EPICS VIII

8TH INTERNATIONAL SYMPOSIUM ON INTERCULTURAL, COGNITIVE AND SOCIAL PRAGMATICS

“COMMUNICATION, CULTURE AND COGNITION”

School of Philology, University of Seville

2-4 MAY 2018
“The interactionist approach to reason: Its relevance to the study of communication and culture”
Sperber, Dan

In The Enigma of Reason (2017), Hugo Mercier and I have argued that reason is a mechanism of intuitive inference about reasons and that reasons are tools for two main types of social interaction: justification and argumentation. We have argued that, from a psychological point of view a reason is a relationships between the purported representation of a fact and a factual or practical conclusion it supports. The mechanism that delivers intuitions about reasons is a mechanism of metarepresentational inference (as are the mechanisms of mindreading and of pragmatic comprehension). Reason so understood is not an overarching cognitive faculty but one specialised mechanism of inference among many, a mechanism the main function of which is social. This contrasts (1) with the standard view that reason is first and foremost an enhancement of individual cognition, (2) with dual system approaches where intuition and reason are contrasted as two quite different types of inference, and (3) with the practice of treating reasons in justification and reasons in reasoning and argumentation as different types of objects. Justification and argumentation are communicative actions. As such they rely on and contribute to pragmatic practices; they also rely on, and contribute to social norms. The talk will outline this interactionist approach to reason and consider some of its implication for the study of communication and culture.

“Face in the face’: Ambivalence, facial expression, and teasing”
Brown, Penelope and Stephen C. Levinson

A major distinction made by Goffman (1967) was between system constraints and ritual constraints on interaction. The former he saw as being universal and relatively uninteresting, the latter as culturally specific, observable in interpersonal rituals attending to the sacred nature of the individual and his or her interacionally constituted 'face'. Following Durkheim, he considered ritual constraints to be at the heart of social life. Brown and Levinson (1978/1987) co-opted Goffman's ideas about face to build a universal theory of ritual constraints, operationalizing them as face wants and tying social relations and their nuances to the framing of actions carried out by the linguistic formulation of utterances - for each action, interlocutors had to compute its implication for their relationship. Independently, workers in the conversation analytic framework (workers in the conversation analytic framework) were analysing things like pre-sequences, preference structures, repair, and more recently, epistemics as not as purely system constraints but as revealing participants' attention to ritual constraints. In this talk, we focus on teasing interactions - directly addressed to the interlocutors' relationship - and attend to the literal sense of face, the front part of one's head, as the focus where biological 'face' is portrayed and where leakage can reveal the ambivalence of face-negotiations in interaction in ways that appear to show certain cross-cultural similarities. We conclude that, contrary to Goffman, 'ritual constraints' may not be entirely culture-specific, and they are deeply integrated into 'systems constraints' in the everyday conduct of social interaction.

“Quoting and identity construction: A socio-cognitive perspective”
Sifianou, Maria

Given the intimate interrelationship between language, culture and cognition, it is amazing how little research has been conducted linking pragmatics with social cognition (Langlotz, 2010, p. 168). Understandably, this is not an easy task, as the relevant disciplines, i.e. psychology and cultural studies, have their own distinct research traditions, with the former being interested in the individual and the latter in collectivities. However, as Kecskes (2014, p. 47) persuasively argues, interlocutors are simultaneously individuals and social beings constructing and interpreting meaning with individual minds embedded in a socio-cultural collectivity. Communication, as he further adds, "is a dynamic process, in which individuals are not only constrained by societal conditions but also shape them at the same time".

In this presentation, I will try to explore the possible links between the individual and the social collectivity they belong to, by concentrating on a small sample of Greek data drawn from Twitter. A rather
interesting feature that emerged in this corpus is that posters quote or cite views from sources outside Twitter including those of significant thinkers (e.g., Plato and Mark Twain) in their attempts to define/explain what politeness means to them.

Research on quoting in the digital media sees quoting as closely linked to sharing and in the case of Twitter mostly discusses retweeting and the use of hashtags as exemplary cases (see, e.g., Puschmann, 2015). In this context, quoting someone else’s words in the traditional sense is rather exceptional presumably due to the 140-character limit (Lord & Lomicka, 2014, p. 199). Retweeting and using hashtags are not just a means of facilitating the dissemination of content but also a way to connect with others (Herring, 1999; Boyd et al., 2010; Page, 2012) while hashtags are also seen “as a means of constructing the identity of Twitter members in such a way as to gain increased attention” (Page, 2012, p. 184). In this vein, I would like to argue that the various forms that quoting views take in my data serve identity construction purposes, and more specifically that of a knowledgeable individual. This claim to knowledgeability shows how certain individuals draw from their socio-cultural repository in their attempt to construct their own individual identity.

THEMED SESSIONS

Themed Session 1: “Biases in language comprehension and reasoning”

“Pragmatic cues of speaker commitment: An experimental investigation”
Mazzarella, Diana, Robert Reinecke, Ira Noveck and Hugo Mercier

Recent work in evolutionary and cognitive psychology suggests that commitment plays a crucial role in the stabilization of communication (Vullioud, Clément, Scott-Phillips & Mercier, 2017; Anderson, Brion, Moore & Kennedy, 2012, i.a.). While commitment increases the acceptance of the message communicated, it comes with a price: the greater the commitment, the greater the cost (direct or reputational) the speakers incur if the message is found unreliable.

This opens up the question of which linguistic cues hearers deploy in order to infer speaker commitment in communication. We suggest the existence of two types of linguistic cues of speaker commitment: on the one hand, the well-established class of ‘lexical cues’ (e.g. evidentials, epistemic modals, verbal expressions of confidence); on the other hand, the arguably underinvestigated class of ‘pragmatic cues’ (see also Moeschler, 2013).

We present a series of empirical studies we ran to test the hypothesis that distinct meaning-relations – saying, presupposing and implicating – act as pragmatic cues of speaker commitment. Our results demonstrate that, after a message $p$ is found to be false, speakers incur different reputational costs as a function of whether $p$ had been explicitly stated, presupposed or implicated. All else being equal, participants are significantly more likely to selectively trust the speaker who implicated $p$ than the speaker who asserted or presupposed $p$.

These results provide the first empirical evidence that commitment is modulated across-meaning relations, and shed a new light on the strategic advantages of implicit communication (Reboul, 2017; Pinker, 2007). Speakers can safeguard (at least partially) the trust hearers grant them by communicating unreliable messages by means of implicatures.

“The effect of previous beliefs and argumentative engagement on majority agreement”
Ozols, Davis, Didier Maillat and Pascal Gygax

Argumentation is inherently linked with persuasion and in most everyday cases it is used as a tool to justify ones beliefs or actions and to convince others of their correctness or necessity. Due to the social nature of our everyday lives we are exposed to argumentation of various contents and from various sources on a daily basis. This means that people must possess fast and frugal ways of analysing argumentation to make this form of communication effective and to potentially avoid misinformation and manipulation. A mechanism that could serve this role - Epistemic Vigilance - has been proposed by Sperber et al. (2010). Epistemic Vigilance provides two main routes for vigilance towards communication - content and source. This prompts one to investigate a question: in what way can such a mechanism be biased and in which cases it might produce suboptimal results?

In this paper we discuss biases that can be seen in peoples’ vigilance towards both the content and the source of communication. Specifically we look at the influence of previous beliefs and the willingness to defend
those beliefs on the way people evaluate arguments with reference to group majority agreement - type of *ad populum* argumentation. We present an experimental study on argument evaluation in form of a repeated measure survey design where we account for participants’ previous beliefs with regards to the arguments presented and their willingness to defend those beliefs. We discuss the impact of our measured variables on the way participants evaluate the arguments presented and their interaction with references to majority agreement and provide avenues for future research.

Finally, we connect our results to discussion on argumentative fallacies (Maillat & Oswald, 2009, 2011; Maillat, 2013; Oswald, 2014),myside bias (Stanovich et al, 2015) and the argumentative theory of reasoning (Mercier & Sperber, 2011, 2017).

“Presupposing practices”
*Beaver, David and Jason Stanley*

Presupposition is at the core of biased language. We argue first that presupposition is central to standard examples of cognitive bias, e.g. to the anchoring effects found in Prospect Theory. In a classic example (the “Asian Disease” problem) the effects hinge on the differential presuppositions of “save” (default of people dying) vs. “die” (default of living). We then turn to dehumanization as a tool in propaganda, e.g. Victor Klemperer’s discussion of a female Nazi warden referring at a war crimes trial to human remains in industrial terms (using “Stück Gefangenen”, roughly: units of dead prisoner carcass), or frequent references by propagandists to minorities as vermin. We suggest that standard views do not explain the dramatic effects of such language, in part because of an overly restricted use of the notion of “presupposition”.

Language is embedded in a context that includes not only propositional beliefs, but also patterns of action. Describing presupposes the existence of a practice in which the descriptions are appropriate. But practices may not be shared by interlocutors, so hearers must infer the practices relative to which speakers select descriptions. Thus, use of business terms presupposes normality of business practices, and use of misogynist or racist terms presupposes the practice of misogyny and racism.

Our extension of the notion of presupposition suggests a complementary extension of the notion of “accommodation”. Hearers accommodate not merely propositions, but practices in which descriptions are appropriate. So, presupposing a racist or dehumanizing or objectifying world view may cause addressees to accommodate the practices which go along with it. In some of these practices one not only describes certain groups as sub-human, but treats them as such materially. If accommodation is an essential part of comprehension, then we may ask: Can we understand an objectifier without ourselves objectifying? And can we fully understand a nazi prison guard, or a misogynist, or an emergency manager in Flint, without becoming, at least temporarily, complicit?

“Presupposition accommodation: A cognitive heuristic in a massively modular mind”
*Müller, Misha*

In a paper dedicated to presupposition accommodation, von Fintel (2000) presented two conditions under which accommodation could be successful: a) “the listeners may be genuinely agnostic as to the truth of the relevant proposition (…)”; and b) “the listeners may not want to challenge the speaker about the presupposed proposition, because it is irrelevant to their concerns (…)” (my emphasis).

In this paper, my aim is to challenge these two claims: I argue that, even if agnosticism plays a significant role in the success of presupposition accommodation, it is not sufficient to predict whether it will be successful. For instance, as it has been suggested by Erickson & Mattson (1981), agnosticism cannot explain the fact that people accommodate the false existential presupposition more easily in “How many animals of each kind did Moses take on the ark” than in “How many animals of each kind did Kennedy take on the ark”. I propose that the success of presupposition accommodation is tightly related to stereotyping effects.

Regarding the accommodation process itself, I argue that presuppositions are not, by default, processed under voluntary control. Following Saussure (2013), I will show that presupposition accommodation constitutes a significant bias, because it bypasses epistemic vigilance mechanisms. Indeed, as it has been suggested by many experimental findings in cognitive psychology (cf. Loftus & Palmer, 1974; Loftus & Zanni, 1975 inter alia), presupposition accommodation tends to abolish the distinction between ‘comprehending’ and ‘accepting’ the content that has been presupposed (cf. Sperber et al., 2010). I will suggest that presupposition accommodation anchors in intuitive heuristics (Tversky & Kahneman, 1974), which, as proposed by Wilson (2017) regarding ‘procedural meaning’, should be understood in the context of a “massively modular mind”.
In post-Gricean pragmatics, communication is expected to depend on hearers successfully recovering speakers intended messages. However, Grice (1975) admitted that utterances can give rise to an open list of potential explanations, hinting that information flow is not always this simple. This paper contributes to a recent revival of this line of argument (e.g. Sperber & Wilson, 2015), considering cases in which speakers are deliberately vague leaving no clear message to be recovered, or in which speakers accept a hearer's misconstrual even though the speaker didn’t intend it. Specifically, it considers the cognitive mechanisms at play such that a hearer's inference will be accepted by the speaker, even in the absence of a determinate speaker intended meaning.

In case a hearer infers a meaning that the speaker does not overtly intend, I suggest that the speaker is likely to accept the hearer's construal just in case the hearer activates a 'presuppositional bias' (de Saussure, 2013). That is, when a speaker produces an utterance, they not only potentially give rise to a range of explanations that are compatible with the uttered content, but they also make manifest a set of background assumptions, or 'discursive presuppositions', that the speaker intends the hearer to consider but which are not communicated by the utterance (cf. Ariel, 2016). Then, communication can still be considered successful as long as the hearer derives an inference that is truth compatible (and speaker endorsed) with the background assumptions; not necessarily with the explicit content, and not necessarily with the speaker's determinate communicative intention. Rather than speakers and hearers aligning at the level of the utterance meaning, alignment can occur as long as the relevant discursive presuppositions are accommodated through an activation of the presuppositional bias—even when some aspect of the content of the utterance is not.

It is commonplace to note that humans are poor reasoners (e.g. Evans, 1993; Girotto, Mazzocco & Tasso, 1997; Mercier & Sperber, 2017). On the one hand, people have a strong tendency to accept conclusions that are not logically valid (such as Affirmation of the Consequent). On the other hand, people happen to reject quite consistently conclusions that are logically valid (such as Modus Ponens). One of the explanations put forth in the field of pragmatics appeals to the old hypothesis of invited inferences (Geis & Zwicky, 1971; van der Auwera, 1997; Horn, 2000) according to which the meaning of the conditional statement (if...then), which is the major premise of reasoning, gets pragmatically enriched on a regular basis to a biconditional meaning (if and only if). However, experimental studies investigating abstract reasoning have not found such an enrichment process (Bonnefond & Van der Henst, 2009; Bonnefond et al., 2012). An alternative explanation comes from the psychological studies on causal reasoning (Cummins 1995 and subsequent work), which show that reasoners are sensitive to at least two factors coming from world knowledge: causal alternatives and disabling conditions. These two factors interact with the logical form of reasoning biasing reasoners either to accept logically invalid conclusions (in the presence of many alternative causes and/or disabling conditions) or to reject logically valid ones (when few causal alternatives and/or disabling conditions are present). Similar patterns of behavior are also found in young adolescents (De Neys & Everaerts, 2008). In this presentation we will aim at integrating findings from psychology of causal reasoning into a pragmatic theory of reasoning. Both abstract and causal type of reasoning will be considered as well as the interaction between the two. We will also present a completion study that illustrates how the two factors related to world knowledge arise and what their impact is on reasoning tasks.

