull 2003) who propose to conduct psychological analysis of how linguistic resources are used to do interpersonal work, seeks to approach a sizable amount of directive public signs concerning environment protection and resource-saving collected from a modern city in China and empirically explore the possible motivations and effects of such ‘atypical’ social discourse. It is argued that the so-called ‘atypical’ directive public signs represent some deliberate efforts on the part of their producers (generally administrative bodies) to construct and maintain solidarity with the general public in that directive public signs that make appeal to reason and emotion sound more ‘face-saving’ and yet compelling than straight and matter-of-fact commands. A positive consequence of the effort is assumably that the use of the ‘atypical’ directive public signs may help construct a harmonious picture of the social reality, particularly as a response to the need for a more ‘polite’ and less imposing mode of social administration. A follow-up survey confirms the discussions within the socio-psychological pragmatic framework.
Kseniya Chervinskaya and Victoria Stepanova

**Using a storytelling approach to identifying of barriers of knowledge sharing within cross-functional groups**

Knowledge sharing is a process of knowledge exchange, which results in new understanding of solving problems. Knowledge sharing between experts of different professions is the most complicated interaction since there appear barriers that are determined by discursive characteristics of professionals. Barriers in interaction between experts of different professions results in lack of common understanding of action strategy, goals and tasks that a project team need to realize. For investigation knowledge sharing barriers in cross-functional groups, we have used a Storytelling Approach. In the frame of this approach we have developed and verified the method of analyze of a co-narrated story. This method consists of the several following stages. At first we chose the key figures of a project, who directly or indirectly contribute to achieving significant results. All of them were interviewed. They were asked about their tasks and the way they worked with them; with whom they cooperated on difficult issues and what topics they discussed with colleagues; what helped or hampered them in working and interaction. Then pieces of the transcribed interviews were arranged in chronological order according to stages of the project. Thus we got a co-narrated story and than analyzed it. Special procedures encourage project barriers and opportunities of knowledge sharing at three level: the individual, project and organizational level. Based on the results, we made recommendations to improve the effectiveness of the organization. Often awareness itself and visual representation of the barriers / opportunities positively influence group activity, because everyone sees the whole picture, gathered from every point of view. This method tested on 2 projects (15 key figures) in industrial organization in St. Petersburg, and after that results were validated (100 respondents). Implementation of recommendations, based on investigation results, significantly improved the efficiency of knowledge sharing within cross-functional teams.
Beatrice Demont

Foreign language teaching methodology in the context of sociocultural distance

During a research period in Japan, I had the opportunity to follow a number of students learning the Italian language, both from Universities and private contexts. According to an anthropologic interpretation, meetings between cultures is based on practices that cannot be reduced to feelings or individual ideas; the sociocultural aspect is an open system, and not sheltered from external influences; so there is not a privileged point of view for a detached observation, because a meeting is equal and is an exchange of meanings produced from both the parts. Meeting another culture carries a number of differences that can be misunderstood. The singular knowledge of the foreign language, even if useful, does not constitute a guarantee to understand the culture of a society. Incomprehension of attitudes or an improper use of the language may be not sufficient to damage a relationship, but they have the ability to complicate it, and for the same reason stereotypes often block other possible interpretations. Teaching implies a bi-directional communication that needs to give an input to the student but also an understandable feedback for the teacher. The communicative exchange between two cultures is furthermore difficult when we try to understand the psychological influence of linguistic signals in verbal and non-verbal communication. In that way, the relationship between teacher and student is a delicate balance that can easily be upset, especially in cultures such as the Italian and Japanese ones which are very far from one another. I shall illustrate, in a summarised form, the description of the subjects under study by means of appropriate tables in this report, analyzing the oral production, the learning processes and the cultural differences that could create misunderstandings.
The effectiveness of tease humor in commercials: the moderating roles of gender and identification

Tease humor, a mini-narrative with one character fooling another, is a popular strategy in TV commercials. Often story characters differ in gender: a man teases a woman or vice versa. Three models account for the effectiveness of this format. Model 1 states that a male joker is more effective with all viewers. Model 2 claims that a joker is more effective with a viewer of the same sex. Model 3 asserts that a joker is more effective when a viewer identifies with this character more strongly. The explanatory power of these models has been investigated in a field experiment. Two Dutch humorous commercials were selected. Both promoted a newly introduced dairy product. In one commercial a man was teasing a woman, in the other a woman fooled a man. Participants watched one commercial and filled in a questionnaire assessing identification with story characters, appreciation of the commercial and persuasiveness of the ad. 157 persons took part in individual sessions, 88 women and 69 men. Their age ranged from 18 to 30. About one-quarter identified more strongly with a story character of the opposite sex. Analyses turned out negative for Models 1 and 2. A funny male was not more effective than a female counterpart. Neither was a joking female more effective with women and a joking male with men. Model 3 was the only one showing significant effects for both appreciation and persuasiveness. Responses were more positive when one had identified more strongly with the character making the joke. Gender, taken as physical appearance, does not determine the effectiveness of tease humor in a TV commercial. The important factor is identification with a story character. When casting their actors, directors should attend to their potential for identification in relation to the part they play.
The limits of implicature in the phatic use of English

Assuming that transferred sense is permanent in the phatic use of language (i.e. in speech in contact maintenance and in situations of leisure), one would have to claim the complexity of sense in such communication in contrast to the common view of its empty triviality. Implicature would have to be accepted as the guiding principle in understanding social conversation, while a research question would concern the basis and limits of interpretation. Unlike weak implicatures in poetic effects, implicatures in the phatic use of language cannot be weak because it represents realistic communication. Unlike the co-text of a literary work, which would be the basis of interpretation in literature, the context of social conversation narrows down on the interlocutor and derives from the context of culture. Implicature in social conversation excludes imagination and the criterion of truth as a fallible factor with respect to the proposition on the grounds of the context of culture. Politeness is relevant in interpreting utterances in the phatic use of English, as well as humour, irony and one’s knowledge of English. The relevance of these criteria is derived from analysis of a realistic and fictitious conversations while drawing basically on the works of Diane Blakemore and Jef Verschueren. Focusing on the communication of educated adult speakers, it has been found that the basic difficulties for the foreigner remain in the interpretation of English as a code and in that of non-verbal communication. Implicature in social conversation is focused rather than unlimited for the foreigner and it trains intellect rather than verbal skills if the foreigner is conscious of the delicacy of implicit meaning in such communication.
Construal aspects in an account of English grammar

Cognitive Linguistics is one of the trends in contemporary linguistics where formal structures of language are considered to be ‘reflections of general conceptual organization, categorization principles, processing mechanisms, and experiential and environmental influences’ (Geeraerts, Cuyckens 2007: 3). Pursuing along these lines, I would like to apply some of the aspects of construal ‘one of the basic human capacities’ (Tomasello 2002: 17, Langacker 1987: 99-146), to an account of English grammar. Despite a still unsettled debate on the possible classifications of construal aspects (Verhagen 2007: 48-81, Langacker 2007: 421-462, 2008: 55-89, Talmy 1988, 2000, Cruse, Croft 2004: 40-73, etc.), the presentation focuses on only some of them, arguably the most prevailing in grammatical accounts: profile-base alignment, distance, acuity, and scope. The presentation is organised in the following manner: through an analysis of the viewing arrangement, three of the construal aspects ‘scope, distance, and acuity’ are characterised and some correlations between them are pointed to. From this perspective, the profile-base arrangement is also discussed, and all the aspects are ascribed certain values thanks to which the analysis can adopt a more quantifiable character. The second part of the presentation focuses on two grammatical phenomena: the division of nouns into countable and uncountable as well as two facets of the verb phrase: tense and aspect. An application of such tools to their analysis aims to uncover the psychological foundations of the above-mentioned issues and indicate that their grammatical properties can be plausibly accounted for by means of the applied construal aspects.
Alina Duduciuc and Loredana Ivan

The ability to decode nonverbal cues and information processing. Evidence for a relation between nonverbal sensitivity and different thinking styles

Nonverbal sensitivity, as the ability to decode others’ nonverbal behavior has been assessed using two standardized tests ‘PONS (Rosenthal et al., 1976) and DANVA2 (Nowicki & Marshall, 1994). The results support the idea of individual’s differences in access and use information on visual and audio channels. Testing 152 students we predict different abilities to decode face-only items, body-only items and paralanguage items in relation with their thinking style. We argue for Sternberg (1998) view to define thinking style, as a preferred way of thinking. Starting from his theory of mental self-government, we predict that individuals’ different thinking styles are correlated with their abilities to interpret nonverbal cues. We suggest that the ability to accurately decode visual cues requires a different thinking style compared to the ability to decode paralinguistic cues and this we can explain the inconsistent results when nonverbal sensitivity has been assessed using face visual-only, audio-only or mix-channel items. The research is part of POSDRU/89/1.5/S/62259 project.
Marta Dynel

Deception in film discourse

The paper addresses the concept of deception, specifically lying and deception without lying, in the context of film discourse. The two focal notions are defined, and their interdependence as well as the differences between them are teased out, on the strength of the philosophical and pragmatic literature on the topic (e.g. Chisholm and Feehan 1977, Vincent and Castelfranchi 1981, Falkenberg 1982, Reboul 1994, Meibauer 2005, Mahon 2008, 2009, 2010, Sorensen 2007, Dilmon 2009, Saul forth).

More importantly, lying and deception without lying are discussed as phenomena occurring in film discourse, which inherently resides in two communicative levels, i.e. the characters’ level and the recipient’s level. The latter captures the viewer’s, i.e. an advantaged outside hearer’s, perspective on fictional interlocutors’ interactions (Dynel 2010a, 2011a, 2011b, forth). Special attention will be paid to deception performed in front of the viewer. Such deception evinces a number of intrinsic characteristics, the primary of which is that the viewer almost always learns about its being/having been performed by a character/the film production crew. It is thus argued that the recipient may be cognisant of the mendacious/deceptive nature of the speaker’s utterance (or a non-verbal action) when it is produced, or may be taken in, only to realise that deception has taken place, thus having his/her initial inferences subverted, whether in the same interaction or in a later one. Also, the recipient’s perspective on deception need not coincide with a hearer’s on the screen (a character’s), with either or both being deceived. The discussion is illustrated with examples culled from “House M.D.”, the famous American TV series, where the two phenomena are commonplace thanks to the eponymous character’s propensity to lie to and deceive others.
Teacher awareness and practice of pragmatics in the classroom

In their profession, language teachers have always been concerned with how to teach different aspects of language investing large amounts of effort on learning new techniques and procedures of practicing reading, grammar and other aspects of language in the classroom, but rarely have they told their students when and where to use the language they know. This need to teach non-linguistic rules of social language use has complicated the process of second language learning and has put a burden on teachers' shoulders; one which seems many of them may not be well aware of. Recently, their have been much discussion in the field about how to teach pragmatics, regardless of the fact that many language teachers around the world don't keep abreast of new developments in the filed and focus on traditional skills. The present study is an attempt to investigate language teachers' awareness of pragmatic features in the textbooks and also aims to find out whether the teachers know about what, when and how to teach pragmatic and some suggestions have also been put forward. A sample of 50 language teachers working in different language schools were given a questionnaire about their awareness of pragmatics and how they apply this awareness in their classrooms. The same teachers were observed to see how they use their awareness in teaching sociopragmatic and pragmalinguistic features. The results indicate that teachers are rarely aware of the pragmatic features of the books they teach, seldom have ever been told how to teach pragmatics, and consequently have barely raised their students' awareness about the appropriateness of the language just taught.
Authorial concessive positioning: Scholarly prose across discourse communities