If, among argument schemes, the appeal to authority has enjoyed considerable attention (Carrascal, 2014; Coleman, 1995; Goodwin, 2011; Walton, 1997; Woods & Walton, 1974; Woods, 1984), little has been said on the link between this scheme and argument structure (Freeman, 1991, 2011; Snoeck Henkemans, 1992; Walton, 1996). I would like to argue that the appeal to authority, understood as a scheme either called “argument form position to know” or “argument from expert opinion” (Walton, Reed, & Macagno, 2008), is in fact a sub-argument scheme in which resorting to authority is affixed to another scheme. Indeed, numerous realistic examples in textbooks show that expert opinion is used in a complex argument structure (mainly a subordinate one) in which expertise leads to considering a premise as admitted in favour of a new conclusion. Consider, for instance, Groarke and Tindale’s (2004) example: “As the Surgeon general says, second-hand smoke is bad for your health. So you are hurting your children when you smoke at home”. The rhetorical advantage of these
complex structures of argumentation (here, the appeal to authority is affixed to an appeal to consequences) is that authority is linguistically encoded as unquestionable. Thus, appeals to authority ensure the truth of premises rather than conclusions, which are implicit. Can we consider that such a process induces a bias in reasoning because it avoids the critical questions attached to Appeals to authority?

I will discuss some philosophical (Thomas Reid) and linguistic theories (on presupposition) which may explain causes of such a bias, if it is one. I will also study some examples that do not fit in a complex argument structure to see if the general frame of the rhetorical power of sub-arguments like appeal to authority is either disproved or confirmed. More broadly, I will question the consequences of this status of sub-argument within a linguistic and rhetorical frame.

“The interplay between cognitive biases and procedural meaning: The case of temporal connectives”

Grisot, Cristina and Joanna Blochowiak

One crucial contribution to our understanding of the language comprehension process is the relevance-theoretic conceptual/procedural distinction, which refers to expressions that encode concepts and expressions that encode procedures about how to manipulate conceptual mental representations (Blakemore, 1987, 2002; Escandell-Vidal et al., 2011 (Eds.); Wilson, 2016; Carston, 2016; Grisot, 2017 for an empirical approach). Procedural meaning constrains the comprehension process and guides hearer towards the appropriate contextual assumptions and yields maximal and cognitive effects (Wilson, 2016). This has been confirmed by a very rich literature in psycholinguistics and experimental pragmatics showing that the procedural meaning associated to connectives facilitates the processing of the immediately following segment (Traxler et al., 1997; Sanders & Noordman, 2000; Zufferey, 2014; van Silfhout et al., 2015).

However, one question that needs to be investigated regards the interplay between the hearers’ strong expectancies when interpreting an utterance which bias their inferential decisions (Ferretti et al., 2009; Rohde & Horton, 2014) and the instructions encoded by certain linguistic devices. For example, Segal et al. (1991) and Murray (1997) found that readers have a strong expectancy for events to be chronologically related. Mandler (1986) demonstrated that chronological relations are processed faster than backward temporal relations. Based on this, we investigated how comprehenders process discourse segments describing events in a chronological order using online self-paced reading experiments and offline evaluation experiments. In these experiments, three variables were manipulated: the verbal tense (simple vs. compound past), the implicitness status of the temporal relation (implicit vs. explicit) and the connective (ensuite and puis “then”).

A repeated measures ANOVA carried out on the processing data showed shorter reading times on the two segments immediately following the temporal connective in the explicit condition compared to the implicit condition. No significant difference was found between the two verbal tenses nor between the two connectives tested. In contrast, a facilitation effect was found due to the presence of the connective: reading times in the explicit condition were significantly shorter than those in the implicit condition. Additionally, the results of the offline evaluation data indicated that comprehenders prefer explicit chronological relations to the implicit ones. These results suggest that temporal discourse connectives still influence processing of chronological relations even if these relations are highly expected by readers. In other words, cognitive biases and procedural meaning are compatible interpretative devices and their co-application might increase the relevance of an utterance.

“The effects of bilingualism on the development of pragmatic abilities: A study on Italian-Ladin bilingual children”

Magnani, Marco

It is a well attested fact that growing bilingual offers a number of advantages, both socio-cultural and cognitive-linguistic. Among the linguistic aspects involving cognition, most research on bilingualism has focused extensively on structures at the interface between syntax and pragmatics, such as anaphors and pronouns (cf. e.g. Sorace 2004, Belletti et al. 2007), whereas less attention has been given to the development of pragmatic abilities in a processing cognitive perspective, such as the ability to calculate conversational implicatures. Furthermore, almost all studies dealing with pragmatic abilities in bilinguals have considered only standard languages (cf. e.g. Siegal et al. 2007, Slabakova 2010), and often neglected cases of bilingualism between a standard and a minority language.

The present paper aims to fill the abovementioned gaps in a twofold perspective. First, it looks at one frequent type of implicature in everyday conversation, that is, scalar implicatures. These implicatures originate from underinformative sentences like “Some students have passed the exam”, which include an element such as a quantifier (i.e. some) in a lexical scale (i.e. few > some > all), and give rise to two possible interpretations: a semantic one, without implicature (some and possibly all), and a pragmatic one, with implicature (some but not
Secondly, this paper presents the first results of a study on implicatures among Italian-Ladin bilingual children – Ladin being a minority language spoken in the Fassa Valley near Trento, in Italy.

Data were collected by means of especially devised picture verification tasks, administered to three groups of children aged 9-10: (i) a group of 25 early bilinguals, who learned Ladin within the family and continued to study it at school; (ii) a group of 25 late bilinguals, who learned Ladin at school; and (iii) a control group of 25 monolinguals.

Results show an increase in pragmatic answers in the two bilingual groups compared to the monolingual one, thus confirming the findings of previous studies on standard languages. It would thus seem that, at least in the development of pragmatic abilities, bilingualism yields the same type of advantage, regardless of the status of the second language. Furthermore, results show a more significant increase of pragmatic answers in the group of late bilinguals compared to early bilinguals.

"Politeness in the oral complaints of L1, L2 and Heritage Spanish speakers"

Enríquez, Nuria, Lourdes Díaz and Yuliang Sun

Numerous contrastive studies have been carried out on the use of politeness strategies in requests (Bardovi-Harlig & Hartford, 1991; Blum-Kulka & Sheffer, 1993; Pinto and Raschio, 2007, among others). Likewise, a large number of studies contrasting L2 and Heritage speakers (Potowski, 2014; Escobar & Potowski, 2015; Fairclough, 2003, 2005; Valdés 1981, 1997, 2005) point to the singular characteristics of the language of Heritage Spanish speakers, revealing behavior patterns that are manifested in both L1 and L2 (Valdés, 2000; Toribio, 2004; Silva-Corvalán, 1998; Montrul, 2004). Despite these studies, there is still much to be investigated in the comparison of the use of politeness and compensation strategies in the oral discourse of these three types of speakers (L1, L2 and Heritage). The present paper analyzes the politeness formulas found at different stages of a complaint task. In particular we will focus on the weight of each of the request/apologies coding categories by (Blum-Kulka, 1989, 1991; Bardovi-Harlig, 1991; Koike, 1989; Félix-Brasdefer, 2007, among others) whether canonical or as a result of other compensation strategies, used by all groups of speakers. For our study, we designed a role-play consisting of a phone complaint after a purchase of a bus ticket, resulting in the creation of the StopELE oral corpus. StopELE oral corpus consists of the native production of 5 Peninsular Spanish speakers and 5 Mexican Spanish speakers acting as control group; 10 intermediate level Heritage speakers from Houston area and 10 L2 intermediate Erasmus students. In order to account for linguistic and cultural variation in L1 Spanish we balanced the number of Peninsular Spanish and Latin-American Spanish speakers in the control group. The results obtained are compared with previous studies on politeness and intercultural pragmatics (Blum-Kulka et al. 1989; Koike, 1989, Félix-Brasdefer, 2007; Gutiérrez & Fairclough, 2006), and show that Heritage group uses a repertoire which is between L1 and L2 groups. L2 speakers, in turn, use more compensation strategies.

These findings constitute a useful teaching tool to avoid conflicts and reinforce identity and culture across communication and cognition.

Themed Session 2: “A multimodal analysis of persuasive and evaluative strategies in different text-types”

“Structural, linguistic and rhetorical features in televised business negotiations”

García Gómez, Antonio

This paper aims to cast more light on how persuasive practices in business are enacted for an audience on television by comparing two versions of the television programme Dragons’ Den. The main objective is to examine different interactional features of the programme within a cross-cultural analysis. Drawing on data from the Spanish and UK versions of the programme, the present paper is placed at the intersection between routine and cross-cultural business practices on the one hand and reality based broadcast on the other. The results show that the analysis of the key structural patterns in exerting interpersonal influence makes it possible to measure the impact and effectiveness of specific social influence tactics in entrepreneurial discourse.

“Nonverbal communication in business persuasive discourse in English and Spanish”

Cestero Manceera, Ana M. and Mercedes Díez Prados
For humans to be communicatively competent they must use a given language, as well as share pragmatic, social, situational and geographical information, together with those signs that belong to nonverbal communication (Cestero, 2014). Nonverbal signs are a determining factor for effective communication, particularly in pragma-discursive phenomena such as persuasion, since they are implied and strategically used in the production, recognition and interpretation of any communicative act determining its whole meaning. The research questions that lead this study tackle the type and frequency of paralinguistic, kinesic and proxemic non-verbal signs used by male and female English and Spanish speakers when delivering their sales pitches, in terms of the variables L1 and gender. Ten pitches presented by five women and five men, respectively, taken from the TV program Dragon’s Den (UK) have been contrasted with an equivalent corpus extracted from the Spanish program Tu Oportunidad, with the final aim of discovering similarities and/or differences according to gender and cultural variables in the use of non-verbal signs. Preliminary results (Cestero Mancera, 2016 and in press; and Díez Prados, in press) point out to the existence of repeated nonverbal patterns regarding the persuasive function of nonverbal signs. The analytical methodology carried out to identify nonverbal strategies has been developed within a long-term research project1 and has been developed from previous work on the field (Cestero Mancera, 2014 and Poyatos, 2002 among others).

“Analysis of a discourse model in the business world: Elevator Pitch”
de Santiago-Guervós, Javier

There exist different discourse models in the business world. While the models can differ according to which aspects of the discourse are emphasized, all models seek the same end: to convince in order to coax the customer into buying the product. Different names are given to the study of discourse manifestations that originates, quite clearly, from classical rhetoric: such a study thus involves deconstructing the text until discovering the origin of the ideas that the author has drawn from to create it. This study takes into account the type of audience to which the text is directed, the context in which it will be projected, and the genre in which the ideas will be presented (inventio); it analyzes how the ideas are ordered (disposito); it studies how they are written to see the transcendence of the lexis, the syntax, the ornamentation, etc. (elocution); and, finally, it verifies the impact of the discourse delivery. It considers all five canons of rhetoric, as well as the speaker’s manner and presence, and the staging of the discourse (actio). Ethos, pathos and logos underpin each and every part of the speech to a greater or lesser degree. In this presentation we will address the elevator pitch as one discourse model where we can find a rhetorical pattern that attempts to convince by using different discourse tools, often through emotion. The emotional response of the individual is the objective that underlies communication and that can be achieved by a motivated lexical selection and a well-elaborated argumentation.

“Persuasive communication for business: reason and emotion in the elevator pitch”
Álvarez Delgado, Roberto Carlos, Ángel Sancho Rodríguez and José Santiago Fernández Vázquez

In The Persuasion Handbook (2002) Dillard and Pfau define persuasion as a symbolic transaction which uses reason and/or emotional appeal in an attempt to alter behavior. Indeed, the power of emotions to influence judgement has been a well-established convention since classical rhetorical studies, with its distinction between ethos, logos and pathos. This study is concerned with the use of such emotional strategies in entrepreneurship discourse, generally assumed to be dominated by rational and pragmatic considerations. Our intention is to determine to what extent, and under what circumstances, emotional appeals may be effective to convince the conversational partner in entrepreneurship discourse. To examine the interaction between rational and emotional appeals we will analyse a corpus formed by several examples of the “elevator pitch” genre, which have been taken from a TV program called “Tu Oportunidad” (“Your Opportunity”), the Spanish counterpart of the British “Dragon’s Den” and the American “Shark Tank”. The methodology that will be developed consists in describing the main arguments and emotional strategies used by the speaker in each of these oral texts, considering how these arguments and strategies are received by the conversational partner, and consequently how they contribute to persuasive goals. Using the information gathered in the discursive analysis of the corpus we will try to establish a template which identifies the main rational and emotional aspects that characterize the entrepreneurial pitch. In a second stage of the research, we will use this template to conduct a quantitative analysis of the persuasive influence of rational and emotional aspects. To do so, a sample questionnaire will be administered to different groups of subjects, with varying degrees of knowledge and expertise in the field of

1 “Emotion and Language ‘at Work’: The Discursive Emotive/Evaluative Function in Different Texts and Contexts within the Corporate and Institutional Work: Project Persuasion” (EMO-FUNDETT: PROPER), funded by the Spanish Ministry of Economy and Competitiveness (MINECO).
business and entrepreneurship. Our intention is to determine to what extent the persuasive force of rational arguments and emotional appeals fluctuates according to the potential investors’ background.

“Persuasion in digital news: The visual/textual interface”
**Porto Requejo, Dolores and Isabel Alonso Belmonte**

This paper explores the rhetorical interaction of textual and visual elements as a persuasion strategy in digital news. Often reduced to a mere headline and a photo, digital news, also known as newsbites (Knox, 2007), make the most of their limited structure in order to make an impact on their readers and influence opinion.

To this aim, a random sample of newsbites from some of the main European news websites was collected and examined. In order to comprise all the different components of this kind of texts, and taking the classical notions of *pathos*, *logos*, *ethos* and *kairos* as a starting point, the authors suggest a more complex, multilayered framework of analysis, following Stöckl (2009) patterns of interaction between image and text, as well as several tools proposed by previous research in multimodal semiotics (Kress & van Leeuwen, 2001, O’Halloran, 2013; Trimbur, 2004). Also, from a socio-cognitive perspective, the new reading habits associated to this genre (Porto & Alonso, 2016) and the way in which newsworthiness is created in them through the combination of language, images, layout, typography, etc. (Bednarek & Caple, 2017) are considered.

Preliminary results of the analysis allow the identification of Stöckl’s (1997) persuasive functions of texts—attention, comprehension acceptance and memorability—in newsbites and their assimilation to the classical rhetorical strategies. It is possible, therefore, to assume that the visual/textual interaction in this genre has potentially persuasive effects on the readers, even if constrained by a number of external factors associated with socio-cultural contexts, intertextuality and individual beliefs.

“Linguistic choices in persuasive discourse: Preliminary analysis of self-reference, positive polarity and sentence construction”
**Muñoz Luna, Rosa**

The present paper aims to examine linguistic choices in successful persuasive speech. In this regard, morphological, lexical and syntactic features of discourse will be analysed: personal pronouns, positive-polarity items and sentence construction, respectively. The language tokens under analysis are the speeches by two female participants in TV show *Dragons’ Den*. The methodology followed in this paper is quantitative. By using NVivo® software, both speeches are coded according to the three linguistic variables aforementioned (i.e. personal pronouns, number of positive-polarity lexical items and type of syntactic sentence). NVivo® measures the total number of references of each token analysed, and then provides relative indices which indicate the degree of frequency of an item over the rest in a particular context. Results show that more persuasive oral discourse contains a higher amount of self-references to the speaker. In addition, a frequent use of positive polarity lexical items is characteristic of persuasive speech. Finally, syntax in powerful persuasive discourse is simpler and repetitive: structured and cyclical speeches are more persuasive. Under a socio-constructivist framework, the building of a persuasive discourse starts in the speaker themselves. Socially constructed speeches are more successful as they include all the agents involved: speaker, audience and context.

“Persuasive metaphors: How Syrian refugees are ‘flooding’ Europe”
**Romano, Manuela and Dolores Porto Requejo**

This work studies the persuasive potential of conceptualizing migration as water flowing during the Syrian refugee crisis affecting Europe in the last years. Escaping from war, millions of Syrians have been trying to reach Europe since 2014, either by train, boat or on foot. Even though an agreement was reached in September 2014 to settle 120,000 Syrian citizens, reality and the discourse of the mass media show how refugees are considered a threat affecting employment, the health system and welfare in general, and how Europe is striving to stop them at its frontiers.

Based on the analytical tools coming from recent Cognitive Theories of metaphor in real discourse situations (Cameron et al., 2009; Kövecses, 2005, 2015; Semino, 2008; Steen, 2011) as well as Critical Discourse Analysis approaches to metaphor (Charteris-Black, 2011, 2014; Musolff, 2016; Soares et al., 2017), this paper aims to disclose the conceptualization of these migrations in Spanish newspapers. To this aim, a corpus of 1,500 samples has been collected from six Spanish newspapers covering the ideological spectrum from right to left wing (*ABC, El Mundo, 20 Minutos, El País, Público, and El Diario*) during the most acute period of the crisis, i.e. 2015 and 2016. The metaphors identified have unravelled first, a great number of source domains
related to water in motion and water as a menace, namely goteo ‘drip’, flujo ‘flow’, ola/oleada ‘wave’, avalancha ‘avalanche’, marea ‘tide’ and riada ‘flood’, among others, and second, the existence of recurrent image schemas, mainly force, which insist on the threatening connotations of migrants.

In short, this study shows how metaphor can be a powerful conceptual and discursive strategy that frames political and social issues and serves ideological purposes. More specifically, we analyse how, through metaphors of water in motion, the strongly mediatised political and social debate about ‘migration’ in Europe and Spain becomes effectively persuasive and manipulative, clearly contributing to the construction of a highly negative and menacing idea of Syrian refugees.

**Themed Session 3: “Epistemicity and Stance: discourse-pragmatic perspectives”**

“I hope I may with the more freedom be allowed to...’ Epistemic devices in Modern English history texts (1700-1900)”

Alonso-Almeida, Francisco and Francisco José Álvarez-Gil

The proposed talk deals with aspects of epistemic devices in Modern English history texts written between 1700-1900. Stance is a complex concept that includes a large variety of linguistic devices indicating the author’s perspective with respect to a given proposition. The expression of stancetaking has been extensively studied in contemporary writings, especially in the scientific register. There is, however, an important gap in the study of stancetaking devices from a historical perspective (cf. Alonso-Almeida & Mele-Marrero, 2014). This paucity of studies is important for the field of historical linguistics, as it has been shown that perspectivisation is a critical factor in grammaticalization processes and language change, in general. Our main objective is to analyse stance devices in the Corpus of History English Texts (CHET) using corpus tools. Analysis of findings will be categorised and described following the methodological framework in Marín Arrese (2009, 2015). Thus, we shall divide samples according to this scheme into epistemic modals and evidentials in order to see how writers of the period either hedged their claims for different pragmatic reasons, or showed their involvement in the conceptualization process as a way to show degrees of responsibility for them. This initial study wants to offer preliminary conclusions from a gender perspective, as CHET contains texts written by male and female authors. These conclusions will, then, report on the frequency and the pragmatics of modal and evidential devices in the textual genres included in CHET, say textbooks and articles, among others, as well as on the preferred forms in male- or female-authored discourse.

“English clearly and Spanish claramente: A semantic-pragmatic study based on spoken and newspaper discourse”

Carretero, Marta

This study concerns the English adverb clearly and its Spanish correlate claramente, both of which have a meaning of evidentiality ‘it is clear that’ and another of manner ‘in a clear way’ (Simon-Vandenberg & Aijmer, 2007; Carretero et al., in press). The study is based on examples of spoken and newspaper discourse obtained from two comparable corpora, the Corpus of Contemporary American English (COCA) and the Peninsular Spanish part of the Corpus Oral de Referencia del Español Actual (CREA). The analysis of authentic examples shows that most of the occurrences express either of the two meanings, but others may well count as cases of merger (cf. Ruskan, 2015) where the evidential meaning is best treated as an implication of the meaning of manner. The evidential occurrences are nearly always indirect-inferential, i.e. the mode of access to the evidence is through inferences by the speaker/writer based on their personal access to perceptual or conceptual evidence, to knowledge or to spoken or written communication (Marín Arrese, 2015, 2017). Another finding is that the meaning of manner triggers a Generalized Conversational Implicature (GCI) of strong commitment to the information transmitted when the adverbs are combined with expressions of proof or perception such as the verbs indicate, prove or show, or with expressions of saying such as the verbs say or state. Some cases of pragmaticization were also found, where the adverbs were mainly used for face-saving reasons.

The adverbs will also be studied in terms of the Appraisal framework (Martin & White, 2005). The evidential meaning, as well as the manner GCI of strong commitment, belong to the Engagement subcategory of Contraction: Concur, since the information is presented as easily accessible to others. However, the very use of clearly or claramente often hints an aim on the part of the speaker / writer to persuade the addressee of the validity of information which is actually not obvious or even challengeable (cf. Corum, 1975; Häßler, 2008). Not surprisingly, the adverbs easily occur with positively- and negatively-loaded expressions of Attitude. The presentation will finish with a qualitative analysis of a number of these occurrences.

This paper draws on the epistemic and effective stance strategies in the discourse of the General Assembly resolutions on migrants and refugees. These strategies are aimed at raising awareness of the importance to implement the measures adopted. Epistemic legitimisation strategies (Hart 2011; Marín Arrese 2011a) function indirectly by providing epistemic justification and epistemic support (Boye 2012) and commitment with respect to knowledge (Berlin 2011) while effective stance strategies function directly by claiming the desirability, normativity or requirement of those measures (Chilton 2004; Marín Arrese 2011b).

Our aim is to explore the role of the General Assembly in their positioning in the migrant and refugee crisis through the analysis of the distribution and use of the effective and epistemic stance markers identified in the resolutions issued. Even if resolutions can be categorized within the field of legal language, where some degree of vagueness is expected in an attempt to reach consensus among countries, it is hypothesized that the General Assembly will take an explicit stance in order to legitimize their claim for a global and coordinated response to the crisis.
from twenty texts, equally divided into 12 English original texts and their translations into Spanish, on the one hand, and 12 Spanish original texts and their translations into English, each of them belonging to six different registers of the MULTINOT corpus, i.e.: essays, fiction texts (novels), legal texts, tourism leaflets, speeches, and expository scientific texts. The texts were preprocessed, aligned semi-automatically, and annotated by two independent annotators. The analysis reveals that global register features, such as the overall communicative goal and the relationship between participants, as well as more local ones, are responsible for the assignment of a basic modal meaning of dynamic possibility only or additional pragmatic interpretations. We show how these features can be used for the creation of hand-coded rules to partially automate the annotation process, and expect that the same procedure can be extended to the annotation of other modal triggers in English and Spanish.

“Epistemicity, commitment and legitimisation in political discourse”
Marín Arrese, Juana I.

This paper explores one key domain of speakers’ striving for control in the discourse: epistemic control over conceptions of reality and knowledge, by providing epistemic justification and epistemic support for their assertions (Boye, 2012). The analysis is based on a model of stancetaking which posits two macro categories, the effective and the epistemic (Marín Arrese, 2009, 2011a), drawing on Langacker’s (2009, 2013) systematic opposition between the effective and the epistemic level in language, and the striving for control of relations at the level of reality and of conceptions of reality.

The paper focuses on epistemic stance resources, which may serve ideological purposes in exerting tactical deception (or ‘machiavellian intelligence’) strategies and the striving for control of hearers’ acceptance of information, by overcoming the epistemic safeguards of their audience and offering ‘guarantees’ for the truth of their assertions (Chilton, 2005; Hart, 2011). The danger of accepting potentially fallacious arguments as true draws on a set of cognitive mechanisms for epistemic vigilance (Sperber, 2000; Sperber et al., 2010), which the speaker may strategically exploit in order to persuade hearers and overcome their ability to detect deceptive language use (‘cheater detector’, Cosmides, 1989), and to exert control over their assessment of the reliability of the source and the validity of the information (‘source tagging’, Cosmides & Tooby, 2000). By exploiting ‘epistemic stance strategies’, politicians may manipulate hearers’ acceptance of the veracity of their assertions, as a prior condition for the discursive legitimisation of actions (‘effective stance strategies’) (Chilton, 2005; Marín Arrese, 2011b).

The paper presents a case study on the use of epistemic stance strategies and the degree of commitment invoked by two politicians, President George Bush and PM Tony Blair in the discourse during the build-up to the Iraq war. The aim is to characterise the stancetaking patterns and interactional identities (Johnstone, 2007) of both politicians, and make visible their preferred strategies in the justification of the Iraq invasion. It is hypothesized that results will point to significant differences in the deployment of epistemic stance strategies in intercultural terms and in interpersonal terms relating to speakers’ perceived political involvement and interests, and their interactional identities.

“Evidentiality and unreliable narration: The case of Junot Díaz’s The Brief Wondrous Life of Oscar Wao”
Martínez Martínez, María Ángeles

The aim of this study is to explore the role of evidentiality in unreliable narration. In fictional narratives, unreliable narration is a narrative technique whereby readers’ perception is deliberately and overtly manipulated with the aim of encouraging narrative engagement and the strengthening of links between the reader and the implied author. Unreliable narrators (Booth, 1961; Olson, 2003; Nünning, 2005; Phelan, 2005; Hansen, 2007) distort the events and situations in the fictional world so that it is through readers’ inferential efforts, prompted by discrepancies and cues of a textual nature, that meaning is constructed. According to the narratologist James Phelan, the storytelling techniques of unreliable narrators range from misreporting, miscalculating, and misinterpreting the events and situations in the fictional world, to underreporting, undervaluating, and underinterpreting them (2005, p. 34-37). However, while narratological research tends to focus on what “textual and contextual signals suggest to the reader that the narrator’s reliability may be suspect” (Nünning, 2005, p. 101), the present research rather looks into unreliable narrators’ use of linguistic evidentiality in order to strategically mitigate and even silence readers’ growing distrust of the trustworthiness of their telling.

The object of analysis is Junot Díaz’s novel The Brief Wondrous Life of Oscar Wao (2007), in which a character who barely discloses his identity until the last pages of the novel tells the story of a Dominican family’s exile to the United States, reconstructing other characters’ life stories with a richness of detail that defies verisimilitude. The first person narrator, however, resorts to a rich display of evidential mechanisms strategically aimed at prompting his construal as a trustworthy witness of Oscar’s story, thus keeping the reader’s
suspensions at bay. In the study, the evidential strategies – inferential, reportative, direct perceptual (Aikhenvald, 2005; Marín Arrese, Haßler & Carretero, 2017) – in the novel will be explored, with particular attention to a) epistemic vigilance in the form of an often disturbingly large array of historical footnotes; b) the use of reportative, inferential, and direct perceptual linguistic elements; and c) the concentration of evidential strategies at points in the narrative where readers are likely to raise their eyebrows in disbelief.

“Inferential values of visual perception-based adverbials in Lithuanian”
Ruskan, Anna and Audronė Šolienė

As illustrated by ample cross-linguistic evidence (Willett, 1988; Usonienė, 2003; Aikhenvald, 2004; Wiemer, 2006; Simon-Vandenbergen & Aijmer, 2007; Squartini, 2008; Boye & Harder, 2009; Chojnicka, 2012; Wiemer & Kampf, 2012), perception-based markers are prolific sources of evidential meaning. The current study explores the inferential values of visual perception-based adverbials akivaizdžiai ‘evidently’, aiškiai ‘clearly’, matyt ‘apparently, evidently’ and regis ‘seemingly’ in Lithuanian. Although in individual studies the functions of the inferential adverbials above (Usonienė, 2003, 2015; Wiemer, 2007; Ruskan, 2015) have been scrutinised, there is no study comparing the inferential values of the markers. The aim of the current study is to identify functional similarities and differences of the inferential visual perception-based adverbials by analysing their morphosyntactic properties, scope, frequency and functions in discourse.