The avoidance of hostile peer criticism and the attenuation of propositional strength of scientific claims in academic prose are expectations that members of Anglo-American and, increasingly, international academic discourse communities share. The reported study explores how native English speaker and native Polish speaker authors writing in English mitigate peer criticism, and how they position themselves in their research communities as well as vis-à-vis their audience through the utilisation of textual relational structure. I look at a specific type of relational structure – viz. concessional textual configurations which express authorial evaluative positioning through conceding and mitigating claims. In my investigation of the rhetoric of critique I compare the mode of occurrence of Concessive relations in research articles written in English in the Anglophone and Polish research communities of sociology. I investigate how native English and native Polish speaker writers employ concessive configurations for the purpose of the evaluation of previous research and peer criticism, and how such structures are related to the value attached to politeness and solidarity among the participants of academic discussion. I examine the function of the relation of Concession in the linguistic realizations of peer criticism, in the weakening or restricting of claims and forestalling objections, and consequently, in assisting in the achievement of acceptance of the writer’s argumentation by the community of readers.
Claire Hardaker

‘You’re my second-favourite troll of 2009’: The evaluation of trolling in asynchronous computer-mediated communication

Computer-mediated communication (CMC), or communication between humans via computers (December 1997: 5, Ferris 1997, Herring 2003: 612) is a rich area for the study of linguistic aggression, particularly since it is predisposed towards greater misunderstanding than face-to-face communication due to the reduction of cues such as facial expression, tone, and gaze. A number of factors have a major influence on CMC, namely: the level of anonymity, the psychological disconnect encouraged by physical distance, and the resulting sense of being beyond the reach of the consequences of inappropriate behaviour. Building on previous research into the issue of trolling (Grabosky and Smith, 1998, Hardaker 2010, Herring, Job-Sluder, Scheckler and Barab 2002, Schmidt 2006), or the act of provoking individuals online for amusement’s sake, this paper explores three key aspects that underpin trolling: (a) the evaluation of a user’s behaviour as trolling (or not) based on that community’s norms, (b) the evaluation of an identity, attitude, communication etc. as being insincere, deceitful, or fabricated in order to troll, and (c) the evaluation of how successful a user-identified instance of trolling is deemed to have been. This paper presents the initial findings from two six-million-word corpora created from two comparable Usenet groups, and begins to formulate an outline of trolling strategies according to the users within those groups. Finally, this paper argues that trolling should not be viewed as interchangeable with offline ‘impoliteness’ (Bousfield 2008, Brown and Levinson 1987, Culpeper 2008, Terkourafi 2008), ‘incivility’ (Lakoff 2005), or ‘rudeness’ (Beebe 1995, Kienpointner 1997, 2008), but as a feature unique to, and enabled by, the online environment.
Christian Horn

Permanently and locally established individual concepts

This paper proposes an analysis of conceptual shifts on sortal, relational, and functional concept nouns. The distinction between relational nouns ( [+R] ) and sortal nouns ( [‘R] ) is well established (Asudeh 2005; Behaghel 1923; Vikner and Jensen 2002). Löbner (1985, to appear) amends this distinction by introducing a uniqueness property [‘U]. Consequently, four basic noun concepts are distinguished: functional nouns (nose, mother) share [+R] and [+U]. Relational nouns (colleague, toe) are [+R], [‘U]. Individual nouns (sun, God) are [‘R], [+U] and sortal nouns (tree, pen) [‘R], [‘U]. Support for the noun type distinction is provided by typological investigations (Gerland and Horn 2010) that also take polysemy into account. The theory proposes that all noun types have predispositions for certain grammatical uses (e.g. definite and possessive use for functional nouns). However, if a noun is used in a differing grammatical context, this is considered as indicating a conceptual shift. I will argue that such shifts go along with the interlocutors’ focal attention to certain properties of the respective concept. The shifts analyzed in this paper are systematic shifts that yield [+U] interpretations beyond the semantic information given by the linguistic expression. As for shifts to individual concepts, I will distinguish between two basic outcomes: (1) locally established ICs (as in the chair [here]): the shifts adjust the concept to the local, situational requirements only; at this stage, the shift outcomes are not lexicalized. (2) Permanently established ICs (the (=our) dog is barking), where the respective concept occurs frequently enough and/or is evaluated by the individual as relevant enough to memorize it as a permanent referent within the respective domain. In the paper, special attention is given to permanently established ICs, which are exemplarily discussed for variants in Scandinavia and Germany.
Lívia Ivaskó

Pathopragmatics and inferencing

If we would like to understand the ways of work of pragmatic competence by empirical (experimental) way there becomes several questions which are not easy to answer. It is a very exiting work for researchers of linguistic pragmatics to reveal the questions of literal and non-literal meanings: what kind of procedural effort communicator does have to activate, and what sort of strategies does have to use his/her partner to catch the speaker’s meaning in the case of successful communication. Further aspects arise when we compare our earlier assumptions with samples of discourses of right-hemisphere-damaged patients. Why are these sequences so specific in between several other forms of communicative language use’ What kind of specific features indentify this syndrome called dyshyponoia’ As a research fellow of our National Academy of Sciences I was working on a differential diagnostic test for clinical use. In my paper I’d like to concentrate on those productive and interpretative aspects of language use which can modify our conceptions of relation between human inferencing procedures and adequate language use depending on contextual elements. Using Sperber and Wilson’s (1986,1995) relevance theoretical model of communication I would like to focus on both external and internal elements of contexts: like stimuli of phisical context where communication arises, and specific elements of mental contexts of participiants in communicative language use. If we compare dialogues of aphasic patients with discourses of RHD patients some very special features can be identified. In this paper I’d like to focus on problematic questions of testing and differential diagnostic ways: the role of the context of diagnostic and therapeutic discourse using my sample from Hungarian clinical discourses.
Semantic affinities among topic, contrast, and disapproval: The case of the Korean marker -nun

The semantic affinity between topic and contrast is well-known (Chafe 1976). In Korean and Japanese, topic markers commonly express a contrastive meaning (e.g., 1), and they describe not only the contrastive relationship between combined events but also the contrast between an event and the norm or expectation that the speaker holds about that event. I will show that the Korean topic-contrast marker -nun fostered the emergence of the new sentence-final particle of disapproval, -hakonun (ha- ‘to do’, -ko ‘and’ and -nun) (e.g., 2). In Korean and Japanese, the development of sentence-internal connectives, which combine two clauses, into sentence-final particles, which are located at the end of a sentence and encode the speaker’s stance, is common (e.g., 3). The development of -hakonun also followed this path. Examination of Korean conversational data (420,455 words) shows that there are many fixed expressions with -nun that vividly convey a negative connotation (e.g., 4 through 6). The topic-contrast marker -nun is incorporated to highlight the part that expresses warning or disapproval. Through their frequent use, even without the second clause, hearers can infer that what follows is a negative judgment or consequence (e.g., 4c, 5b, and 6b). Among the negative fixed expressions with -nun, -hakonun with its general semantics has been frequently used to convey the concessive meaning that having done the first action (-hakonun), committing the second action is in contrast with the speaker’s norm or expectation. Because of frequent use in this context, the connotation of disapproval itself became grammaticalized with -hakonun through ‘subjectification’ involving speakers’ attitudes (Traugott 1989). Finally, -hakonun does not need the second clause because it is often preferred not to spell out the negative judgment or consequence (e.g., 4c). This leads to the transformation of -hakonun into the new sentence-final particle in (2). (1) Contrastive meaning of Korean topic marker -nun and Japanese topic marker -wa Korean: Ilyoil-(n)un kwaynchanh-ayo Japanese: Nichiyobi-wa daijobu-desu Sunday-TOP okay-POL ‘Sunday is okay.’ (implying ‘although I will not be available on other days’) (2) Sentence-Final Particle of disapproval -hakonun (-ha ‘do’, ‘say’, -ko ‘and’, nun topic marker) a. ilen malha-nun thaydo-hakonun this speak-
REL attitude-hakun ‘This (bad) speaking attitude (of yours)’ b. ha-nun cis-hakun do-REL thing-hakun ‘The (incompetent) things you do!’ (3) From sentence-internal connectives to sentence-final particles Form Connective Sentence-Final Particle Studies Korean -ketun If reasoning -nuntey But mitigation Park 1997 -nikka Because reassertion Sohn 2002 -myense while, quotative confirmation Kim 2008 Japanese to quotative hedging, etc Hayashi 1997 Fixed expressions where -nun is followed by negative clauses (4) --konun (-ko ‘and’, topic marker nun) plus contrasting content: ‘Having done or said that’ a. ku-nun onul o-keyss-ta ha-ko-nun an wa-ss-ta he-TOP today come-MOD-DEC do/say-and-nun NEG come-PAST-DEC ‘Having said that he would come today, he did not come.’ b. ku moyang-ul ha-ko-nun sinnase nol-le naka-ss-ta that look-ACC do-and-nun happily play-PURP go.out-PAST-DEC ‘Having that (inappropriate or ugly) look, he went out happily to play.’ c. kulen kkol-ul ha-ko-nun... that bad:look-ACC do-and-nun ‘Having that ugly look’ (5) Noun-la-konun (-la quotative form of copula, ko-nun) plus negative content: ’what can be called as xx is only..’, ‘As for xx’ a. ne-hantey caycwu-la-konun eps-ta you-DAT talent-be-konun NEG:exist-DEC ‘You do not have anything that can be called talent.’ b. cikum i cip-ey mek-ul ke-la-konun’ now this house-LOC eat-REL thing-be-konun ‘Right now in this house things that can be called food are’ (implies what follows will be mediocre food) (6) Epistemic modal: -ese-nun an toy- (ese ‘and’, -nun topic marker, an negative marker, toy ‘become’): ‘if one does xx, it will not become’ ⇒ fixed expression for ‘should not’ or ‘must not’ a. nayil-kkaci milwu-ese-nun an toy-n-ta tomorrow-till postpone-ese-nun an toy-IND-DEC ‘You should not postpone until tomorrow.’ b. ilehkey ha-yse-nun’ like.this do-ese-nun ‘Doing this way’ (implies what follows will be a negative content even without an toy-)
Types of semantic presupposition constructions in Russian print advertising

In print advertising, presuppositions are an important component of the overall message. This paper provides a semantic approach to the investigation of presuppositional constructions in Russian print advertisements, which offers a new perspective on the linguistic analysis of advertisements also in terms of logic and textology. Slogans represent a specific type of text, generally consisting of one sentence with the distinctive function of manipulation. Presupposition as a means of expressing implicit meaning is an inevitable technique used for linguistic manipulation. One of the most important topics both in pragmatics and semantics is presupposition. The semantic definition of presupposition given by F. K. (1983) offered an opportunity for the analysis. Linguists have identified a great many presuppositional phenomena. They are usually described in terms of ‘presupposition triggers’ ‘constructions or lexical items whose presence generates a presuppositional requirement. Although presupposition is a universal phenomenon, it has specific grammatical features in different languages, as it does in the Russian language. The most common ‘presupposition triggers’ (inchoative, ingressive, factive verbs) in advertisements are analysed. The author also tries to reconstruct presuppositions in advertisements containing a concessive clause or an argumentative structure, relying on the interpretational model of double syllogism and cause-effect chains in argumentation. These concepts enable us to give a formalised interpretation of the implicit meaning expressed by presuppositions in advertisements with oppositional structures. In elliptical sentences semantic presupposition seems to play an important part in filling the gap in information without context or situation, on the basis of the construction as a whole. Lexical ellipsis in slogans is the conveyor of implicit information that induces presupposition. A corpus of over 1,000 Russian print advertisements (collected from 1979 till present) was used for testing the formal descriptions of semantic presupposition constructions.
Monika Kopytowska and Yusuf Kalyango

Creating context, shaping cognition: the coverage of Somalia in the U.S. media

Owing to its social, political and cultural importance, news has for several decades, inspired critical research in such disciplines as semiotics, mass communication studies, and discourse analysis. Lippmann (1992: 29) considered news the primary source of “pictures in our heads”, which generates impressions concerning the vast external world of public affairs that is “out of reach, out of sight, out of mind.” Numerous recommendations have been made for a multidisciplinary research agenda, which would explain the role of news as a key player in the democratic process and to explore and describe media influence on what issues people pay attention to (Bahador 2007, Cottle 2003, Robinson 2005, Wanta 1997), along with their impact on the audience’s judgments about political and social problems and their remedies.

The present study analyzes coverage of the crisis in Somalia in the U.S online media. It focuses on the mechanism of framing and its main purpose of creating context for media audiences. Such a context is of considerable importance in the case of Africa, which is relatively unknown to some Western audiences. As has been frequently pointed out in literature (Young 1982, Ebo 1992, Höjer 2004, Kalyango 2010, Kopytowska 2009, 2010), news stories which are largely event-based and crisis-oriented tend to depict African people as passive victims of natural disasters at the mercy of the benevolence of the West.

Linking the media framing mechanism to ideology and culture, along with journalistic routines, the authors will discuss motivations behind the choice of particular frames and the implications such choices have for the representation of news actors. The consequential perceptions of African countries by the audience’s will be discussed in detail.
The main aim of this presentation is to draw attention to the fact that speakers’ knowledge of the dynamics of linguistic interaction can be reflected in grammatical structures of language. In the Cognitive Linguistics approach it is assumed that language reflects human experience. One of our basic experiences is our life-long involvement in verbal interaction as speakers, hearers or eavesdroppers. We constantly engage in verbal exchanges and we are exposed to the speech of others. Words accompany us at all times and in most places and silence is perceived in many social situations as awkward and unwelcome. Therefore, it is not surprising that this pervasive experience finds its reflection in diverse patterns of language use and that samples of speech can serve as the basis for categorizing our experiences and other aspects of the world. There exist a variety of grammatical structures in which samples of represented verbal interaction replace traditional parts of speech. For example: I was like ‘Leave me alone!’; He smiled with his typical You-can’t-be-serious’ smile; He shows the I-know-it-all attitude during our meetings. These interaction fragments are referred to by different names in linguistic literature, for instance, ‘constructed dialogue’ (Tannen 1986) or ‘fictive interaction’ (Pascual 2002; 2006). Their characteristic feature is that they are not quotations, i.e. representations of somebody’s actual utterance but pieces of fictive dialogue consciously created by speakers to achieve some purposes in the ongoing discourse. The presentation discusses various functions of these interaction fragments, such as, creating involvement, expressing one’s usually negative attitude towards particular phenomena or providing precise labels for some categories of things.
Discourse motivation of the subjunctive mood in the complement of negation matrices in Spanish

The relation between negation and some notion of presupposition has been widely discussed in the literature (Givón 1979; Horn 1989). In this respect, Horn (1986) mentions that ‘a negative utterance tends to be natural not when its affirmative counterpart is presupposed true, but when it is SALIENT in the discourse context’ (172). In Horn’s (1986) ‘Giveness Tree’, a SALIENT referent is one whose mental representation is in the addressee’s consciousness at the time of utterance. This notion is equal to that of ‘discourse-old’ in Prince (1992) and to that of ‘Consciousness presupposed’ (CP), or active, in Lambrecht (1994; 2001). Following Lambrecht (1994; 2001) theory of Information Structure, and drawing a conceptual parallel with Mejías-Bikandi’s (1994; 1998) account of the subjunctive (SUBJ) mood in comment matrices, a similar claim can be made regarding the complement of negated and doubt matrices. The use of the subjunctive (SUBJ) mood in the complement of these matrices may be explained by saying that it expresses not a proposition known to be false, but rather a proposition treated as present in the consciousness of both speaker and audience (a ‘consciousness-presupposed proposition’).

The data in this study consists of contextualized uses of doubt and negation matrices found in leading Spanish newspapers. This data prove that the ‘doubt’ or ‘lack of commitment’ meaning traditionally attributed to these complements in the semantic approach (Terrell and Hooper 1974) is erroneous. The idea of ‘doubt/negation’ comes from the meaning of the matrix, not the meaning of mood, as all the different meanings attributed to the SUBJ (doubt, non-reality, feelings, and desires, emotion) do. Following Sperber and Wilson’s (1986: 193) notion of communication, this paper argues that the meaning of the SUBJ in Spanish is unique: it marks the lesser informative value of the proposition where it is contained
L2 pragmatic awareness in two registers: a discourse completion task with multi-word discourse markers

This study investigates L2 learners’ pragmatic awareness with regard to the use of multi-word discourse markers (MDMs), such as in addition and having said that, in two registers, formal and informal written discourse. Much of the literature on L2 pragmatics focuses exclusively on speech acts. The pragmatic competence, particularly L2 learners’ discourse ability in various contexts, is under-explored. Corpus-based research on L2 language suggests that learners are in lack of the register/genre sensitivity in using DMs. I therefore include the notion of DMs and explore the possibility of examining pragmatic awareness with respect to formality via a discourse completion task (DCT). Unlike conventional DCTs that employ designed contexts, I take an innovative approach by including corpus-informed materials. The research question addressed is, when advanced L2 learners undertake a reading task in which, for example, the Causal linking marker is missing, will they prefer as a result instead of because of that from the choices provided’ Following Altenberg’s (1986) and Liu’s (2010) formality continuum of DMs, ten MDMs in five semantic categories (Additive, Appositive, Causal, Concessive, and Enumerative) are chosen. Each category includes two MDMs, one that frequently occurs in formal writing (eg. despite that) and the other in colloquial context (eg. but then again). The BNC corpus (written section) provides the formal passages whereas the informal passages are taken from the Enron email corpus. The DCT is therefore comprised of ten short passages. Sixty participants (30 NS and 30 Chinese NNS) took part in the study. The results suggest that the NS participants notice the formality of the context and choose MDMs accordingly; the NNS, however, fail in noticing the formality. This is particularly shown by NNS’ tendency of preferring informal MDMs in formal passages. Issues of merging corpus methodology with DCTs in examining interlanguage pragmatics will be discussed.
A Landscape for thinking: The spatializing function of analogy in Hamilton’s new algebra

Studies of analogy in technical discourse have made important strides in the thirty years since George Lakoff and Mark Johnson (1980) ushered in the cognitive linguistic turn. Following Mark Turner’s (1991) call for a cognitive rhetoric and the second edition of Andrew Ortony’s (1993) *Metaphor and Thought*, book-length analyses by Evelyn Fox Keller (1995), Ken Baake (2003), and Heather Brodie Graves (2005) have taken up scientific analogy directly and extensively: Analogy, we now know, has the power to shape scientific discoveries including their concomitant lines of reasoning. They have also played a central role in the conceptual formation of entire disciplines. No one, however, has considered whether or how analogy functions in the cognitive work of research-level mathematics.

In this essay, we respond to the absence of research-level mathematics in the literature by analyzing the role of analogy in William Rowan Hamilton’s (1837) two-part treatise, “Theory of Conjugate Functions, or Algebraic Couples; with a Preliminary and Elementary Essay on Algebra as the Science of Pure Time.” Analogy functioned substantively in Hamilton’s essay by spatializing his conception of mathematical knowledge in culturally familiar ways. As the architect approaches the construction of a building, so too does the mathematician approach his work: building a firm foundation upon which one can then erect a sound structure, material in the architect’s case, logical in the mathematician’s. While the analogy was the dominant epistemological scheme of the time, it nonetheless placed Hamilton at paradigmatic odds with mathematicians who subscribed to a coherenti st epistemology and, less so, with mathematicians who privileged what Hamilton calls the practical and philological schools of mathematical thought over fundamentally theoretical concerns. Analogy also spatialized the cardinal concept of Hamilton’s new algebra: Moving beyond a purely temporal description, Hamilton comes to understand time by way of an analogy to movement along a straight path, which afforded him two concrete qualities—direction and distance—that would prove essential to the accessibility of his argument.
Pragmatic comprehension is required in order to understand the speaker’s intended meaning in different kinds of communicative situations. Nowadays it is well known that children with Asperger syndrome (AS) and high-functioning autism (HFA) have difficulties with pragmatic comprehension which has been suggested to be caused by cognitive weaknesses in contextual inference, theory of mind ability, central coherence and executive functions (see Loukusa and Moilanen 2009). Studies have also shown that many children with specific language impairment (SLI) have pragmatic comprehension impairments which are not explained by deficits in structural language (e.g., Rinaldi 2000; Ryder, Leinonen and Schulz, 2008). Despite increasing knowledge of pragmatic comprehension difficulties, in clinical work in Finland assessment of comprehension abilities does not usually involve exploration of contextual comprehension. At the moment there are no tests published for pragmatic comprehension in Finnish. This research explores Finnish children’s ability to answer 55 pragmatically/contextually demanding questions (focusing mostly on implicit meaning) and to understand emotions on the basis of a given context. In addition, children are asked to explain their correct answers in order to elicit information about their awareness of how they had derived the answers from the context. Test material was developed for this study. The children’s linguistic and memory abilities are also measured by tests. The data consists of 9 children with Asperger syndrome/high-functioning autism, 13 children with specific language disorder and their controls aged from 5- to 10 years. The differences between the clinical groups and the control group are compared. Preliminary results from different groups will be presented and methodological implications discussed.
Marina Marukhnyak

Analysis of pragmatic behaviour in monolingual and bilingual adolescents with high-functioning autism and Asperger syndrome