The data for the study have been retrieved from the Corpus of the Contemporary Lithuanian Language (CCLL); namely, from the sub-corpus of fiction and the central newspapers Lietuvos Rytas and Bernardinai.lt, the Corpus of Academic Lithuanian (CorALit) and the bidirectional translation corpus ParaCorpEN→LT→EN (Šolienė, 2012, 2015). The study combines both quantitative and qualitative analysis.

The perception-based adverbials in question encode inferences drawn from external sensory evidence or internal evidence and display differences in the degree of epistemic commitment. Matyt ‘apparently, evidently’ and regis ‘seemingly’ reveal some doubt concerning the truth value of the proposition, triggered by insufficient or less reliable sources of evidence, whereas akivaizdžiai ‘evidently’ and aiškiai ‘clearly’ are used in emphatic contexts conveying strong epistemic commitment. The distinction of the inferential values of the adverbials under study is also confirmed by their translation correspondences attested in the parallel corpus. The adverbials akivaizdžiai ‘evidently’ and aiškiai ‘clearly’ are rendered by markers expressing high degree of certainty, whereas matyt ‘apparently, evidently’ and regis ‘seemingly’ are translated by markers displaying lower epistemic commitment. The combination of monolingual and parallel corpora contributes to more effective identification of the functional profile of the markers as is also shown in Simon-Vandenbergen and Aijmer (2007), who resort to translations as a clue to studying multifunctionality and investigating the speaker’s use of modal adverbs.

“Sentence adverbs of hearsay in German: between discourse function and semantics”
Socka, Anna

The paper addresses the variation observed in semantic-pragmatic features of propositional modifiers indicating hearsay in German (angeblich, vorgeblich). These hearsay markers have been claimed to carry epistemic overtones of doubt. On the other hand, conspicuous differences persist between these sentence adverbs in terms of:

- preferred syntactic structures,
- frequency and manner of mentioning the original speaker in the context,
- frequency of identity of the original speaker with a conscious discourse entity,
- frequency, preferred topics and functions in different text types.

Accounting for these textual properties can make particular meaning components more accessible and consequently help in describing the meaning of each lexeme adequately. The aim of this paper is thus twofold. Part 1 aims to demonstrate properties mentioned above by corpus research based on the Deutsches Referenzkorpus (DeReKo). Part 2 aims to propose, based on these findings, a meaning description for each of the sentence adverbs.

It must be also taken into account, that angeblich is sometimes used instead of the modal verb construction sollen+infinitive, which is widely used as a reportive marker and by default does not carry any epistemic overtones. This construction cannot appear e.g. in clauses containing another modal verb, a verb in the subjunctive or the analytic subjunctive. In such cases angeblich is used and its default meaning of doubt is canceled (cf. Wiemer/Socka 2017).

The analysis will show that both discussed sentence adverbs have the inherent, non-cancellable reportive meaning. Furthermore they share two epistemic components ‘I don’t know whether P’ and ‘I think P
can be not true’, which hold by default and can be canceled by an appropriate context. Therefore they can be thought of as generalized conversational implicatures (GCI). Finally, vorgeblich differs from angeblich in its affinity to indicate original utterances of conscious discourse entities. Thus the GCI ‘P is about the person who says P’ can be ascribed to it.

“Language specific distancing stance markers in Lithuanian: Evidence from translation correspondences”

Usonienė, Aurelija

The paper is concerned with lexical realizations of epistemic stance (Biber et al., 1999; Marín Arrese, 2011) in different discourse types and languages. The semantic-pragmatic potential of broad scale epistemic stance markers like the ones based on the stimulus perception verbs seem in English, parece ‘seem’ in Spanish (Cornillie, 2007), atrodyti ‘seem’ in Lithuanian has many universal features. However, contrastive analyses of a great diversity of translation correspondences across languages have also revealed their language specific multifunctional nature (Johansson, 2001; Aijmer, 2009). The focus of the present study is on the so-called reportive evidential adverbials in Lithuanian neva ‘as if, allegedly’ and es (Wiener, 2007; 2010) which have no cognates in other languages and the evidential status of which has been recently questioned (Usonienė & Šoliënė, 2017). The purpose of this synchronic study is to demonstrate that translational methodology can help diagnose language specific semantic-functional features of the markers under analysis.

The analysis is corpus-based and makes use of quantitative and qualitative methods of research. The Lithuanian data have been collected from the Corpus of Academic Lithuanian (CorALit) and from the spoken, news and fiction sub-corpora of the Corpus of the Contemporary Lithuanian Language (CCLL). For the bi-directional (Lithuanian-English-Lithuanian) search of translation correspondences a parallel bidirectional fiction corpus Paracorp\textsubscript{EN-LT-EN} and a collection of translations from English into Lithuanian of EU documents (Glosbe) have been used.

The findings provide evidence to support the point of view that these adverbials are most frequently used as distancing stance markers (Swan, 1988; Vandelanotte, 2009, 2012) rather than reportives in journalistic discourse and their less common evidential reading is very much context-dependent.

“Innovative applications of pragmatic theory to forensic contexts”

Giménez García, Roser, Garazi Jiménez Aragón and Sheila Queralt

Forensic linguistics can be described as the application of linguistics to legal contexts. In this sense, forensics linguists analyze an individual’s discourse in a specific social context. Therefore, the use of pragmatic approaches may prove to be of critical importance for linguistic experts. Nevertheless and with the exception of a few isolated cases in the literature, it was not until relatively recently that linguistic theories originated in pragmatics have systematically been applied to forensic text types in order to improve our understanding of suicide notes or chat interactions with pedophilic content, among others. This poster gathers some of the most recent studies which share a pragmatic theoretical framework, move analysis of genre (Swales, 1990). Our aim is to evaluate the results obtained in these studies and, thus, the usefulness and the potential of the application of this framework to forensic contexts. Comparing the specific rhetorical structure of a text and the typical structure of the textual genre it belongs to can be crucial in the forensic [field], since it can provide us with very valuable information about its author and its context (Carmody & Grant, 2016: 19). The articles included in this poster analyze textual productions from other [jurisprudences], which, alongside the scarcity of comparable studies, highlights the opportunity to adapt this kind of investigations to our context. The results of our literature review demonstrate that the application of pragmatic theories to forensic text types like online child grooming (Carmody & Grant, 2016), courtroom judgments (Le, King-kui & Ying-Long, 2008) or letters of leniency (Mason, 2011) can significantly improve our understanding of such texts with new perspectives, which would eventually result in an improvement of the delivery of justice [in Spain]. Specifically, this investigation shows that the study of rhetorical moves can serve as a tool to determine the sequences of a textual typology which can be expected and improve forensic techniques (e.g. identity disguise, falsity detection for suicide notes, the determination of the ideological nature of a political speech).

“Developing L2 socio-pragmatic competence through blended learning involving SNS”

Harting, Axel

Socio-pragmatic competence, which includes knowledge of speech acts, is crucial for establishing and maintaining good relations with native speakers, particularly in computer-mediated communication. This
requirement can be seen notably through social networking sites (SNS) such as Facebook. In recent years, foreign language learning involving SNS has been explored from various perspectives (see Wang & Vasquez, 2012). Facebook’s ‘Group’ application, in particular, seems to be a suitable tool for raising the learners’ socio-pragmatic awareness, because it allows them to observe authentic target language communication and provides them with the analytical tools necessary to inductively generalize about pragmatic aspects (Hanna & de Nooy, 2003; Blattner & Fiori, 2011).

In this poster presentation, the author will illustrate how social networking was integrated into a regular university language course (11 students, CFER level B1) and how data relevant to the students’ performance of L2 speech acts was collected and analysed. The participants were assigned weekly Facebook tasks aimed at eliciting speech acts commonly used in online interaction. They were asked to comment on each other’s posts, which subsequently prompted multiple exchanges. The results were regularly revised and discussed in class, putting particular emphasis on the adequate performance of speech acts. By means of discourse analysis, the students’ posts and comments were then analysed according to grammatical correctness as well as lexical and pragmatic inappropriateness.

The data collected for this study consist of the students’ posts and comments on the Group’s timeline as well as a pre- and post-course survey to get an insight into the students’ expectations and experiences concerning the project. By presenting preliminary quantitative as well as qualitative results, it is envisioned more can be realised by harnessing fellow researchers who also focus on social networking to improve their students’ communicative skills. Due to the growing popularity of social network sites such as Facebook it is increasingly likely, and indeed also desirable, that students engage in such interactions and continue to practice and improve their acquired L2 skills even after they have completed their institutional language tuition.

“The pragmatics of requests in Ancient Greek comedy”
Meluzzi, Chiara

This work analyses the speech act of requests in Ancient Greek. Pragmatically, requests are face-threatening acts for both the speaker and the hearer (Brown and Levinson 1987). In a cross-linguistic study, Blum-Kulka & Olshtain (1984) divided this speech act into three sequences (address term, head act, adjuncts to head act), defining a scale of indirectness based on the linguistic features for each of the sequence. In the present work, it will be shown how these dynamics of face-threatening and face-preservation are used by speakers to also express irony in specific contexts.

The analysis is based on six Aristophanes’ comedies (Acharnēs, Ecclesiazusae, Hippēs, Lysistrata, Thesmophoriazusae, and Sphēkes), as reconstructed in Wilson’s (2007) critical edition. In different contexts, characters use various strategies to make effective requests, and thus obtaining something from the hearer. Requests are usually made through imperatives or performative verbs (e.g., Thesm. 249-251), but may be modulated by the presence of diminutives in both the form of address and the requested objects (e.g., Thesm. 1184-1214, Sph. 554). The concatenation of multiple requests modulated with a diminutive suffix is a way to enhance the comic relief (e.g., Lys. 916-932), which could sometimes subvert the usual expectations, and help in creating irony. Moreover, social roles of the two speakers play an important part in the pragmatics of requests and in the creation of comic relief (Willi, 2003).

In conclusion, this study classifies the speech act of requests in Ancient Greek according to Blum-Kulka & Olshtain’s (1984) scale. The results are discussed with respect to both sociolinguistic factors (e.g., context, and the social roles of characters) and irony in the selection of different linguistic strategies for performing these speech acts.

**Themed Session 4: “Humour through a linguistic lens”**

“Analysis of humor in a corpus of spontaneous child speech”
Garrote, Marta

This paper analyses the humorous capacity in language usage by children aged 2:0 to 6:0 in their interactions with adults. The present research is based on a Spanish corpus of spontaneous child speech in which linguistic fragments expressing humor were tagged. We followed the method proposed by Timofeeva-Timofeev (2016), based on the six stages suggested by McGhee (2002), which identifies and defines humorous linguistic units through certain marks and indicators. Results show a significant increase of humorous verbal situations as well as of the pragmatic complexity of them from 2:0 to 6:0 year-olds, especially from 5:0 years onwards, when children’s speech show a higher metapragmatic competence (Gombert, 1992). Before that age, children
display a discourse that is strongly linked to context and to the literality of messages.

"Challenging gender norms in Spanish stand-up comedy"
Ruiz-Gurillo, Leonor and Esther Linares-Bernabéu

During the last two decades, several studies in pragmatics and sociolinguistics have been focused on the way American and British female stand-up comedians use their humorous discourse not only to amuse the audience but also to subvert certain sex roles and deconstruct the gender identity imposed by the patriarchy (Holmes & Marra, 2002; Crawford, 2003; Yus, 2016). But, does this subversion occur in other cultures like the Spanish? And if it does, what sort of gender identities are performed on stage? In order to solve these two questions, this paper aims to explore gender identity in Spanish stand-up comedy performed by women. To that end, we examine the work of the two most well-known contemporary humorists in Spanish women’s comedy – Eva Hache and Patricia Sornosa– through a lens carefully crafted by scholarship on linguistics and women’s humor (Tammen, 1990; Kotthoff, 2006; Holmes & Schnurr, 2014). Our main goal is to provide evidence of the fact that Spanish women as comedienne,s with a stage and the authority it provides, are able to either reinforce or subvert the normative gender ideas through humor.

The data set analyzed comprises 30 monologues, which were divided into humorous sequences. In this case study, we examined the humorous markers and indicators they use most frequently, and we also focus on which humorous effects cause in the audience and their cognitive consequences. A humorous sequence is understood as a conversational storytelling structure where the monologist develops a topic or subtopic within a discontinuous intervention (Val.Es.Co., 2014, pp. 22-23; Pons, 2014), which is disrupted by the audience’s laughter and applause. This sequence finishes with a jab line or a punch line. On the building of this sequence, some humorous elements, known as markers and indicators, are used. Humorous markers such as intonation, intensity of voice, pauses, gestures, etc. appear in audio-visual sequences. Furthermore, humorous indicators, such as polysemy, ambiguity, phraseology, etc., play an important role on the achievement of sequence’s goals., i.e. trigger laughter and applause. Accordingly, a qualitative and quantitative analysis on the effects of humorous sequences will be posed following Bing (2004)’s cognitive proposal for jokes’ analysis in relation to gender. Whereas Eva Hache’s sequences are mainly built to maintain the status quo (77.62% of the sequences), Patricia Sornosa challenges the heteronormative discourse for the most part (87.93 % of the sequences). Thus, this may be illustrative of the two most common processes we can encounter in gender construction, when dealing with Spanish female stand-up comedy. In short, results show how humor in planned discourse is a sociopragmatic tool not only for breaking with sex roles stereotypes, but also for reinforcing and perpetuating some gender clichés.