Over the last several decades, a number of psycholinguistic studies have attempted to explain communication impairments observed in autistic populations. There is now a significant body of research analyzing pragmatic competence in English-speaking individuals with high-functioning autism (HFA) or Asperger Syndrome (AS), but there are very few cross-linguistic or bilingual studies in this area. The present research is intended to extend existing studies in the English literature to a bilingual sample. We seek to analyze pragmatic behaviour in a group of monolingual (English-speaking) and a group of bilingual (French-English) adolescents with HFA and AS in order to see if pragmatic difficulties observed in a monolingual sample manifest themselves in the same way in a bilingual sample. The main objective of our research is to investigate whether bilingualism has a positive, negative, or no impact on pragmatic competence of adolescents with HFA and AS. The first component of the study involves a qualitative analysis of spontaneous conversation between a speech-pathologist and a subject observed in a relatively natural setting. The participants in both groups are first asked to describe their favourite activity or topic of interest and then to comment on a standard stimulus (a picture) portraying a social scenario. The second component of the study is quantitative and uses two different kinds of pragmatic tests: one test asks subjects to identify utterances that violate conversational rules, and the other test asks multiple choice questions about social scenarios. These tests are standardized and focus on specific aspects of pragmatic competence, such as: intentionality, relevance and appropriacy. All of the data collected is analyzed in a standardized way to determine similarities and differences between the monolingual English-speaking and the bilingual (French-English) cohorts. The results of the data are presented and their implications for the study of pragmatic competence in autism are discussed.
Socio-linguistic analysis of gender and power in the discourse of Japanese healthcare manga

This study examines the ways in which gender is projected in healthcare communication with a focus on nurses. As pointed out by Jones (1988), the origin of nursing is closely related both linguistically and culturally to femininity and the female sex. In the Japanese healthcare context, approximately 94% of all nurses are female. A strong image of femininity has generated the representation of the nurse as a gentle ‘angel in white’. The grand purpose of this study is to explore these socially embedded images as expressed in manga discourse. The data were collected from the healthcare manga series entitled ‘Nurse Aoi’. Koshino Ryo, the author of this series, conducted interviews with nurses to acquire the resources for the manga so that each fictional episode commands ontological commitment. This manga series continues to be published and has reached 31 volumes. After examining 3792 pages of episodes in the first twenty volumes, five communication scenes were selected for in-depth micro-level analysis. The interactions in these scenes project, either directly or indirectly, gender issues related to the occupational hierarchy of nurse and doctor, enacted through power and face. After presenting and analyzing these communication scenes we discuss how these examples suggest that power relations motivated by gender are intertwined with the societal expectations of the healthcare occupations, macro-level expectations that are constructed in face-to-face micro-level interactions. The communication scenes are constructed based on each actor’s performativity and positionality of identity, one that is strongly affected by the gender and occupation of the interlocutors. Derogatory expressions generated from macro-societal power relationships can be interpreted as both gender prejudice and face-saving strategies.
The discourse of authentic self-realisation in higher education

Ferrara (1998) has referred to contemporary modernity as an era authenticity in which subjectivity is not only defined in terms of autonomy but also in terms of the capacity of individuals to construct, create, define and position themselves in relation to others in terms of their own uniqueness. More recently Petersen (2011) argues that authentic self-realisation has become a powerful moral ideal conditioned by the introspective cultivation of the individual’s core. He goes on to argue that failure to maintain constancy in this process with respect to the normative demands of personal performance can result in a sense of stagnation and depression. The socialized individual is therefore premised on an essentialist notion of self in which the continual cultivation of an inner impulse is the primary engine of performance. Considered in this way, authentic self-realisation is a lifelong process involving the continual manipulation of the individual’s core as an investment object through which added value is derived. However, authentic self-realisation has also become an organised practical technique and institutional demand. It must be continuously staged in relation to the multifaceted and complex normative discourses that infuse the institutional life in contemporary society. Whilst these discourses are relatively comprehensible with regard to their immediate form, they nonetheless leave open the content of self-realisation in such a way that the actual act of conformity involves considerable discursive labour in terms of both introspection and enactment. One contemporary example of institutional life where this has come to the fore is the focus in higher education on graduate attributes. The paper goes on to discuss the ways in which these attributes are presented within an over-arching normative discourse for legitimating the purpose of higher education and as a means by which graduates can engage in authentic self-realisation. References Ferrara, A. (1998) Reflective Authenticity: Rethinking the Project of Modernity. London: Routledge. Petersen, A. (2011) ‘Authentic self-realization and depression’. International Sociology, 26, (1): 5-24.
On the role of an academic gatekeeper: evaluating abstracts in L2 English

This paper presents a case study in which the author focuses on her role as an evaluator of the abstracts to be selected for presentation at an international conference. The analyzed abstracts (ca 100) have been sent by their authors in answer to a call for papers to be presented at a conference in English Studies in a European country. In the process of evaluation, firstly, this paper draws on more traditional Discourse Analysis and Genre Analysis. Secondly, it attempts to adopt more recent sociocultural perspectives, such as the Dialogic Perspective and Critical Theory. Accordingly, the abstracts are evaluated not only as final written ‘products’ but also as potential ‘invitations’ to co-construct meanings in dialogues with the prospective audiences. In view of the fact that some authors have faced enormous challenges in producing abstracts following native English language academic norms, attempts have been made to distinguish between purely linguistic deficiencies and those that seem to stem from research limitations or inappropriate approaches to academic paper writing. Besides, the presented abstracts have been classified into types on the basis of their structure, the disciplines represented by their authors (literature, culture, linguistics, applied linguistics) as well as the authors’ first language discourse traditions. In the second part of the paper the focus is on teaching abstract writing, based to some extent on native English language academic norms but also including more liberal English for international communication (English as a lingua franca) norms. Finally, a point is made to the effect that abstract writing is a composing and writing skill that should be developed in its own right.
Impoliteness in written academic discourse: A case of ‘reply to’ article

The paper presents preliminary research findings which constitute a part of a larger study devoted to an analysis of discourse strategies used by academics to propose claims, criticize scientific work performed by other scholars and deal with judgmental opinions in relation to their own research findings in a particular type of research article, namely a ‘reply to’ or ‘response to’ article. Methodologically, the study draws from the framework of linguistic politeness (Brown and Levinson 1987), impoliteness (Culpeper 2011; Culpeper et al. 2003; Bousfield 2008) and metadiscourse (Hyland 1998, 2000, 2005) in order to identify ways of showing disagreement and dealing with conflictive situations in written academic discourse (Myers 1989, 1992).

Dialogic writer-reader interaction in ‘replies to’ seems quite complex and multilevel as it involves multiple audiences (particular scholar/research group and academic community of a given discipline). Authors work towards achieving certain rhetorical goals such as putting forward, clarifying, defending, accepting claims and/or criticizing, contradicting, disqualifying, rejecting some focal points in research findings and claims put forward by other researchers that cause disagreement between the interlocutors. Such actions, rather unsurprisingly, position writers, their adversaries as well as scientific readership against serious threats to positive and negative face.

In replies-to authors seem preoccupied with conflict mitigation and resolution resorting to on- and off-record politeness strategies. However, also hostile, aggressive, uncooperative or simply impolite communication occurs in this type of discourse. Criticism, disapproval, contempt and ridicule can be conveyed directly and purposely with no face-saving strategies employed. The nature of the data suggests that direct face threats might cease to be atypical. The present paper concentrates on instances of non-harmonious communication and intentionally conflictive linguistic behavior in ‘reply to’ articles and its aim is to identify particular impoliteness strategies used for criticizing scientific work performed by other scholars and dealing with judgmental opinions in relation to one’s own research findings.
Evarista Ofure Ikoyo-Eweto

Maternal health and child communication disorder: A way forward

The effect of maternal health on that of the unborn child is often taken for granted. This assumption, which is without bias to genetically based diagnosis of most congenital ailments, usually infers the physical ill-health of the expectant mother. This paper presents a case study of child communication disorder to buttress this common assumption. It however identifies maternal emotional and psychological ill-health as probable cause of this type of child developmental disability. It proposes that communication disorder in a developing child may not be unconnected with prenatal psychological and emotional trauma of the expectant mother, and highlights results from medical research to substantiate this assertion. Maternal child friendly endeavours as well as special education techniques are shown to contribute to the alleviation of the identified disorder, a condition which could otherwise remain traumatic for both mother and child. The work highlights the untapped role of linguistic knowledge for the remediation of communication related child developmental disorders. In line with Uwajeh's (2008) proposal, a cooperative working between the linguist - expert on the nature of language - and the physician - expert on the remediation of health disorders - is recommended as a panacea to the remediation of communication related child developmental disorders. This proposal, which is made from the perspective of the performativism scientific paradigm, is predicated on a bicomponental model of language - a model which characterises it as form and meaning and nothing else besides. This exposition would contribute to studies on communication related child developmental disorders as well as their remediation. It would serve as catalyst for governments and education providers to address the needs of children with disorders of language.
Problem types of speaking in the other-initiation of repair

Schegloff et al. (1977: 361) define the term ‘repair’ as a conversational organisation ‘addressed to recurrent problems in speaking, hearing and understanding’ and analyse the sequential positions and preference structures of both self- and other- (initiation of) repair. Since then, CA and interactional-linguistic research into the other-initiation of repair has focussed mainly on troubles of hearing and understanding (e.g. Selting 1987; Schegloff 2000; Curl 2004, 2005). Other-initiation of repair concerning problem types of speaking has predominantly been the subject of studies in second and foreign language interaction (e.g. Rost-Roth 2009). However, the participants’ orientation to types of speaking problems in other-initiated repair sequences has barely been a matter of systematic investigation with regard to first language interaction.

Based on an analysis of approximately 26 hours of native German telephone conversations and radio phone-ins, this paper uses interactional-linguistic methodology to investigate the various types of speaking problems signalled in cases of other-initiation of repair. I will present repair sequences with metacommunicative problem-signalling expressions such as ‘MITbürger ist übrigens Auch son wort;=da(s) ich eigentlich GAR nicht hÖren will;’ (‘By the way, fellow citizen is also one of those words I don’t want to hear at all’). I will also present cases of very explicit problem-signalling expressions such as ‘↑WEESS ick nich so jenAu;’ (‘I don’t know for sure’). By focussing on the semantics of these problem-signalling expressions I will demonstrate two points: Firstly, I will show that ‘others’ display three distinct types of speaking problems, which the speakers of the trouble source demonstrably orient to, namely:

1) problems concerning the linguistic correctness of the trouble source,
2) problems concerning the appropriateness of the trouble source in a given context, and
3) problems concerning the factual correctness of the trouble source.

Secondly, I will argue that problem types are ordered in relation to each other in terms of preference structures.
Agentivisation of emotions

As a part of affective phenomena emotions are subjective states that have extensive role in creating the quality of conscious experiences. Language communication extends their intentionality by recreating embodied feeling in the semantic value of symbolic structures through a process of neural simulation that involves activation of neocortical, sensory-motor as well as emotional circuitry. Symbolic structure of language also enables the categorization of these infusive subjective states and their conceptualization as entities with objective-like properties. Properties are organized by conceptual mappings and linguistically expressed by metaphor and metonymy. This paper will present corpus based research of the metaphorical expression of emotion in Croatian focusing on the relation between ontological, spatial and agentive construal of the emotion fear. The analysis demonstrates that conceptually rich agentive construal of the emotion is cognitively derived from ontological and spatial patterns of construal. This process of agentive metaphorical conceptualization of emotion could explain similar patterns of agentive construal of other mental states and some emergent social entities derived from human symbolic and cultural cognitive systems.
Supakorn Phoocharoensil

Compliment responses in Thai EFL learners' interlanguage

The present study aims at examining the compliment responses (CRs) used by Thai EFL learners. It has been discovered from the discourse completion tasks (DCTs) that the learners’ level of English proficiency seemed to determine how they responded to compliments in such a way that the high-proficiency learners apparently employed CR patterns resembling those in American norms. The learners with low proficiency, by contrast, appeared to transfer pragmatic knowledge from their native language, rejecting and downgrading the compliments. The findings evidently bear out the Compliment Response Continuum Hypothesis (Tran, 2007), which claims that the CR strategies which tend to be transferred are at or towards the end of the acceptance to denial continuum.
Marta Pikor-Niedziałek

The evolving metaphorical style in the description of wildlife in National Geographic headlines 1888-2008: A cognitive semantics view

Linguistic style of National Geographic headlines (1888-2008) will be viewed from the perspective of cognitive semantics – conceptual blending theory (Fauconnier and Turner 1998) will be applied to the analysis of metaphors. When words are used with metaphoric sense, one field or domain of reference is carried over or mapped onto another on the basis of some perceived similarity between the two fields. The concept of metaphor also denotes rhetorical figures of speech that achieve their effects via association, comparison and resemblance such as antithesis, hyperbole, metonymy, synecdoche and simile which are all species of metaphor. In this article the idea of metaphors will be viewed broadly including those figures of speech.

The notions of categories (Lakoff 1987, Langacker 1991) and prototypes (Rosch 1975, Osherson et al. 1990) will be employed to describe the main characteristics of National Geographic headlines. Significantly, the relation between pragmatic stylistics and cognitive stylistics needs to be stressed because pragmatic or discourse features of style can also be viewed from the cognitive linguistics perspective. It seems that style features of headlines can be distinguished according to their prototypicality, that is, the frequency of occurrence in a given discourse type. Moreover, the prototypicality of discourse and genre features change with the passage of time and thus National Geographic articles will be considered from the historical perspective.

In conclusion, National Geographic (1888-2008) journalistic linguistic style and especially the characteristics of the headlines of the articles: the use of metaphors, metonymies and similes will be analysed. The use of these linguistic constructions is determined by the specific requirements and functions of this discourse type that may be analyzed in terms of Roman Jakobson’s functions of language (Jakobson 1960). It should be mentioned that the constraints on National Geographic headlines and their style also derive from the social, cultural and technological changes and/or context in which this journalistic discourse has been produced.
Svitlana Radziievska

**Argumentation in political discourse from cognitive perspective**

The report focuses on argumentation in modern political discourse with reference to its logical, rhetorical, social, and psychological peculiarities. Since argumentation is a mental phenomenon, its investigation has been done on the semantic level. Argumentation process presupposes the execution of some mental acts and states, as well as the appealing to some structure elements of consciousness and mind. As a cognitive process, argumentation is related to the perception, generation of information, processing and checking for validity within the conceptual worlds of the interactants. It is mainly connected with a wide range of interpretation facts which results in partial correction of the addressee’s world picture, as well as the creation of his/her certain mental space. Depending on the situation, psychological and/or logical factors become leading. The new research framework based on the conception of the argumentation as communicative activity has been worked out and applied. During argumentation the speaker demonstrates his/her language, communicative, and linguistic competences. That is why knowledge level, ideas, wittiness, value system, emotional state, social status, and social roles he/she plays influence on chosen linguistic units to shape the utterance. It proves the complexity of the phenomenon and reveals the integral character of argumentation. Persuasion is attained as the result of the sequence of mental acts. It is achieved by creating pragmatic optimum, argumentation focuses, prominence strategy. The most important blocks of information are placed in argumentation focus. Attention focus, information focus, and argumentation focus do not always coincide since persuasion is not always achieved with the help of new information. In many cases, argumentation is based on the known facts, association signals, semantic networks. Prominence strategy used to convince and persuade the audience is examined, its elements are analyzed. The stylistic peculiarities of argumentation in political discourse are described.
Michael Rinn

Persuasion and manipulation on the Internet

This paper presents a discourse analysis of revisionist Web sites. It shows how pragmatics plays a key role on the Internet in undermining the processes for acquiring and establishing institutional knowledge. By substituting the traditional mediators of historical truth within a fragmented social reality, revisionists use three types of discourse strategies: argumentative manipulation, polyphony of communication and humour. Introducing the concept of readjustment of conceptual and perceptual cognition, the paper shows how revisionists on the Internet strive to convince us that our world isn't what we believe it to be. Our purpose will be structured around three thesis. First, genocide denial is an example of how it seems that today an individual is free to build up his or her own Weltbild without the necessity to rely on objective methods. This leads us to a second thesis: the analysis of promoting information helps us to understand the profound, intimate and quasi-structural link between the possibility of hiding mass murder and the modern obsession for total transparency in communication. Third, revisionist discourses have found a way to take hold of the new on-line public space. They use conceptual and perceptual disorientation of contemporary history to turn the unacceptable reality of the genocide into an acceptable one and make an irrational annihilation policy seem rational. Finally, we ask how the reader can be aware of this manipulation and how he or she can acquire pragmatic competence to find adequate response against the persuasive strategies of the revisionist.
Muhammad Rizwan, Riaz Ahmad, Sarwat Jahan Khanam and Sobia Aftab

**Self-esteem deficits among psychiatric patients**

The objective of the present study was to investigate the difference in the level of self-esteem among patients with psychiatric disorders and normal controls. After detailed literature review, it was hypothesized that (1) There would be a significant difference in the level of Self-Esteem among Patients with Psychiatric Disorders and Normal Controls. The sample of the present study consisted of 260 participants who were further divided into two groups: Clinical group (n=140) and Normal controls (n=120). The age range of the participants in both the samples were 18-25 years (with the mean age of 22.14 years for psychiatric patients and 21.18 years for normal controls) and they belonged to middle socioeconomic status. The clinical group consisted of diagnosed psychiatric patients according to Diagnostic and Statistical Manual of Mental Disorders (DSM IV-TR; American Psychiatric Association, 2000) criterion and further divided in four sub-groups, including Patients of (a) Schizophrenia (n=40); (b) Major Depressive Disorder (n=40); (c) Obsessive Compulsive Disorder (n=40); and (d) Opioid Dependence Disorder (n=20). The standard Intake form of Institute of Clinical Psychology, University of Karachi, and Rosenberg Self-Esteem Scale (Rosenberg, 1965) were used. Descriptive Statistics and One Way Analysis of Variance were employed to analyze the data in statistical terminology. Results indicate significant differences among patients with psychiatric disorders and normal controls on the variable of self-esteem ($F = 30.513$, df = 4, 255, $p<.05$). The finding has implications for clinical interventions and also suggests avenues for future research.
Exploring the interpretation and misinterpretation of garden-path sentences in Polish

Garden-path sentences, i.e. sentences which entice the comprehender into constructing a parse which turns out to be incorrect and thus requires reanalysis, have long been used as test material by psycholinguists in their attempts to gain insight into natural language processing. One of the facts that has been observed (Christianson et al. 2001) is that reanalysis of such sentences is not always complete, i.e. the initial, ultimately incorrect, interpretation tends to persist in the minds of the comprehenders. For example, having been lured into the erroneous interpretation of a sentence such as While Anna dressed the baby played in the crib, comprehenders often end up simultaneously believing that Anna dressed herself and that she dressed the baby. This paper reports on an experiment designed to investigate the interpretation and misinterpretation of Polish sentences paralleling the English example above (e.g. Gdy Jan pisał list spadł z biurka). Having first established whether the Polish sentences in question do indeed trigger the garden path effect, we sought to determine to what extent the speed of interpretation and the persistence of the initial incorrect interpretation were influenced by the morphosyntactic properties peculiar to Polish and by the syntactic and semantic factors that create or eliminate the garden path effect. The experiment was run using E-Prime software. The participants were seated in front of a laptop screen connected to a serial response box. Before the presentation of each sentence and the question that followed, the fixation point was displayed for 1000 ms. Reading sentences was self-paced, so the participants pressed a button to proceed to the question when they had finished reading the sentence. Reaction times were measured from the display onset of the target question to the response (which involved pressing a “yes” or “no” button) recorded from the serial response box.
Iryna Siverstava

**Italian online discourses on the European Parliament election campaign, June 2009-November 2010**

The subject of this research is on-line discourse on the issue of the elections to the European parliament, as presented by Italian politicians and informal leaders, from June 2009 to November 2010. The project aims at clarifying the notion of on-line political discourse and at determining its underlying factors. The methods used in the research include questionnaire, written interview, critical discourse analysis (CDA), analysis of topics, and analysis of rhetorical components of discourse and of strategic maneuvering. We have studied political discourse presented in two different forms: in the oral one, as they appear on-line, and in the written form, having done transcription of the on-line text messages. We have found that the form of presentation influences greatly the perception of the message and its acceptance/ refutation. As a result, on-line discourse reinforces greatly a positive or negative image of the speaker, as based on the viewer's prior knowledge or experiences. We have submitted questionnaires and presented video and written messages to 55 female and male Italian students of humanistic disciplines, whose age varies from 19 to 23. Unlike our initial expectations, gender differences have had little or insignificant effect on the perception of the message. We have described factors underlying the perception of the on-line political discourse, as opposed to the written political message, consisting of changes in the audiences' preferences, in focus shifts and in the motivational shift. The closest positions between all audiences were observed in the analysis of the Italian Prime Minister Silvio Berlusconi. Both males and females indicated him as a ‘false politician’, the one who ‘only knows how to say beautiful words, but gives little facts’, etc. Contrary to our prior hypothesis, an opponent of Berlusconi, Dario Franceschini of the Democratic Party, has done slightly better, according to the audiences' answers review. We have also included into our written interview a message by an informal leader, Italian writer and journalist Roberto Saviano, who, unlike other speakers, gave very discomforting ‘truths’ about the Italian electoral campaigns. Saviano was the one who gathered the absolute majority of the audiences’ preferences, proving the hypothesis about the Italian young people's general dissatisfaction with politics and their desire to
identify with informal leaders, without consciously understanding the fact that the latter are also doing politics. The research has shown that the medium of presentation changes the perception of the same message. It has also demonstrated that gender differences have but not a decisive impact on the preferential attribution. Our application of socio-linguistic methods to the political discourse may be useful to other researchers working in the field of discourse analysis.
Anastasia Sergeeva

The operationalization of discourse genre-topic parameters in modern organization

In the present article we describe a novel method for discourse-related organization problems analysis. The method provides a framework for organizational discourse content comparison; the operationalization process allows us to single out certain indicative thematic and genre characteristics which in turn can be measured by a set of quantitative and qualitative parameters. We used the concepts of intensity, extensiveness and density to identify the most powerful communicative practice within organization and explain why those practices are prominent and essential to organizational life. Typical situations and channels of communication are identified through semi-structured interview. The items on the channel list must be adapted to the organization-specific context. The analysis of typical situations helps us to construct a topic-genre organization profile, which represents the inner structure of organizational relationships and power. The method has been tested on six organizations from different functional groups: Heavy Industry, Light Industry, Medicine, Petroleum industry, IT management. According to our results there are major differences between the discourse profiles of the organizations: e.g. The organizational (related to self-organization, chain-of-command and self-management issues) type of discourse prevails in heavy industry, in contrast, consumer and IT industry employees prefer to discuss their personal professional advancement as well as organization type specific (sport equipments and coaching styles for health clubs, new IT developments for software developers) topics. It has been shown, that there is a persistent link between the organization structure (functional, divisional, matrix etc.) and the prevalent type of discourse. The organization specific discourse has a very unique component - a genre component of the discourse that can affected both inner and outer structural changes.
Hedging in online interaction: A case study of discussion fora