“The expression of self-esteem through humor in 12-year-olds’ written stories in Spanish”
Timofeeva-Timofeev, Larissa

In recent decades, children’s humour has become an object of research in the field of psychology. However, scarce attention has been paid to linguistic humour. This paper seeks to fill this research gap regarding the study of children’s humour from a linguistic point of view. More precisely, I will focus on the age of 12 years, since it is a crucial – and an under-investigated – period.

Children learn to understand, define and express their identity linguistically, as a part of their cognitive, psychosocial and metalinguistic development (Erikson, 1968, 1996; Gombert, 1992). In this process, humor becomes a powerful means towards sociocultural and personal affirmation, and the linguistic procedures children use in their humorous production may reveal patterns of their identity maturation.

On this basis, 160 6th grade Primary School children from 5 schools located in the province of Alicante (Spain) were asked to write a humorous story where they became insects. The quantitative and the qualitative analysis of these stories –addressed in this paper –unveils some interesting findings about the identity- and the self-esteem-building process at this age band.

The age of 12 becomes crucial in Spanish schoolers’ life since it marks the pass from the Primary to the Secondary school-level. Concurrently, the passage from infancy to adolescence causes dramatic changes in their psychosocial and psychosexual development. Needless to say, all these facts have an impact on children’s identity molding (Timofeeva-Timofeev, in preparation) and, more especially, on their self-esteem maturation.

The notion of self-esteem emerges from the comparison between the ideal self and the real one: the longer the distance between them, the lower the self-esteem. Such a comparison is self-centered in the early childhood, so that is why children under 7-8 usually present a high level of the self-esteem. The situation changes, however, from this age onwards, when the gap between the real and the ideal selves increases
depending on the degree of child’s awareness about his or her personality, frequently based on the comparison with the peers (cfr. Iborra et al., 2009).

Hence the age of 12 represents a pivotal developmental period during which all these vicissitudes take place and they are also reflected in the youngsters’ linguistic performance (cfr. Timofeeva-Timofeev, 2017). By virtue of this, a linguistic corpus-based approach may complement and compensate some biases of psychological findings, mainly based on self-reported questionnaires (cfr. Martin et al., 2003; Fox et al., 2016, p. 90).

“The translation of humour as an advantageous tool in the L2 classroom”

Vergara Fabregat, Laura

The use of translation activities in the L2 classroom has been debated at length but “[…] little has been said about the methodology in which translation practice can be turned into a systematic pedagogical tool.” (Calis & Dikilitas, 2012). Within the context of the Spanish Official Language School (OLS), amongst others, the L2 teacher finds a multi-faceted challenge: students with different educational and even social profiles, manifold motivations to study English, special learning needs, etc. We believe that translation can be a very valuable educational tool that offers many possibilities provided sessions are carefully planned and activities are thoroughly designed. Additionally, humour may reveal itself as a highly interesting vehicle to learn many linguistic and cultural aspects especially at the highest levels. Here we suggest a methodology based on translation exercises in which humour is an integral element. The mentioned activities would be used at the highest OLS levels (C1/C2) in the L2 English classroom, and they would be partly inspired in the activities that teachers in the Translation and Interpreting degree use during their lessons at University.

Themed Session 5: “Relevance, figurativeness and culture”

“Indirectness, figurative language and the legitimisation of discriminatory attitudes”

Assimakopoulos, Stavros

Discourse analytic studies of discrimination have for long recognised the central role that figurative language plays in the communication of a negative attitude towards a target group (Reisigl & Wodak, 2001; KhosraviNik, 2010; Musolff, 2015). While their majority seems to have focused predominantly on metaphor, the following examples, taken from the corpus of online comments made in reaction to Maltese news reports in relation to the current migration crisis that was compiled for the purposes of the EU-funded C.O.N.T.A.C.T. project, showcase that the relevant attitude can be identified across different types of figurative language:

Metaphor: “These immigrants have no right to invade other countries.”
Idiom: “The cat is now out of the bag and there is no way it will be bagged again. Immigration from third world countries destroys western societies.”
Sarcasm: “Thank you very much to the powers that be. Like you promised us with your open gate policies, I feel very culturally enriched.”
Hyperbole: “…in 4 more days we will become the minority...”
Allusion: “Will Malta eventually become the New Caliphate?”

The aim of this talk is to provide an account of the cognitive-pragmatic processes that underlie this indirect communication of discriminatory attitudes as a means of legitimising discrimination in society. Using the relevance-theoretic notion of cognitive effect, I will discuss the ways in which the narrative against vulnerable groups is constructed through the use of figurative language, which seems to be the preferred means in public forums of computer-mediated communication. To this end, I will argue that the use of figurative language in such contexts enables speakers to masquerade but still effectively communicate intentions, which, in some cases, could even be considered illegal under hate speech provisions if communicated directly. Then, I will turn to discuss how the pervasive use of figurative language in discriminatory discourse enables the appropriation of the negative attitude towards the Other in this setting through the communication of an array of weak implicatures that ‘sneak’ into the collective perception of the general public. In this way, the extra effort involved in reaching the particular cognitive effects under question can be thought to be offset by their ability to communicated loosely, reaching a far greater audience than they would if communicated directly.
“A few words on metaphor, cognition and intercultural encounters in the legal language context”

Witczak-Plisiecka, Iwona

The paper comments on various linguistic images present in the language of the law, mainly statutory language, with the aim to show how such images may influence legal interpretation and a much more general image of the law and reality.

The context exposes the salience of metaphor in communication and how significant its recognition can be for language users, and legal theorists and practitioners in particular. It is evident to most linguists, but not necessarily to lawyers, that metaphors can be found in language at different levels. Metaphors may reflect past conceptualizations, which former users left in a particular language, they may serve as purely rhetorical ornamental devices and markers of creativity in showing a non-standard perspective on some aspect of reality, and, finally, they may be used, or even abused, deliberately in persuasive discourse.

The examples discussed in the paper point to possible problems that selected images found in the language of the law may produce when spontaneously understood and interpreted without due diligence paid to the nature of the metaphorical dimension of language. It is suggested that such difficulties at least partly arise due to the fact that the culture in which legal texts are interpreted may have become distant from the culture in which they emerged. It is also often the case that there may be differences in the expected level of explicitness of language of the law on the part of its users. Taking a relevance-theoretic perspective, the paper addresses the nature of such problems and the attempts to formulate relevant implications.

“Relevance and “The Popular Orange Vegetables”: Culture, context and definite descriptions”

Scott, Kate

In an infamous example, a draft of a newspaper article used the definite description “The popular orange vegetables” when discussing the health benefits of carrots. This paper considers how so-called journalist epithet uses of definite descriptions fit into a relevance-theoretic approach to reference (Wilson, 1992; Powell, 2010; Scott, 2010). Examples (1)-(5) are from a Daily Mail article about Victoria Beckham:

1. The 40-year-old posted a picture on Instagram …
2. …the former Spice Girl's prestigious cap.
3. The British fashion star flaunted her slender legs in her well-cut red dress…
4. The former pop star seems to have been…
5. …the humorous Brit shared a cleverly edited picture of herself…

According to Ariel (1990, pp. 33-34) ‘definite descriptions...are used to retrieve relatively inaccessible antecedents’ and ‘the amount of guidance the addressee is supplied with stands in inverse relation to the degree of Accessibility’. Journalistic epithets seem to be an exception to this generalisation; they are generally rich in conceptual content and yet the antecedents to which they refer are highly accessible in the discourse context.

In this paper I consider the contribution that the conceptual content in journalistic epithets makes to relevance. While not required for the derivation of the proposition expressed, the content of the description may achieve relevance in its own right via what Powell (2010, p. 29) calls the “derivational intention”. I consider cases where the descriptive content of the definite description either adds informational content to the reader’s conceptual file for the intended referent or adds a layer of activation to already-held assumptions. In both cases the content of the description may combine with existing cultural and contextual assumptions, resulting in the derivation of implicatures which would not have been available if, for example, a pronoun had been used instead.

“Onomatopoeia and the showing – saying of Japanese culture from the perspective of Relevance Theory”

Sasamoto, Ryoko

This talk is concerned with two significant cultural aspects of Japan: onomatopoeia and visually oriented cultural representation. Considered to be located at the edge of language, onomatopoeia is seen as one of the unique characteristics of Japanese.

Onomatopoeia, as Sasamoto and Jackson (2015) argue, enables the speaker to communicate something highly intangible and nebulous allowing for the sharing of impressions. Writers, therefore, often use onomatopoeia to express sensual experience which they cannot put in simple phrases. This is particularly evident in genres that require subtle expressions, such as literary texts, food discourse, and music critique. Another genre where onomatopoeia is highly prevalent is manga. Manga is one of the best-known examples of highly visual nature of Japanese culture and a prime example of multimodal interaction which is deeply integrated in Japanese culture. The presence of onomatopoeia in manga clearly demonstrates Japanese eyes for the marriage between
images and words. The visual orientation of Japanese culture, however, sometimes poses challenges for translation and creating the same effect for non-Japanese speaking audience. In this talk, we will analyse the role of onomatopoeia in ‘sensual’ discourse where sensory experience plays a key role in order to discuss the interaction between senses and how onomatopoeia allows for communication of such subtle meaning. In particular, we draw on the Relevance-theoretic notion of showing-saying continuum and demonstrate how onomatopoeia in Japanese enables authors to share impressions of their sensory experience by virtue of perceptual resemblance. The implication of this study is that some figurative language, onomatopoeia in particular, might be highly culture specific and might pose challenges for successful communication with a non-Japanese speaking audience.

“Poetic effects, culture and jokes: How relevance theory can explain humour in verbal jokes”

Jodłowiec, Maria

The main thesis of this paper is that the affective response generated by the punch-line in verbal jokes has a cognitive basis and can be elucidated in terms of weak communication, as conceived of in the relevance-theoretic framework. It is argued that when the punch-line is processed and interpreted, the joke recipient is left with a whole range of weakly communicated implicatures manifest to him or her (Piskorska and Jodłowiec forthcoming). Sperber and Wilson (1986/95, 2008) refer to this kind of outcome as a poetic effect, and it is typically associated with the comprehension of figurative language, mainly metaphor. For humour to be generated, as it will be shown, apart from the peculiar cognitive overload effect, the punch-line will also result in the reorganisation of assumptions manifest in the recipient’s mind. Those compatible with the joke set up will appear void and will be replaced with a vast array of weakly communicated assumptions. For this effect to take place in the audience, they must be able to generate a rich weakly communicated import, which in practical terms means that they must be familiar with the key concepts that the mini-narrative and the punch-line are based on: only then will a relatively large number of weakly communicated assumptions be within their capacity. It is emphasized that this kind of analysis elucidates why certain themes or characters are better candidates for raising a laugh with a specific audience than others, with cultural scripts in general and ethnic stereotypes in particular being excellent candidates for joke-triggers: the point is that their weak-communication potential is especially robust.

“Reinforcing or merely referring to stereotypes – the case of television shows and jokes”
Piskorska, Agnieszka

Comprehension path intended to lead to a humorous response often involves activating stereotypical assumptions about groups of people (Yus, 2013), typically entertained in the form of reflexive beliefs (Sperber, 1997). Such stereotypical assumptions play the role of implicated premises, which contribute to relevance by enabling the hearer to work out the speaker-intended implicated conclusions, evoking the effect of amusement. As pointed out by Sperber et al. (2010), assumptions activated in the comprehension process as implicated premises are approached with less acute epistemic vigilance and because of that may spread and be accepted among members of a community more easily than implicated conclusions. This paper investigates the ways in which humorous communication may contribute to strengthening and/or spreading cultural stereotypical assumptions on which it rests. Since it is hypothesised that the extent to which humour reinforces stereotypes depends on a genre, examples of two kinds of humorous communication are discussed and compared: “late” television shows and jokes. It is then argued that background assumptions activated in the processing of the former may indeed be accepted by the audience and those in the latter not necessarily so. An explanation is offered in terms of the role of the communicator in these two situations.

“Communicative injustices: Conceptualising some negative perlocutionary effects of communicative behaviour”

Padilla Cruz, Manuel

The search for the optimal relevance of intentional communicative behaviour often grants access to assumptions that are fed into inferential processes as implicated premises and yield implicated conclusions (Sperber & Wilson, 1986/1995; Wilson & Sperber, 2004). Inability to give the appropriate amount of information or reliable information, lack or misuse of vocabulary --single words, figurative usage of words and phraseology-- and/or failure to deploy adequate pragmalinguistic strategies or to abide by expected sociopragmatic norms, may lead hearers to draw unexpected detrimental conclusions, which may eventually impact on speakers’ reputation as communicators.
Social epistemology differentiates various types of epistemic injustice, or the wronging done when individuals are considered inefficient or unreliable epistemic agents (Fricker, 2007). Testimonial injustice pertains to credibility and is inflicted when information is considered untrustworthy due to lack of adequate knowledge or supporting evidence (Fricker, 2007). Hermeneutical and contributory injustices affect intelligibility; while the former is sustained when someone is unable to make their experience understood owing to lack of tools to conceptualise and express it (Fricker, 2006, 2007), the latter occurs when people purposefully decide not to understand what someone says (Dotson, 2012). Finally, conceptual competence injustice impacts on an area of communicative competence and is perpetrated when a person who lacks adequate vocabulary is thought not to possess appropriate concepts (Anderson, 2017).

This presentation will propose incorporating some of these labels into pragmatics in order to conceptualise the prejudicial perlocutionary effects derivable from (seemingly) deficient communicative performance. Such proposal will however rely on a loosened understanding of the phenomena referred to through these labels, which deprives them of some of their requisite conditions. Overall, those perlocutionary effects will be here referred to as communicative injustices.