Whether referred to as online interaction, electronic discourse or Netspeak, online communication is a fertile research area for discourse analysts. Accordingly, the use of mitigating language is among the pragmatic phenomena which are observed in various Internet situations and which warrant further investigation. In the analysis, following the concept of hedging (Lakoff 1972) and the notion of stance marking (Biber and Finegan 1989), the author explores the socio-pragmatic aspects of tentative language use in the context of asynchronous online interaction marked by limited immediacy. The paper introduces the results of an examination of data obtained from "The Talk", a discussion forum hosted by "The Guardian", focusing on the manner in which hedges operate as stance markers in the language of discussion fora users as well as their distribution. As revealed by the analysis, apart from personal attacks and abusive language, Internet users rely on mitigating devices when dealing with counterarguments supported by their virtual adversaries. Thanks to the use of hedges, online arguers declare their positions towards their own propositions and those advanced by their interlocutors, thus managing interpersonal relationships and contributing to the evaluative coherence of online discussions. The results obtained lead to the conclusion that Internet users frequently employ a varied repertoire of hedging devices and strategies.
Differences between English and Japanese construal in the usage of deictic motion verbs COME and GO: from the viewpoint of Cognitive Linguistics

This contrastive study explores how differences between English and Japanese construal affect the usage of motion verbs COME and GO in both languages. The usage of these verbs, known as deictic verbs, is not only dependent on the speech situation, but is also different between English speakers and Japanese speakers. This is because English speakers and Japanese speakers sometimes construe the same event in different ways. As B. L. Whorf (1956) pointed out, each language has ‘fashions of speaking’: Japanese speakers tend to like ‘subjective construal,’ while English speakers tend to like ‘objective construal.’ Comparing English sentences taken from corpora with their translation into Japanese, we learned that Japanese speakers usually take the speaker’s viewpoint. Thus, in Japanese, when the motion is directed towards the speaker as the goal, the verb COME (kuru) is used, and when the motion is directed away from the speaker’s location, the verb GO (iku) is used. In Japanese the speaker is always the deictic center. In English, however, a speaker often shifts his/her viewpoint to the hearer and takes the hearer’s viewpoint perhaps because of empathy and respect for the hearer. Therefore, when English speakers are told, ‘Dinner is ready,’ they would answer, ‘I’m coming.’ Japanese speakers, however, tend to reply, ‘I’m going,’ because, in Japanese, the verb GO (iku) is always used when the motion is directed away from the speaker’s location. Analyzing English and Japanese COME and GO from the cognitive linguistic perspective, we concluded that Japanese is a speaker-centered monologue-type language, while English is a hearer-centered dialogue-type language. This study, which could be regarded as an applied study of cognitive linguistics, will be a good starting point for a new approach to grammar education and also creative and effective essay writing.
Supong Tangkiengsirisin

An investigation of pragmatic competence: A study of Thai EFL students’ request strategies

Pragmatic competence is considered as a principal component of language competence (Bachman 1990). An EFL learner, while learning and acquiring various aspects of the target language, is expected to develop pragmatic competence for successful communication. Making requests is one of the most important speech acts that should be performed effectively by EFL students. As this pragmatic strategy, regarded as a potentially face threatening act (Brown and Levinson 1987; Butler 1988), can pose a challenge on non-native students of English, including those in Thailand, it deserves attention and should be examined in this particular context. The purpose of this study is, therefore, to investigate different request strategies used by a group of Thai EFL students. A discourse completion task (DCT), adapted from the questionnaire developed by Blum-Kulka (1982), was completed by 50 graduate students in the English for Careers Program at the Language Institute of Thammasat University. The questionnaire, consisting of different contextualised situations, required the participants to respond by performing requests. The data collected from the DCT were analysed using descriptive statistics to assess the participants’ pragmatic competence and their use of politeness strategies. Five of the participants were also interviewed to elicit more in-depth data regarding positive and negative politeness strategies. The results revealed that the participants performed various types of requests in response to the questions in the DCT. Most of these responses showed a lack of pragmatic ability in the use of negative politeness strategies. Responses from the semi-structured interviews confirmed the findings from the questionnaire and revealed elements of Thai rhetorical sensitivity related to the traditional Thai characteristic ‘Kreng Jai’, or being extremely considerate (Chaidaroon 2003). The implications derived from this study involve pedagogical approaches to enhancing language competence and effective means of developing communication competence.
Persuasion in science: Interdisciplinary heuristics, dialectics and critical consensus

The paper focuses on the epistemic, pragmatic and rhetorico-dialectic strands which lead persuasion to evolve into consensus thus rendering scientific knowledge and discourse inter-subjective and progressive. The discussion touches on the classical division of speech genres and the definition of persuasion in terms of components of the human mind rooted in ‘ethics’, ‘pathos’ and ‘logos’. It then delineates the new paths of knowledge and communication opened by the introduction of the scientific method. The latter teaches that the investigation of physical entities must be grounded on accumulated knowledge and thrive on direct and indirect observations, experiments, measurements, mathematico-geometric models inductive and deductive reasoning. Results of the investigation must be open to verification and critical evaluation by peer-experts. To this purpose, the findings are presented by interlacing linguistic, mathematical and diagrammatic codes which can facilitate the re-enactment of visualisation, reasoning and operational processes underlying the argumentation deployment and the claims made. A brief analysis of actual scientific texts will support the suggestion that means of persuasion in scientific realms have evolved from dependence on emotive evocations to interactions involving activation and application of multidisciplinary cognitive and procedural resources. Evidence emerges of the combination of factors which allow the interactants to evaluate, challenge, analyse and test scientific claims and establish a dialectical tension between the interacting parties. This process provides elements for debate and verification of claims and can lead from doubt to consensus, from confutation to advancement of theories, knowledge and understanding of nature. Studies aimed at describing the rhetoric and dialectics of scientific argumentation should be in light of the aims, ontology, concepts, pragmatics and interdisciplinary nature of scientific communication. The insight thus obtained could provide a better understanding of the similarities and dissimilarities in the rhetoric of different discourse universes.
Too close for comfort: The affinity between impoliteness and humour

As research into the concept, nature and realisation of linguistic impoliteness continues to gather momentum ‘the commonly-held assumption of it as a ‘debased form of language’ simplistic, without finesse’ is as Culpeper (2011: 239) rightly points out, far from the whole story. Indeed, as Culpeper (2005) and Lorenzo-Dus (2009) have already demonstrated, impoliteness i.e. intentional linguistic aggression can actually have an ‘entertainment’ or ‘aesthetic’ value. In this paper I explore how concepts which are fundamental to traditional theories of humour i.e. superiority, incongruity and release may also be located within considerations of strategic uses of linguistic aggression. Building on Culpeper’s (2005) observed link between impoliteness and entertainment, and using dialogue from the fictional film As Good As It Gets, a film which was renowned for its instances of offensive linguistic behaviour as much as for its comedy, I incorporate Short’s (1996) concept of ‘discourse structure’ alongside Lorenzo-Dus’ (2009) findings concerning the notion of ‘double-articulation’, i.e edited broadcasting, to demonstrate how linguistic realizations of impoliteness on one level of discourse (such as character - to - character) can be ‘framed’ as something completely different (such as humour) on the author - to - audience level. Whilst Short’s and Lorenzo-Dus’ findings are significant for showing us how this perception is achieved (with viewers on the ‘higher’ level and therefore in possession of more knowledge than the characters), a consideration of the psychology behind humour theories explains why we are able to view what is in essence negative and socially-disturbing behaviour as entertaining. Findings from my discussion reveal that psychological aspects of humour theory may also be realised linguistically, and, in the case of impoliteness, result in an affinity between the two concepts which may, in some cases, be too close for comfort.
Pragmatic aspects of texting: An experimental appraisal

Texting or SMS refers to sending short text messages with a mobile phone. It has given rise to specific language features that have become a recognizable aspect of teenspeak. Wellknown examples fall under three categories: orthographic (wanna w8, NICE!!!), symbolic (:-) xxx), and lexical (babes are cool). Although a clear picture has emerged of what to do, it remains still largely unclear how these features are used in actual communication. Is the use of these features governed by pragmatic considerations’ To get a reliable answer to this question, we have conducted several experimental studies with an elicitation task. On the basis of instructions describing specific communicative situations, participants composed several messages to specified addressees with specified intentions. Two factors were varied systematically: social distance with the addressee and intrusiveness of the message content. Here we report results of our first study. 228 pupils of fourth grade secondary education (Dutch HAVO) wrote 456 message either to their father or a neighbour, in which they put either a request or an offer. Each message was divided into two parts: opening and closing versus text of the actual message. Within each part texting features were identified and classified as either orthographic, symbolic, or lexical. For both parts scores were determined for diversity (number of types used) and density (number of tokens used). No effects were found for message content. Clear effects were found for distance with addressee. Personal characteristics such as gender did not interact with the experimental factors. The way these youngsters worded their messages, give rise to two conclusions: they did not use texting features randomly, and they varied them more with respect to variety (types) than to frequency (tokens). Texting features occur in relation with pragmatic considerations as well as a considered playfulness.
Cognitive and semiotic aspects of sign interaction in iconotexts (Case study of a newspaper article)

The research focuses on the interaction of different types of signs within the framework of conceptual integration theory. A case study of a newspaper article reveals that under the influence of an iconic sign (a graphic image) a verbal text undergoes certain semiotic changes, i.e. moves from symbolism towards iconicity and indexality. A special emphasis is placed on phonological, syntactic and semantic aspects of this type of semiotic interplay. The picture is perceived as a symbol in the relation to the text which brings about the symbolization of the image. Nevertheless as any graphic sign it preserves its iconic characteristics some of which are reflected in the text. Under the influence of the drawing the text acquires iconic characteristics on its every level. On the lexical level the text reproduces the objects depicted in the picture and renders their characteristics. The placement of the objects in the picture is mirrored in the text through syntactical repetitions of the nouns designated the objects in it. The picture also leads to the iconization of the text on the discursive level where picture may or may not influence the usual for publicist texts sequence ‘analysis-forecast-suggestion’. These processes are directly connected with the elaboration of the graphic mental space by the verbal one in the process of conceptual integration also examined in the analysis. Thus the theory of conceptual blending allows us to understand the mechanism of the meaning construction in iconotexts while semiotic analysis investigates the interaction of the verbal and graphic signs in this case.
Cognitive-pragmatic aspects of persuasive written discourse