**Themed Session 6: “‘Beautiful’ and ‘ugly’ across languages and cultures”**

“Beautiful and ugly in the English folk aesthetics”
Gladkova, Anna and Jesús Romero Trillo

The paper explores the meaning and use of two major aesthetic concepts in English – beautiful and ugly, as they occupy a central role in the field of aesthetic conceptualisation (Eco 2004, 2007). The study is based on corpus data from Cobuild Wordbanks Online, and investigates the polysemy and the spheres of application of these concepts. Through corpus analysis methodology we investigate the most common collocations and the pragmatic and contextual uses of these terms. On the basis of this analysis our study proposes semantic explications of the words beautiful and ugly in universal human concepts within the theoretical framework of the Natural Semantic Metalanguage (NSM) (Goddard and Wierzbicka 2002, 2014). In particular, we investigate the presence of the perception universals identified by NSM: SEE, HEAR, and FEEL, which in our data are central to the analysis of the aesthetics vocabulary along with the primitives GOOD, BAD, SOMEONE, SOMETHING and THINK.

Following the framework put forward in Gladkova and Romero Trillo (2014), we analyse the most common collocations with the words beautiful and ugly and classify them into several meaning-based categories. This comparison reveals that beautiful and ugly are not identical in their distribution, which suggests different cognitive salience of these concepts (cf., Paradis et al. 2009). We also note a special role of ‘people’ and ‘nature’ in conceptualisation and use of beautiful and that of ‘human actions’ in ugly.

In sum, our study identifies and describes the role of the two concepts in discourse, and observes the historical prevalence of the beautiful and aims to explain the reasons for the significant rise in the frequency of occurrence of ugly in contemporary Anglo discourse.

“Everything is beautiful... in its own way? The conceptualisation of aesthetics in Spanish”
Romero Trillo, Jesús

This paper investigates the conceptualisation of aesthetics through the analysis of the use of the Spanish words bonito ‘beautiful’ and feo ‘ugly’, and their number and gender variants, in the Corpus de Referencia del Español Actual. Based on a corpus pragmatics perspective (Romero Trillo, 2017), the study compares the collocational use of these terms and their realisation according to the defined semantic and cognitive categories described in Gladkova and Romero Trillo (2014).

Following the Natural Semantic Metalanguage (Goddard and Wierzbicka 2002, 2014) the present study expands previous research on the essence of aesthetics in the description of nature in English (Romero Trillo and Fuentes 2017) to investigate the relationship between external and internal (ethical and moral) appraisal in the Spanish corpus. The results will be compared to the use of the English terms beautiful and ugly, with special reference to the categories of people and nature, from a quantitative and a qualitative perspective. The methodology and results will contribute to the relationship between language and culture in the representation of aesthetics.
“Re-thinking aesthetics: The central role of language and cross-linguistic differences in aesthetic conceptions”

Farese, Gian Marco

In this paper I will present a contrastive semantic analysis of the Italian bello, the English beautiful and pretty and the Japanese kirei and utsukushii to highlight the cross-linguistic differences in aesthetic conceptions and to discuss the linguistics-aesthetics interface. The analysis is made adopting the methodology of the Natural Semantic Metalanguage (Goddard & Wierzbicka, 1994, 2002, 2014; Wierzbicka, 1996, 1997, 2003; Peeters, 2006) as a culturally-neutral tool for cross-linguistic comparison and is aimed at making three points.

Firstly, discussions on aesthetics and aesthetic values cannot be made independently of language; contrary to what eminent aestheticians have suggested (Kant, 1790; Croce, 1902), I argue that it is impossible and unjustified to separate the aesthetic meaning of a word from its non-aesthetic meaning (cf. Leddy, 2012).

Secondly, evidence from cross-linguistic semantics shows that not only does the linguistic repertoire used to express aesthetic values in different languages vary considerably, but also that words expressing aesthetic values in different languages express different meanings and therefore reflect different aesthetic conceptions (Gladkova & Romero Trillo, 2014; Farese, in preparation). Third, cross-linguistic and cross-cultural differences in aesthetic conceptions urge philosophers to reconsider the principles of aesthetics as a discipline. Any aesthetic theory is always “imprisoned” in the language in which it is phrased and reflects the unique conceptualisation of one specific linguacultural world. In light of these differences, there can be no universally valid “aesthetic value” or “aesthetic theory” in the singular, but a plurality of aesthetic values and theories which reflect the conceptions of different linguacultural worlds. This also means that English aesthetic terms (e.g. the beautiful, the sublime) cannot be used to discuss aesthetic values in different languages, because these words reflect only the Anglo aesthetic conception. To use English aesthetic terms on the mistaken assumption that they are universally applicable is to impose the Anglo aesthetic conception onto non-Anglo aesthetic conceptions.

Having made these three points, I will promote the development of an ethno-aesthetics which takes into account cross-linguistic and cross-cultural differences in aesthetic conceptions and which adopts the analytical methods of cross-linguistic semantics (Goddard ed., 2008) to identify and highlight what aesthetic conceptions in different linguacultures have in common.

“Pæn, Flot, Dejlig, and Lækker: A Lexical Anthropology of Danish Folk Aesthetics”

Levisen, Carsten

This paper explores the lexical semantics of Danish aesthetic discourse by providing in-depth semantic analysis of four Danish aesthetic “untranslatables”: (i) pæn ‘good-looking, neat, pretty’, (ii) flot, ‘good-looking, attractive, impressive’, (iii) dejlig, ‘lovely, delightful, beautiful’ and (iv) lækker ‘delicious, pretty, hot’. These words are frequently used in Danish interaction, and they penetrate Danish cultural discourses of aesthetic perception and cognition. They are hard to translate, and difficult to acquire for learners of Danish and from a theoretical perspective, such “untranslatables” call for a special attention. Each of the words have a complex lexical semantics with a particular discursive affordance, and taken together this grid of words construe a folk model of aesthetics in which a “mundane” and “earthly” kind of beauty is valued, and in which the body plays an important role.

The paper contributes to the debate on “ethnoaesthetics” and provides arguments in favor of linguistic and cultural relativity. The general conceptual framework is “lexical anthropology”, a sub-type of linguistic anthropology that focuses on lexical semantics and the study of cultural keywords (Levisen & Waters 2017). Lexical anthropology makes use of the NSM approach lexical semantics. Each of the terms pæn, flot, dejlig, and lækker are explicated in two core frames: “something pæn/flot/dejlig/lækker” and “someone pæn/flot/dejlig/lækker”. The analysis makes use of two kinds of methods: corpus-assisted discourse studies and semantic consultations. The corpus is DaTenTen14, (hosted by SketchEngine), the largest corpus of contemporary Danish. The semantic consultations are based on group interviews with Danish university students (aged 20-25) and add qualitative evidence in the form of folk definitions and narratives to the quantitative nature of the corpus study.

The analysis reveals that Danish folk aesthetic discourse link people, perception and cognition in ways which allows for a range of normative discourses on design, food, nature, sex, gender, and children, and reveals a strong link between folk morality and folk aesthetics.
“Aesthetic terms in the Russian worldview”
Gladkova, Anna

The paper studies the meaning and use of the Russian words *krasiviy* ‘beautiful’ and its opposites *nekrasiviy* ‘unbeautiful/ugly/plain’ and *bezobraznyiy* ‘ugly/disgusting’. It attributes a special role to *krasiviy* as an ideal, while the role of its opposites is diverse: *nekrasiviy* describes something or someone lacking beauty and its use is somewhat mundane and mildly offensive, while *bezobraznyiy* has a strongly negative evaluation with a moral element attached to it.

Using data from the Russian National Corpus, we investigate the polysemy of the terms in question and present explications of their meanings using Natural Semantic Metalanguage (Goddard & Wierzbicka, 2002, 2014). We discuss differences and similarities between the Russian words and their English counterparts *beautiful* and *ugly*.

Using the framework introduced in Gladkova and Romero Trillo (2014), we study most common collocations with *krasiviy*, *nekrasiviy* and *bezobraznyiy* and classify them into categories. These collocations suggest a strong link between aesthetic perception and people and their actions. Importantly, the analysis of use of *nekrasiviy* reveals an interesting link between aesthetics and (im)politeness. We conclude with the description of the Russian model of folk aesthetics and its relationship to the Russian worldview (Gladkova, 2010).

“An attentional approach to lexical categorization among languages and culture”
Nemo, François and Antonia Cristinoi

Because speaking is ultimately a matter of attracting attention on something and asking the addressee to take into account, as acknowledged in various contemporary pragmatic theories, it is possible to show that whereas the classical semantic approach to categorization (and the Sapir-Whorf’s debate) has focused on the universal or non-universal character of perception, it is possible to compare languages to spell out the attentional patterns which characterize each of them, and the cultural bases of such patterns.

In order to do so, we shall present a contrastive study of attentional patterns of biological classification in various Amazonian and non-Amazonian languages, among which Palikur (Arawakan/Maipurean), Wajãpi (Tupi), and Wayana (Karib).

We shall first consider the pragmatics of classification, notably the pragmatics of identification and lateral classification,. We shall then show that the contrastive study of the descriptors used in biological categorization, reveals that while considering/ perceiving the same objects, languages vary considerably in terms of the properties which they pay attention to, for instance by ignoring colors altogether in a language while relying heavily on color terms in others.

We shall then show that that: i) this variation can ultimately be traced to explicitable common ground assumption/cultural beliefs on the one hand; ii) such discrepancies must ultimately be described as implying differential attentional norms in any use of the terms at stake when it comes to respecting the pragmatic maxims of quality and quantity.

We shall conclude that given the capacity of languages to shape attention, pragmatics should include the study of such lexicalized attentional cultural biases among languages.

Themed Session 7: “Cultural and linguistic knowledge in context”

“Differential object marking in German Sign Language: animacy and definiteness as cross-linguistically stable cognitive concepts”
Bross, Fabian

Many sign languages, such as German Sign Language (*Deutsche Gebärdensprache*, DGS), exhibit a rich system of spatial agreement between the arguments of a verb indicating the grammatical roles of the referents. However, some verbs, so-called ‘plain verb’, in DGS (as in many other sign language), lack agreement due to phonological restrictions. As DGS exhibits a rather strict SOV word order, this does not lead to ambiguities. It would thus be expected that clauses containing plain verbs would not contain any additional morphological marking to indicate the grammatical/semantic roles of the arguments.

Surprisingly, however, in clauses containing plain verbs, the direct object is obligatorily marked by a specialized manual marker when denoting an animate referent. This manual marker, called *person agreement marker* (PAM) is usually analyzed as an agreement auxiliary (e.g., Pfau & Steinbach 2007). The use of PAM is illustrated in Figure 1. In contrast to previous findings, I show that PAM only marks object (and not subject)
agreement and argue that it does not indicate agreement, but rather is a case of differential object marking (DOM) (Bossong, 1985). So far, DOM has been discussed mainly for spoken languages (with the exception of Börstell 2017) and it has been shown that in the at least 300 language exhibiting this phenomenon, DOM is employed when the direct object is either animate or definite (or both). Although PAM is used only with animate objects, I will argue that it also leads to a definite reading—at least under some circumstances. This behavior also explains that the insertion of PAM into sentences without plain verbs leads to certain aspectual changes (Rathmann, 2003).

Based on adverb distribution patterns in clauses without PAM (1a) and clauses containing PAM (1b), I will furthermore argue that the object in PAM constructions moves into a higher syntactic position as it would be expected from definiteness effects (Diesing, 1992).

(1) a. PAUL OFTEN APPLE BUY
    b. PAUL PAM MARIA OFTEN INSULT

Analyzing PAM not as an agreement auxiliary, but as a DOM marker has the advantage that it explains the otherwise puzzling fact that it only occurs with animate objects.

Figure 1: The sentence Maria is angry at Paul in DGS. As the direct object of the plain verb BE-ANGRY is animate, the use of the manual sign PAM is obligatory.

Lemmerth, Natalia and Sebastian Padó
“Perception of formality levels by native speakers of English”

Many languages distinguish different levels of formality in direct address. A distinction shared many languages is the “T/V” split between “tu”/informal and “vos”/formal (Brown and Gilman 1960). Modern English is a notable outlier with only one pronoun (you) used for both levels. Consequently, differences in formality must be expressed by less grammatically conventionalized means.

In this study, we ask how well native speakers of English perceive the T/V distinction in literary conversations, and how contextual factors mediate their perception. We focus on two factors: (a), presence of conversational context (hypothesizing that the situation matters, rather than the utterance); and (b), proficiency in a second language with a grammaticalized T/V distinction (hypothesizing that this improves perception).

We performed a crowdsourcing study. 20 L1 English participants with varying proficiency in T/V language were recruited (self-reported in terms of common European reference levels). Each participant classified 80 sentences, involving direct address, taken from 19th century literature. 40 sentences were presented with, 40 without discourse context.

We find a very robust effect of context: Accuracy without context is at 54.5%, close to the 50% random guessing baseline, but increases to 75.6% with discourse context. This bolsters the status of formality as a global discourse property. More surprising is the substantial effect of the L2 proficiency factor: English-only speakers perform at 69.0% (in context), but accuracy increases to 85.4% for a non-native C-level proficiency. Furthermore, the difference between monolingual speakers and A-level non-native proficiency is not significant, but the differences between these groups and B/C-level bilinguals are. Evidently, formality is a subtle pragmatic phenomenon that is acquired by speakers at a relatively high proficiency level.

These results indicate that English monolinguals may not have a “ready-made” T/V distinction that they can access as easily as native speakers of T/V languages. Future work will address the alternative interpretation that mastery of the T/V distinction correlates with general language skill, and more talented speakers are more likely to learn foreign languages.
Hole, Daniel

“Free Indirect Discourse has nothing to do with pronouns”

In this talk, I review Free Indirect Discourse (FID) and perspectivization with stative uses of psych verbs (Psych) and claim that both phenomena are one and the same thing. Moreover, I adduce evidence to the effect that Free Indirect Discourse ought not to be modelled by way of a special interpretive mechanism devised for pronouns and tenses (Schlenker 2004, Maier 2012, Eckardt 2014). In fact, I show that Free Indirect Discourse is only peripherally concerned with pronominal expressions. What I propose instead is that perspectivization with psych verbs and Free Indirect Discourse is crucially rooted in (frequently covert) predicates that come with a Cognizer variable. Of the highest value for this line of argumentation are minimal pairs with no pronouns and forced FID interpretation in one of the opposing sentences.

(1) and (2) provide run-of-the-mill examples of FID and Psych.

(1) He/Paul didn’t know what to do now.
(2) His doctor’s letter worried him.

It has long been known that the simple past in English licenses FID. Likewise, Maier (2012) was the first to deal with proper names as in (1) which still tolerate an FID interpretation. However, on Maier’s account, Paul in (1) “punctuates” the FID for a moment. This strikes me as utterly counterintuitive. This move is necessary in Maier’s theory, because theories of FID have so far invariably revolved around the interpretation of pronouns and tenses. I argue here that high speaker-oriented categories like the exclamative, epistemic modality and evidentiality, in combination with the past tense, are the true loci of FID genesis. Pronouns enter the picture only secondarily. (3)-(5) provide pertinent data.

(3) past tense epistemic modality
      “Paul must be at home.”             “Paul had to be at home.”
      FID reading forced w/epistemic reading of had to

(4) past tense exclamatives
   a. Paul betrügt Maria!               b. Paul betrog Maria!
      “Paul betrays Maria!”             “Paul betrayed Maria!”
      FID reading forced in prose

(5) past tense evidential raising verbs
      “Paul seems to wear socks.”       “Paul seemed to wear socks.”
      FID reading forced in prose

“Pronominal anaphora in Jula: Distribution and interpretation”

Kiemtoré, Alassane

The West African Mande-Language Jula has two morphological set of personal pronouns: simple vs. emphatic. Previous studies on pronouns in Jula and other closely related languages (e.g. Bambara) agree that, of all the personal pronouns, the distinction between simple and emphatic pronouns is more important when the pronominal anaphora a and ale are concerned. The goal of the talk is to shed light on the contrastive behavior of the two forms. For each form, I investigate different structural conditions of its use in two binding configurations: binding in a single clause and cross-clausal binding. I further examine some prominent interpretative effects associated with the distribution of the two forms. Logophoric effects and interpretation of identity instantiated in de se vs. de re readings are considered here.

“Cognitive explorations into the difference of linguistic vs. cultural knowledge”

Dudschig, Carolin, Claudia Maienborn and Barbara Kaup

Language comprehension can tap into many different knowledge resources: linguistic structure, contextual information, pragmatic strategies, cultural background knowledge, etc. Whether we need to systematically distinguish between a genuinely linguistic, i.e. semantic component of sentence meaning and a non-linguistic meaning part pertaining to cultural knowledge is of interest to both linguistics and cognitive psychology, but until recently, both sides tended to ignore this question.
Theoretical linguists usually suppose tacitly that there is such a difference but then only take care of (what they assume to be) the linguistic meaning part. (A prominent exception is Asher’s (2011) theory of lexical meaning in context.) In cognitive psychology the standard assumption is that word forms gain meaning by being connected to nodes in the conceptual system. However, the exact nature of this relationship is rarely discussed. With a few exceptions (e.g., Vigliocco & Vinson 2007), most authors seem to assume that word meanings and culturally shaped concepts are identical.

This issue is particularly relevant because it points to the status of compositionality as a guiding principle for the formation of complex meanings. In a frequently cited study by Hagoort et al. (2004) the distinction between linguistic and non-linguistic knowledge has been challenged by experimental results. Hagoort et al. concluded that semantic and conceptual information is processed in one step, making obsolete the distinction, and challenging, furthermore, the idea of compositionality which proclaims the primacy of syntax as a combinatorial guideline. This controversial issue has been taken up more recently in several experimental studies (e.g., Pylkkänen et al. 2009; Dudschig et al. 2016). What can be learnt from these studies is above all, that we are strikingly missing a good understanding of what could count as methodically and empirically solid criteria to distinguish linguistic and non-linguistic knowledge. In our talk we will discuss several alternative ways to empirically investigate the distinction between semantic and conceptual knowledge and present new experimental results.

“Manner adverbials and not-at-issue content”

Stolterfoht, Britta and Katrin Ziegler

In his influential book, Potts (2005) analyzed conventional implicatures, e.g., the content expressed by parentheticals, appositives and expressives, as not-at-issue content. That means, he drew a distinction between the asserted proposition (at-issue content), which is typically taken to be an answer to a question under discussion (e.g., Roberts, 2012; Tonhauser, 2012), and a range of other entailments and presuppositions conveyed in an utterance (not-at-issue content). Only recently, it has been shown that this division is relevant in language processing (see e.g., Dillon, Clifton, & Frazier, 2014). With regard to adverbials, it has been observed that certain modifiers trigger a ‘presupposition-like’ inference: John did not come late implies that John came (see e.g., Bellert, 1977; Simons, 2001; Schlenker, 2008; Chemla, 2009). Abrusán (2013) argues for Hungarian that this is only the case if the modifier is focused. We tested this assumption for German, assuming that focus structure interacts with the position of a manner adverbial. In (1a) the adverbial is in the default focus position, whereas in (1b) the object NP fills this position.

(1a) Susanne hat die Tante laut beschimpft. \( \frac{1}{10} \) Susanne has the aunt loud insulted \( \frac{1}{10} \)
(1b) Susanne hat laut die Tante beschimpft. \( \frac{1}{10} \) Susanne has loud the aunt insulted \( \frac{1}{10} \)

‘Susanne insulted the aunt loudly.’

(2) Nein, das stimmt nicht. Sie hat die Tante nicht beschimpft. ‘No, that’s not true. She did not insult the aunt.’

The results of three acceptability rating studies, using tests for diagnosing not-at-issue content proposed by Tonhauser (2012; see the continuation in (2) for one of these diagnostics), revealed that the presence of a manner adverbial indeed makes the proposition it modifies not-at-issue: sentence pairs like (1) and (2) got lower ratings compared to a control condition. So far, we did not find any evidence for an interaction with adverbial position. We will further test Abrusán’s assumption by manipulating focus structure prosodically in an auditory study. The results of our studies contribute to the ongoing debate on modelling (not-)at-issueness in semantics and pragmatics as well as in language comprehension.
Panel 1: “Culture, context and figures of speech”

Vilinbakhova, Elena

Tautological utterances have been a subject of linguistic research since 1970s, cf. Grice (1975), Levinson (1983), Wierzbicka (1987), Escandell-Vidal (1990), Ward & Hirschberg (1991), Farghal (1992), Okamoto (1993), Bulygina & Shmelev (1997), Bulhov & Gimbel (2001), Meibauer (2008), Snider (2015), Sonnenhauser (2017), among others. However, the studies were dedicated mostly to the mechanism of their interpretation while other aspects remained largely unexplored. One of these gaps is the argumentative role of tautologies in discourse including communicative situations where tautologies are encountered, their most common discursive functions, and possible rhetorical benefits for the speaker.

This paper addresses the above issues based mainly on Russian data with reference to Spanish and English examples from web-based sources and corpora. Along with equative tautologies ‘A is A’, I examined relative clause tautologies ‘Who / what p, (that) p ’ in order to obtain a more complete picture and find out whether structural distinctions lead to differences in functions.

It is shown that tautologies are commonly used in political and media discourse, and can be most helpful for the speaker. For instance, due to their easily recognizable form, tautologies can be presented as pseudo-proverbs that allegedly express unquestionable facts or values, but in reality transmit the speaker’s intended meaning. Another property inherent to tautologies is their evocation of mutual knowledge. Choosing to utter a tautology, the speaker shows the hearer that (a) she believes they share the same view about particular entity; (b) she does not have to explicitly articulate it; (c) she presumes the hearer’s commitment to this view, cf. Fraser (1988), Miki (1996). Hence, the hearer is forced to take responsibility for maintaining solidarity, and his possible disagreement is regarded as uncooperative social behavior. Finally, the speaker can use tautologies to avoid answering troublesome questions and closing discussion, exploiting their undeniable literal meaning.

The above properties make tautological utterances difficult to challenge and ensure the achievement of the speaker’s communicative goals, hence providing explanation for their frequent occurrence in discourse.

“In defence of positive irony”

Kapogianni, Eleni

One of the few points of consensus among the various pragmatic approaches to verbal irony (neo-Gricean, post-Gricean, interactional, Speech-Act-based) is its inherently evaluative nature. The observable imbalance between the frequencies of negative versus positive evaluation conveyed by irony has led researchers to dismiss cases of the latter as cases of non-ironic meaning (Garmendia, 2010, 2011; Dynel, 2014). This paper revisits the debate on positive irony making three main claims: (1) the perceived equation between irony and negative evaluation is mainly due to a conflation of the notions of irony and sarcasm (2) positive and negative attitudes can co-exist in ironic utterances (3) the use of ironies with a “positive charge” is culture-dependent.

First, a model that distinguishes between pragmatic devices (or tropes) and communicative goals is proposed, leading to the suggestion that irony and sarcasm belong to two different levels (the former being a trope and the latter being a type of communicative goal, which is indeed always critical). Secondly, it is argued that irony triggers a bundle of explicitly and implicitly communicated propositions, one of which can be taken as the “primary intended meaning” (Jaszczolt, 2009). It is then suggested that, while the ironic operation is linked (in different possible ways that normally involve some kind of reversal) to the explicit meaning of the utterance, it is the speaker’s more general communicative intentions that can determine an utterance as an act of ironic sarcasm, ironic astesism/jocularity, ironic banter etc.

The empirical part of this study discusses data from natural informal conversations in Greek (corpora: Karatheodoris, SEK) and English (both British and American; corpora: SBCSAE, Audio BNC, and Kent Corpus). Findings show that, although instances of positive irony are infrequent overall, their occurrence in the Greek corpora is considerably higher and more unambiguous than in the English corpora. Finally, a noteworthy difference between British and American English concerns the evaluative target (i.e. the object of ironic criticism or ironic praise), with a higher occurrence of self-oriented ironies (both positive and negative) found in British English, an indication for a difference between the two cultures in the overall distribution of the phenomenon with respect to communicative and social goals.
Speaking figuratively: The role of tacit information in artful language

O’Sheilds, Kathryn

So-called figurative devices (which are more effectively referred to as artful language) are not easily analyzed by the guidelines of traditional linguistic theory. Similes like *Life is like a box of chocolates*, for example, can be unclear, and metaphors like *Life is a roller coaster* are plainly false. Artful statements like these cannot be taken at face value because their intended meaning goes beyond what they plainly state, prompting pragmatic inferences for their correct interpretation.

However inherently difficult an artful statement may seem as compared to a literal utterance, English speakers use figures of speech often, and listeners can easily understand them. But how does the listener discover and grasp this hidden meaning? Is there a direct literal translation for an artful expression? Are there any restrictions on the creative comparisons drawn by artful language? How are metaphors different from similes? Can metaphors and similes include negation? Can artful language have truth value?

The “art” of using similes and metaphors derives from the tacit information they carry. This paper proposes the idea that a simile of the basic form ‘A is like B,’ which looks like a statement comparing two items, in fact uses predication to assert that item A has a “B-like” quality, relying on unspoken stereotypes and assumptions about item B that the listener is presumed to share.

This paper also supports the view that a metaphor of the prototypical form ‘A is B’ is actually a linguistic extension of analogous thinking. Instead of equating item A with item B as it may appear, a metaphor sets up two parallel relations: A is to X as B is to Y. The tacit members X and Y create a structural framework for the metaphor, and the speaker assumes the listener will grasp this hidden analogy.

An artful statement is like a riddle; it alludes to additional meaning without stating it outright, leaving something for the audience to fill in. But also, artful language is quite ordinary, once its inner workings are properly understood, which explains its common deployment. Similes and metaphors do not produce any special, abstract new meanings of words; they only require creativity in word usage. They may not be literally true, but they can have truth value. As long as the tacit information of the artful statement is taken into account, it can be used to make true or false assertions.

Artful language utilizes tacit information to invite the listener to figure out an intended, but unspoken, meaning. Like a riddle, an artful expression is deliberately oblique and open-ended. However, patterns in simile and metaphor usage reveal that there are predictable thought processes behind their creation and a systematic method to their interpretations.

Conceptual metaphors used by defense attorneys in crime lawsuits from a propositional schema perspective

Camacho Estrada, Sara

An accused, in a crime lawsuit, is presented by defense attorneys in two ways when saying his/her arguments in a trial. The main position is to present the accused as an innocent person, and the other is to present him/her as a victim. The ideas described in these kinds of lawsuits have created many conceptualizations about these two positions. Based on these situations, the main aim of this study is to analyze how an accused is conceptualized from propositional schemas perspectives though the analysis of 8 criminal lawsuits that took place in Ecuador, Tungurahua during the years 2016 and 2017. This study uses ideological and socio-cognitive standpoints to draw conclusions about how defense attorneys present their arguments. For instance, the way an attorney’s arguments are presented can best be analyzed from Conceptual Metaphor Theory, more specifically using its analytical tool of propositional schemas (Lakoff & Johnson, 1980; Sharifan, 2011; Soares da Silva, 2016; Soares da Silva et al. in press).

The ‘otherization’ concept is clearly used in this context (Diamond 1996, cited in Romero Trillo, 2011). Blaming the others, for breaking the law, becomes one of the most important parts in this analysis. In this way, the results show how defense attorneys conceptualize an ACCUSED. She/he is described as A VICTIM and BLAMELESS, and likened to DECENT AND MORAL. Furthermore, defense attorneys present arguments to support that thesis by conceptualizing the social responsibility, the psychological traumas and accidental factors that have affected these people. Arguments that are mostly based on HOPE and SUPPORT and likening to HELP to a SUFFERER. Defense attorneys use all of these arguments in their legal discourse, based on their thesis to transmit their position through contextualized language, as the vehicle to persuade judges and/or the audience. (MacArthur, Oncins, 2012).
Interpretations, feelings and reactions of the figurative B-term in behavioural multimodal metaphors in different cultures: A comparative study
Gil Bonilla, John Fredy

In recent years, there has been growing interest in metaphors, which have become a central part of linguistic studies (see, for instance, Lakoff and Johnson, 1980; Lakoff and Turner, 1989; Langacker, 1987;). Although, however, some scholars have lately begun to pay more systematic attention to other verbal tropes, that is, work on visual (see, for example, Dirven, 2009; Forceville, 1994, 1996; Gibbs, 1994), and let alone multimodal metaphors in terms of that studies and appropriate theories in this field are still relatively scarce (cf. Forceville & Urios Aparisi, 2009). Since the main purpose of this paper is to analyze how culture is embedded in the way viewers from different language backgrounds conceptualize and interpret the same multimodal metaphors, the interaction between metaphor and culture is hence, another crucial issue considered for this study. It should be noted that not only research on multimodal metaphors is still in its infancy but also not much interest has been paid to the interaction between metaphor and culture (e.g. Gibbs, 1999; Kövecses, 2005).