Since an author of a written text with a persuasive purpose cannot adapt his/her communicative strategies to verbal or non-verbal feedback of an audience, nor support it with intonation and other paraverbalia, he/she has to rely on verbal means that are likely to lead recipients to an interpretation of the offered piece of discourse according to the intention of the writer. As one rhetorical device, he/she has to choose a wording that not only carries the intended meaning, but is also likely to trigger contextualization processes in the minds of the readers that enhance the text’s chances of persuasive success. In other words, the recipient is to be incited to activate a knowledge frame which shines a friendly light on the message and in this way makes it more likely that persuasion is achieved. These processes of framing include relating the message to social situations (e.g. a talk among friends) and to other discourses (e.g. the political discourse on climate change), and they often carry with them emotional aspects and value assumptions, both of which have, in many cases, a stronger impact on the persuasive effect than purely rational arguments. A rhetorical figure that can be used for the triggering of such contextualization processes is, of course, metaphor because its relating of two cognitive domains gives the author an opportunity for projecting knowledge from a frame onto the target domain, thereby also transferring emotions, attitudes, and values. Yet, words, too, that are not used in metaphors may connote certain frames and serve in that way as contextualization cues, and so does, for instance, reported speech in all its forms. The style in which a text is written or its text design can also be means for that purpose on another linguistic level. In my paper, I will be looking into rhetorical techniques of formulating persuasive written discourse with a focus on ways of contextualizing a message.
Anna Ewa Wieczorek

Closeness, remoteness and blame attribution in political discourse: A study of (im)personalisation strategies

The aim of the presentation is to indicate how a set of pragmatic-cognitive strategies of (im)personalisation contribute to the discursive representation of closeness and belonging as well as remoteness and dissociation, especially in cases of blame attribution in political discourse. The term (im)personalisation stands for a set of linguistic devices with which identities of chosen in/out-group members in the speech situation are either revealed (personalisation) or concealed (impersonalisation) to enhance their status in relation to the in-group. (Im)personalisation proves to be correlated to a great extent with the occurrence of clusivity, as agents of unknown identities and thus unfamiliar will hardly be treated as close, while those whose personality is given explicitly will. In other words, personalisation is typically associated with inclusion, while impersonalisation with exclusion. However, such reasoning seems fairly plausible on condition that no blame attribution is considered. In such cases, personalisation is more liable to promote exclusion, whereas impersonalisation inclusion: since the identities of the agents are not revealed, they do not run the risk of being marginalised, stigmatised or excluded from the group whatsoever. The taxonomy proposed is a tentative attempt to systematise (im)personalisation strategies according to the role they play in assigning inclusionary and exclusionary status to discourse entities, based on responsibility attribution.

Data used to illustrate the aforementioned (im)personalisation strategies have been selected from a collection of electoral speeches delivered by Barack Obama between 10th February 2007, i.e. the announcement of his candidacy for the presidency of the USA, and 4th November 2008, i.e. the day of the election. The transcripts have been downloaded from the official Barack Obama’s website “Organizing for America” (http://www.barackobama.com/ speeches/ index.php).
Relative salience of formal aspects of advertising discourse: A comparative account

Giora (2003) proposes that the feature of salience could be analytically applied to items other than lexemes, metaphors or idioms. It is possible that certain formal features of language, embodied in grammatical constructions, function words or aspects of prosody, could also be described as exhibiting various degrees of salience. In the same way as certain conceptual units have undergone lexicalisation and have developed permanent links with the linguistic component of our cognitive system, which allows for automatic activation without the necessity of back-checking against the context, some other conceptual networks have been transformed into grammatical and stylistic patterns which generate automatic bottom-up associations. Their repeated use in specific contexts led to the development of grammatical and stylistic equivalent of Word-Specific Semantic Properties (Kecskes 2008). Advertising discourse has often been attributed a number of stylistic properties, embodied in specific grammatical patterns, frequently encountered in our contacts with this peculiar form of communication. These patterns are in fact neither purely grammatical, nor clearly lexical, but often represent the territory where the lexicon meets with the morphology, syntax and semantics of a language. Their classification is close to situation-bound utterances (Kecskes 2003), but they are more flexible in terms of what vocabulary items may occupy particular lexical slots. Several patterns representative of the advertising discourse have been selected and juxtaposed with slightly modified alternative versions in order to investigate their relative salience as markers of advertising communication. The stimuli, representing two language corpora, were presented to groups of Polish and English native speakers for evaluation in a ranking task. The results point to those aspects of communicative context which have become incorporated in specific formulations, showing at the same time which formal features of language are perceived as prototypical features of advertising communication.
The application of Relevance Theory to error analysis

The purpose of this study is an attempt to apply Sperber and Wilson’s (1986) Relevance Theory to the analysis of learners’ errors in the production and comprehension of foreign languages. As Dušková (1969, in Singleton 2003) has shown, many errors have nothing to do with the native language and, moreover, especially in the case of multilinguals, determining error sources often requires ‘plausible interpretation’ or ‘plausible reconstruction’ (Corder 1972, in Heine, 2004). It is, however, assumed that learners try to be relevant in their foreign language production and comprehension and that some errors impossible to explain by transfer, interference or overgeneralization can be explained in the light of Relevance Theory. According to Sperber and Wilson (1986), relevance governs all human communication and cognition and, unlike Grice’s (1975) maxims, it does not have to be consciously applied because speakers instinctively say what they regard as relevant and draw relevant interpretations, or ones that produce large ‘contextual effects’ and require little processing effort. Relevance Theory has been applied to language teaching by Niżegorodcew (2007), and her idea of relevant input, hence comprehensible and containing new information, is compatible with Krashen’s (1981) ‘i+1’ input hypothesis. In foreign language comprehension, learners seek the most relevant interpretation in the available context, even though the context may be flawed due to the ignorance or incomprehension of certain words. Still, as think-aloud protocols show, some learners invent elaborate contexts in which such an interpretation could be relevant. Still others attempt to form a coherent mental model (Johnson-Laird, 1983) and if an error (caused e.g. by a false friend) distorts it, they revise their comprehension of the text, seeking a relevant interpretation. However, omitting cues that may not seem very relevant, such as verb endings, can also distort comprehension (Włosowicz 2007, 2008/2009). In production, Relevance Theory can be applied to interlanguage pragmatics and communication strategies as well as to gap-filling and cloze tests. In gap-filling, if subjects concentrate on the meaning, they may overlook such cues as the preposition required by the target verb, thus using a synonymous verb which does not fit in the context. In communication, learners also try to be relevant in the target language and even L1-
based strategies can be regarded as based on mutual knowledge if they know the interlocutor also speaks their native language (Poulisse, Bongaerts and Kellerman 1987, Wlosowicz in press). Yet, as different things are relevant to different speakers, there is a fine line between what is erroneous and what is purely idiosyncratic. It can be concluded that many errors can be explained by the relevance of various cues and strategies to learners, which should be taken into account by teachers and researchers. Certainly, it is not suggested here that errors should be justified, but determining their causes should help to eliminate them. Thus, learners should be encouraged to monitor their comprehension and maintain coherent mental models, whereas in production they should develop both grammatical and pragmatic awareness.
Mathematical proof of the Principle of the Cognitive Economy

The aim of the paper is to prove mathematically the *Principle of Cognitive Economy*, which states that categories are created in such a way so as to minimise the cognitive effort while maximising the efficiency of information processing (E. Rosch 1978). To this end, a simple mathematical model is created to show that the basic level categories, such as for example cars, chairs and birds, are indeed a more efficient way to convey information than their super-ordinate (e.g. vehicles, furniture, animals) or subordinate counterparts (e.g. sports cars, rocking chairs, swallows). Category level is calculated from a differential equation as a function of the human brain capacity and the density of the information processed with significant bearing on communication, specialist knowledge and the linguistic (categorical) print of the limited human brain capacity.

Eleanor Rosch in her ground-breaking research (1975-1978) proved that basic-level categories are the easiest to imagine, used most frequently, learned and recognized first, while being the most inclusive and distinctive at the same time; however, the *Principle of Cognitive Economy* she proposed to account for it has remained only a hypothesis, which left her results vulnerable to criticism, notably by Janet Dougherty (1978: 76) and Anna Wierzbicka (1999: 108), who suggested a different explanation for the cognitive prominence of the basic-level categories. Conversely, the results of a survey carried out on a group of 48 students seem to undermine the validity of their explanation.
The impact of metacognitive strategies on improving listening comprehension of Iranian EFL learners

Metacognition can be defined simply as thinking about thinking. It is the ability to reflect on what you know and do and what you do not know and do not do. Metacognitive strategies include the three fundamental executive processes of planning, monitoring and evaluating and include selective attention strategies. There were substantially fewer reports about strategy use compared with factors that influenced listening performance: Planning, Directed attention, Selective attention, and Inferencing. The present study was conducted to compare the role of metacognitive strategies on improving listening comprehension of Iranian Intermediate EFL learners. Since the study was a classroom research and only there was one independent variable was exited, intact group design was applied. To fulfill the purpose of the study first, 80 intermediate EFL learners of Islamic Azad University, Behshahr branch were chosen. These participants were tested for their homogeneity by TOFEL test. Then, the participants were divided into two groups by simple random sampling. Next, one group received attitude base questionnaire to elicit subjects’ attitude on particular topics. After data entry, their attitude on particular topics was elicited by SPSS. Finally, the researcher used specific lesson plan and strategy for teaching listening comprehension in each group. After 30 session treatment, all groups were exposed to a post-test through a listening comprehension test. The data analysis was done through the analysis of descriptive statistic, t-test, and correlation coefficient. The result from T-test concluded the lesson plan and strategy used in experimental group could lead to higher listening comprehension in comparison to lesson plan and strategy of control group. Keywords: Language learner strategies, metacognitive strategy, selective listening, selective attention, and listening comprehension
The effect of vocabulary learning from dictionary reference in collaborative EFL setting on improving reading comprehension

In the past, vocabulary teaching and learning were given less priority in second language programs, but recently there has been a renewed interest in the nature of vocabulary and its role in learning and teaching and it is a core component of language proficiency and provides much of basis for how well learners speak, listen, read, and write. Generally, collaborative tasks are associated with peer work, either in pairs or groups. In current communicative methodology, peer work is considered beneficial not only because it encourages students to work together, but also because the interaction can prompt the negotiation of both meaning and form. The present study was conducted to evaluate the impact of vocabulary learning from dictionary reference in collaborative EFL setting. The researchers are going to answer this question: how vocabulary learning from dictionary could enhance reading comprehension of Iranian intermediate EFL learners. One-group pretest posttest design was used as a research design. To conduct the research and answer the research question: first, 90 university students of Islamic Aazd University, Behshahr Branch were chosen. The researchers consider these classes homogenous. Then, pretest was administered to determine the efficiency of treatment. Finally, at the end of treatment a posttest was administered. The data analysis was done through the analysis of descriptive statistic, t-test, and correlation coefficient. The result of t-test concluded vocabulary learning from dictionary reference in collaborative EFL setting could lead to a higher reading comprehension.
Implicature and the development of pragmatic competence

Language development among pre-school children will take place in all aspects of the language especially pragmatics, for instance, the ability to tell stories and semantics, understand the meaning of the language widely including the explicit and implicit forms. Implicature refers to the use of explicit language to convey an implicit message and the listener should be extracted based on the context of speaker utterances. In this study, the researchers listed three objectives, namely to identify the use of implicature in conversation, interpret the meaning of implicature in children’s conversation using the Grice’s (1975) model and the Theory of Relevance (1995) and formulate and summarize both theories in interpreting the use of implicature as a form of linguistic communication. In this study, the samples of the study are 25 Malay pre-school children. The method of the study is observation. The language data were recorded during their morning dialogue session, story telling, games and their morning tour around the kindergarten. The collected data were analyzed qualitatively using the Theory of Relevance (1995) and Grice’s (1975) framework.
Lixin Zhang

**A socio-cognitive balance model of conceptual integration and its interpretation of conversational humor**

Interlocutors and communicative events constitute a communicative triangle of attitude (A-B-X), which can consist of cognition, intention and affect. Cognition and affect seem to be integrated and segregated, which makes up the upper triangle of 2 interlocutors’ cognition to the event and their affect inbetween, and the lower unit of 2 affect and the evaluation. The two units affect one another bottom-up and top-down. The upper unit corresponds to the mapping among the Generic Space and 2 Input Spaces, while the lower path to that among the Emergent Space and 2 input ones. The incongruence between the interlocutors threatens the hearer and its face, which results in the negative emotion such as terror or surprise. In that case, the communicative units become unbalanced. The strain toward symmetry calls for least cognitive effort from hearer to restore balanced units through the change of either his cognition to the event or affect to the speaker as a result of evaluation after detecting the incongruence, which can be implemented by the ‘Redressive Strategies’. When the attitude unit changes from its unbalanced state to balanced state, the reader’s emotion vibrates between negative and positive state, thus generating the sense of humor. In this way, the social-cognitive model tries to integrate the Socio-cognitive Balance Model and Polite Principles into the Conceptual Blending.
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The Chair of Pragmatics (http://ia.uni.lodz.pl/pragmatics) is involved in scholarly and didactic activities reflecting the perception of pragmatics as a diversified and functional discipline, intertwining with cognitive, social, psychological and cultural approaches to language and communication. It organises four international conference series: New Developments in Linguistic Pragmatics; Political Linguistics; Race, Religion, Representation; and LAFAL: Linguistic Approaches to Funniness, Amusement and Laughter. Our other research projects include publishing the internationally abstracted scientific journal Lodz Papers in Pragmatics, (http://versita.com/lpp), and collaboration in editing the International Review of Pragmatics, another in-field periodical, published by Brill (Leiden/Boston, http://www.brill.nl/irp). Our conference speakers and journal contributors have been leading specialists in various branches of linguistics.

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International Review of Pragmatics (IRP) is a new peer-reviewed international journal committed to publishing excellent research in the area of pragmatics and related disciplines pertaining to all aspects of human communication, verbal and non-verbal. It aims to provide a comprehensive and authoritative picture of the field, encouraging submissions rooted in different conceptions and perspectives originating in geographically diverse areas. IRP publishes full-length original articles, review articles and discussion notes. While subscribing to the general view that all meaning is necessarily contextual, IRP welcomes research reflecting different, often conflicting, views of pragmatics. It is a
forum for papers that analyze discourse in its many instantiations (spoken, written; institutional, business, media etc.) through a pragmatic lens, but also for those which consider pragmatics itself a separate discipline defined by specific objects of investigation (deixis, implicature, etc.). The confrontation is supposed to establish how much explanatory power in pragmatics rests in its interdisciplinary and semiotics-based variations, as opposed to self-contained methodologies with precisely delineated scope of application. Thus, in the long run, the aim of IRP will be to maintain a vigorous debate leading to crystallization of the core concept of pragmatics, and to evaluation of its descriptive and interpretive capacity.

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Articles can also be sent to Piotr Cap (piotr.cap@gmail.com).
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Dekadentzya is an international English-language journal of poetry, fiction, and creative non-fiction, with a particular focus on literary talent shaping contemporary Poland and Central/Eastern Europe. In starting this literary journal, the Dekadentzya team is pleased to showcase works by both established and emerging poets and writers, and introduce this literary corner of the world to a larger international audience.

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How did the G. W. Bush administration manage to persuade Americans to go to war in Iraq in March 2003? How was this intervention, and the global campaign named as “war-on-terror,” legitimised linguistically? This book shows that the best legitimisation effects in political discourse are accomplished through the use of “proximization”—a cognitive-rhetorical strategy that draws on the speaker’s ability to present events as directly and increasingly affecting the addressee, usually in a negative or threatening way. There are three aspects of proximization: spatial, temporal and axiological. The spatial aspect involves the construal of events in the discourse as physically endangering the addressee. The temporal aspect involves presenting the events as increasingly momentous and historic and hence of central significance to both the addressee and the speaker. The axiological aspect consists in a growing clash between the system of values adhered to by the speaker and the addressee, and the values characterizing a third party whose actions, ideologically negative, are made “proximate” and thus threatening. Although the tripartite model of proximization proposed in the book is complex at the level of its linguistic realisation, the working assumption is
intriguingly basic: addressees of political discourse are more likely to legitimise pre-emptive actions aimed at neutralizing the proximate “threat” if they construe the threat as personally consequential. The book shows how language of the war-on-terror, and especially the rhetoric of the Iraq war, respond to this precondition. This second revised edition features an extended preface and a new closing chapter.

“Piotr Cap’s book takes great theoretical strides in critical discourse analysis, exploring the dimensions of space, time and value, and applying his model to decisive texts in the contemporary world.”
—Paul Chilton

“This fascinating book provides readers with new theoretical insights into issues of legitimisation (and representation). More specifically, the US rhetoric of war is critically analysed and explained in innovative pragmatic-linguistic ways—a methodology which could be applied to many other salient problems in our complex world.”
—Ruth Wodak

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New Approaches to Discourse and Business Communication provides a number of approaches to the different theoretical and methodological traditions in business and other professional fields.

Since the end of the 1980s, research into business communication has become a multidisciplinary area of know-how, which draws together a considerable diversity of subjects of study, theoretical perspectives, methodological designs and analytical devices. The increased visibility enjoyed by studies on business discourse should be understood in terms of the importance that language has acquired in social, cultural and economic processes. Nowadays, there is no argument over the relevance of discourse in processes of entrepreneurial negotiation in its various dimensions, and throughout the entire network of entrepreneurial organizations.

This book will be an invaluable resource for business discourse researchers of different disciplines.


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August 2009
Humorous Garden-Paths: A Pragmatic-Cognitive Study
Marta Dynel
Date Of Publication: Jan 2009

Surprisingly, sometimes humans like being led up the garden path, which is thanks to the pleasurable feeling of surprise entwined with a humorous effect deception tends to afford. The central issue under investigation is the nature of short humorous texts in the form of one-liners and witticisms based on the “garden-path mechanism”. The monograph provides a survey of relevant linguistic research, recapitulating and assessing other authors’ theses in the context of their applicability in the analysis of garden-path humour. Discussions are conducted in the light of not only humour studies but also cognitive and pragmatic literature on human communication in general, with a view to presenting a meticulous description of short garden-path texts.

The book should be of interest to anybody who finds humour research appealing, whether or not already familiar with this field. No background knowledge is necessary on the reader’s part, given that all relevant postulates and theories are revisited. Also, the author steers a clear course through many terminological and conceptual obstacles that can be encountered in the study of humour (e.g. verbal/non-verbal humour, ambiguity types, punning, etc.).

“Humor is a challenging issue, and Marta Dynel faces it admirably. Her investigation into garden path humor is a well documented and highly stimulating piece of research. The approach is soundly and
competently linguistic, but the perspective is broad, and it is of interest and appeal also for other disciplines, psychology in the first place.” Prof. Giovannantonio Forabosco

“This thoroughly researched volume represents a convincing amalgamation of linguistics and humor theory. Garden-path humor provides a perfect testing ground for Marta Dynel’s semantic, cognitive and pragmatic perspectives.” Prof. Neal Norrick
Joanna Nijakowska  
Dyslexia in the Foreign language Classroom

This book addresses specific learning difficulties in reading and spelling – developmental dyslexia. Set in the cross-linguistic context, it presents issues surrounding dyslexia from the perspective of a foreign language teacher. It is intended to serve as a reference book for those involved in foreign language teaching, including experienced in-service teachers and novice teachers, as well as teacher trainers and trainees. It offers an up-to-date and reader-friendly study of the mechanisms of dyslexia and an overview of the current research on the disorder, in theoretical and practical terms. Its aim is to help teachers tackle one of the many challenges they face in the modern classroom: the organization of an effective foreign language teaching process for students with dyslexia.

“This book is informed by wide consideration of current knowledge in the dyslexia field, viewing dyslexia from an interdisciplinary perspective and considering language learning abilities to be on a continuum. Nijakowska presents a comprehensive overview of past and current thinking and research on dyslexia as it relates to the learning of a foreign language. With some novel approaches based on sound examination of recent findings, Nijakowska links research to practice to produce one of the most comprehensive books in the field.”

Dr Margaret Crombie, Educational Consultant, Author and Dyslexia Specialist
NEW BOOK INFORMATION

Perspectives in Politics and Discourse
Edited by Ursula O'Donohue and Peter Cap
University of Wavelength / University of Lodz

The volume explores the vast and heterogeneous territory of Political Linguistics, structuring and developing its concepts, themes and methodologies into connected and coherent analyses of Political Discourse (PDD). Dealing with an extensive and representative variety of topics and domains – political rhetoric, mediated communication, ideology, politics of language choice, etc. – it offers uniquely systematic, theoretically grounded insights into how language is used to perform power-enforcing/including practices in social interaction, and how it is deployed for communicating decisions concerning language itself. The twenty chapters in the volume, written by specialists in political linguistics, (critical) discourse analysis, pragmatics, sociolinguistics, and social psychology, address the diversity of political discourse to propose novel perspectives from which common analytic procedures can be drawn and followed. The volume is thus an essential resource for anyone looking for a coherent research agenda in explorations of political discourse as a point of reference for their own academic activities, both scholarly and didactic.


*Politics is today's world consists of a never-ending and unceasing unveiling and writing of a continually expanding and expanding discourse. This comprehensive collection of essays edited by Ursula O'Donohue and Peter Cap helps readers to get a unique perspective on the diverse field of research that can be studied today under the name of political discourse. For anyone interested in understanding the language of politics and the politics of language, this book is an essential addition to their library.*

Paul Chilton, Lecturer, University of York

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NEW BOOK INFORMATION

**The Pragmatics of Humour across Discourse Domains**

Edited by Marta Dynel
University of Lodz

This edited volume brings together a range of contributions on the pragmatics of humour. Rather than favour one approach, this collection of articles gives a state-of-the-art picture of current directions in pragmatic humour studies. The contributors use multifaceted theoretical perspectives and discuss a wide array of issues germane to different types of humour across discourse domains. Consequently, the whole gamut of humorous forms and mechanisms are elucidated, such as sarcasm, irony, incongruity in registers, humour, mechanisms of pun formation, as well as interpersonal functions of conversational humour. In addition, the papers address diversified manifestations of humour, such as puns in Shakespeare plays, gendered jokes on the Internet, sexuality in satirical parodies, Woody Allen's press, humour in "Friends", and parody by Monty Python's Flying Circus. Most importantly, the chapters offer new research findings and advocate novel theoretical conceptualizations of humorous phenomena, drawing on the wealth of existing scholarship. Therefore, the volume is bound to serve as a well of knowledge and inspiration for both academic and beginning researchers with interests in the pragmatics of humour.

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