Data for this research were gathered with the help of 240 participants taken from 8 different language backgrounds. The subjects of this study were supplied with a questionnaire which consisted of three multimodal metaphors and 6 questions. In particular I want to shed light on the following questions: (1) How can the source domain of the multimodal metaphors provided be identified among different cultures? (2) What are the feelings conveyed in each of the participants? and (3) How aggressive are these metaphors considered?

On the basis of the results of this research, it can be concluded that not only the cultural background but also the personal has some influence in the way respondents interpret multimodal metaphors. The reactions and the feelings that are identified in the responses of the subjects are influenced by different factors: religion, personal and societal experiences, beliefs, etc.

Panel 2: “Face, (im)politeness and relational work”

The role of mitigating strategies in constituting face in discourse
Albelda Marco, Marta and Carolina Figueras

The notion of mitigation is still a controversial topic in the literature, as there is still no general consensus on its defining features. Some definitions emphasize the core function of mitigation as a strategy to reduce and to compensate for some undesirable social effects of the speech on the audience (Fraser, 1980; Schneider, 2013). Other definitions of mitigation, in contrast, do not include the notion of face, in an attempt to maintain a clear distinction between the social (politeness) and the linguistic aspects of communication (Briz, 2012; Albelda et alii, 2014; Cestero, 2015).

In this contribution we seek to explore the role of face and the need to protect it during social encounters as the main factors mobilizing mitigation in discourse. The concepts of face and facework adopted here are based on Goffman (1959, 1967, 1972). Our hypothesis poses that the use of mitigation is always mediated by facework. Resorting to a mitigation strategy the speaker is either protecting others from any damage in their social image, or to compensate and to repair for any damage already inflicted on them.

To confirm this hypothesis, we analyze all the mitigation uses in a sample of texts representatives of four different discursive genres in Spanish: colloquial conversations, TV interviews of medical experts (Shepherd & Seale, 2010, Figueras, 2017), scholarly research papers (Hyland, 2005), and posts exchanged in a recovery forum for eating disorder. These four types of discourse constitute a rich combination of monologal and dialogal texts, oral and written, formal and non-formal, interpersonal and transactional, private and public.

With the aim to identity and examine the mitigation mechanisms in our sample, we apply the theoretical framework and analytic methodology devised in Caffi (2007) and Estellés & Albelda (2014). We take into account when the communicated message is not related to any of the participants, and when its content might involve any of them. The preliminary findings indicate that the use of the mitigation strategies is always related to facework, although different kinds of image should be distinguished when explaining linguistic mitigation.

The im/politeness, impression management & deception nexus
Archer, Dawn

Within recent facework literature, we can evidence:
- A moving away from viewing facework as strategic, due to the interactional give-and-take of ordinary talk (Arundale, 2009).
A hesitancy respecting the linking of im/politeness with speaker-intentions, given the importance of hearer-perception (Culpeper, 2011; Kadar & Haugh, 2013). There are activity types, nonetheless, where facework is used with goal-specific purposes in mind and where im/politeness is speaker-initiated. In this presentation, I draw upon two such activity types (time permitting):

2) A social engineering activity, where transactional moves designed to glean information/collect data are wrapped within an interpersonal veil (so as not to “tip off” the target).

The presentation will focus upon how:

- These kinds of strategic facework are linked with self-presentation and impression management (Goffman, 1959; Author 2017), such that ‘maintaining one’s face’ becomes ‘akin to maintaining one’s credibility in the eyes of others’ (Gass & Seiter, 2015, p. 90).
- The ability to wear “behavioural masks”, as a means of presenting oneself and/or others in a certain way (Goffman, 1959, p. 57), can enable deception; i.e., using those masks “to bring forth certain aspects of…self in the interaction while simultaneously marginalising [or concealing] others” (Goffman, 1959, p. 57).
- The expressions individuals give off (to be inferred by others, even though they’re unintended by S) can be useful for deciphering such attempts to deceive (Author & Lansley, 2015).

“Catalan preschool children’s development of multimodal politeness”
Hübscher, Iris, Martina Garufi and Pilar Prieto

Previous research has shown that gesture precedes and predicts changes in language (see e.g. Goldin-Meadow & Alibali, 2013 for a review). Not only do children produce their first deictic gestures between 8 and 12 months, a few months before they utter their first word, but also do they produce some iconic and conventional gestures before they are able to express the same concept through speech (see e.g. Bates, 1976; Iverson et al., 1994, Guidetti, 2002). Similarly, prosody has been shown to predict important milestones in early language development, such as operating as a syntactic bootstrapper (see e.g. Hirsh-Pasek, Tucker, & Golinkoff, 1996). However, much less is known about the role of prosody and gesture in later development, when children start acquiring more complex sociopragmatic skills.

The present cross-sectional study explores preschoolers’ pragmatic development of politeness, with data collected at two points in time. We ask whether prosody, gesture and other body signals precede morphosyntactic acquisition in the expression of politeness. To do so, sixty-four 3- to 5-year-old Catalan-dominant children participated in a request production task in four different conditions. They were prompted to request an object from either a classmate or an unfamiliar adult experimenter (respectively exemplifying low and high social/power distance), with the implied cost of the request to the receiver’s face also being either high or low. A total of 231 requests were obtained which were coded in regard to their lexical and morphosyntactic marking (direct vs. indirect requests vs. presence and absence of please), prosodic marking (presence of rising intonation, manipulation of syllable duration, pitch height, intensity and voice quality measures), and nonverbal cues (such a gaze, head, shoulder, trunk, facial movement and adaptors).

Results show that preschool-aged children use mitigating prosodic and gestural strategies to encode politeness earlier and more often than they use lexical or morphosyntactic markers. The results also show that children’s repertoire of cues develops incrementally over the preschool years. Our results suggest that prosody, gesture and other body signals play a substantial role in children’s development of politeness marking and that they act as an essential first step in the development of children’s sociopragmatic competence.

Panel 3: “Cognitive and cultural factors affecting communication”

“Social cognition and information sharedness: Meeting the egocentrism challenge”
Assimakopoulos, Stavros

Even though they may approach the matter in different ways, a fundamental assumption of all theories of communication is it can only be achieved if interlocutors share information pertaining to both a communicative stimulus’ encoded content and the contextual premises against which this content would need to be processed in order to be interpreted. In the relevance-theoretic account, much like in other intention-based theories of inferential pragmatics, the main responsibility for ensuring this information sharedness falls on the communicator, who is expected to have established the mutual manifestness of the contextual assumptions that the hearer will most likely use in his interpretation before engaging in a communicative act. Yet, approaches of this are being increasingly criticized (cf. Gregoromichelaki et al., 2011; Haugh & Jaszczoń, 2012; Kecskes,
(2014) on the grounds of psycholinguistic research which indicates that it is not only hearers, but also speakers who are egocentric, in that they do not plan their utterances by taking into account the information that is manifest to their audience in the first instance, and only eventually “adopt others’ perspectives by serially adjusting from their own” (Epley et al., 2004, p. 327). In this talk, I will attempt to rebut this challenge by proposing that speakers do not need to go through long trains of thought in order to make judgments about the mutual manifestness of some piece of information, because they are already hardwired with the cognitive ability to automatically tend to such information jointly with their interlocutors. Drawing on research from the domains of social cognition and language development I will argue that, under normal circumstances, we do not only have an innate predisposition to coordinate our mental contents, but also follow a particular developmental trajectory that enables us to coordinate such contents all the more efficiently during cognitive maturation. Thus, keeping in line with the overarching aim of psychological plausibility on which relevance theory is based, the proposed account suggests that interlocutors do not need to (neither are they expected to) achieve complete information sharedness for communication to succeed; they just remain conventional, and take advantage of the host of intersubjective contextual assumptions (and potentially maybe even encoded meanings) that are most manifest at any given time.

“Pragmatic enrichment and the underdeterminacy of word meaning”

Hall, Alison

Contextualists and pragmaticists (e.g. Carston, 2002; Recanati, 2004, Sperber & Wilson, 2002) claim that what is explicitly communicated by an utterance (explicature) is the result of more pragmatic processing than Grice’s “what is said”. Alongside reference assignment and disambiguation, linguistic meaning may be freely enriched with unarticulated constituents and lexical modulations. Several recent works challenge the idea that explicatures are mentally represented by the hearer in interpreting the utterance, arguing instead for a level of ‘said’ content that differs minimally from standing meaning (Borg, 2012, 2016; Jary, 2016). In this talk, I respond to some of these recent arguments against the idea of explicatures as psychologically real.

Contextualists take explicature to be the result of extensive enrichment of standing (lexically encoded) meaning. However, Borg (2016) claims this is implausible and unnecessary, and that contextualists overlook factors such as social conventions in explaining how we go from linguistic meaning to communicated contents. Jary (2016) adds that, for some contextualists (especially relevance theorists), the enriched explicature is not necessarily mentally represented during comprehension, but seems only to play a confirmatory role (as part of a rational reconstruction).

I argue first that these objections fail to fully take into account the fact that these utterances take place in existing discourse contexts: the current ‘Question under Discussion’, or more generally the hearer’s mental model of the context, consists of the context-specific concepts of the kind that are claimed to form explicature. Second, I consider the extent to which the objections apply across the range of examples marshalled by contextualists, and argue that only in conventionalized cases (e.g. responses to invitations/requests) is it plausible that factors such as conventions of interpretation could standardly circumvent the inference process from explicature to implicature posited by contextualists.

“The influence of culture and technology on the development of linguistic theories of information structure”

Sax, Daniel J.

The study of the information structure of utterances has given rise to a vast literature (see e.g. the 1,000-page compendium edited by Féry & Ishihara 2016). In this presentation, I will trace out how, historically, some approaches to information structure have been shaped by culturally salient and/or technological metaphors which inform the underlying models of communication and cognition.

The models and metaphors I will examine include:

- an early fascination with “psychology” (the notions of “psychological subject” and “psychological predicate”, originating in the nineteenth century)
- the highly influential “encoded message” model, strongly influenced by the rise of telecommunications technology and inspired by Shannon & Weaver’s (1947) mathematical theory of communication,
- the “information packaging” model, e.g. Chafe (1976), explicitly drawing parallels to product marketing,
- the “file card” model, e.g. Heim (1983), seemingly inspired by database technology,
- the “parallel processing” model – e.g. Relevance Theory’s “parallel adjustment” (Sperber & Wilson 1997) – seemingly drawing inspiration from modern parallel computing technology.
In closing, I will sketch out how a Relevance-Theoretic approach to information structure will respond to the two main theoretical issues in the study of information structure: what “information” it is that utterances convey, and how and why that information is “structured” (partitioned, subdivided, organized, adapted, packaged).

“Are stand-up comedy monologues cultural attractors?”
**Yus, Francisco**

In several publications (e.g. Author 2002, 2004, 2005, 2016), I have claimed that stand-up comedy monologues, especially those related to culture and everyday habits of a population, spread epidemiologically across the audience during a stand-up comedy performance, thus generating a re-structuring of background mental representations concerning privately/collectively held assumptions. Some members of the audience face a shock of recognition (thought-to-be privately stored assumptions turning collective), while others strengthen or erase previously held beliefs when faced with the comedian’s speech backed up with his/her authority on the stage. The aim of this paper is to extend this previous research in order to tackle the notion of *cultural attractor* (e.g. Buskell, 2017a, 2017b) and check the extent to which these stand-up monologues exhibit the qualities typically ascribed to them. According to Sperber (2011) cultural attractors are “biasing factors that affect the way we interpret and re-produce ideas and behaviors… When these biasing factors are shared in a population, cultural attractors emerge.” Hence, my intuition is that these monologues should, in theory, be capable of biasing interpretations and of obtaining a re-structuration of the audience’s previously held assumptions about their culture and collectivity, that is, they could well be cultural attractors.

“Cross-cultural understanding of sarcasm as humour in British sitcom, ‘Outnumbered’”
**Park, Kyu Hyun**

This paper presents an investigation into how sarcastic humour can be detected and understood by interlocutors from different cultural backgrounds. The aim is to explore an interpretation of sarcasm in humour and its appropriateness in various cultural contexts. This research also aims to expand data collection for various cultural contexts.

Sarcasm has been distinguished and analysed as irony. Wilson and Sperber (2005) commented that sarcasm is a type of irony which is able to be analysed by echoic use in a mention-based approach which defines irony as the “distinction between use and mention” (*ibid.*, p. 273). This paper will test the applicability of the relevance-theoretic analysis of irony into sarcasm. The argument will be that sarcasm may not be detected and analysed as irony using echoic use in intercultural contexts. Instead, negativity from verbal and non-verbal communication matters for non-native intercultural participants.

The study involves experimental research based on the qualitative method of small-group survey to discover the participants’ impressions gained from watching video clips on YouTube extracted from the British television sitcom *Outnumbered*, which include utterances with sarcastic humour. This paper discusses the interpretation of sarcastic humour in comparisons between participants from different cultural backgrounds – the UK, the US, Canada, Japan, Thailand and Cyprus – using the questionnaire based on the British sitcom which uses sarcastic utterances for humorous effect. This also includes the question of whether culture or language matters most in understanding humour. In general, regardless of their cultural diversity, humorous effects were understood by the participants if there was cultural relevance in humorous situations or utterances. From the pragmatic perspective, interpreting sarcasm and humour has been analysed as a part of irony.

The discussion concludes that a mutual cultural environment enabled the understanding of humour regardless of whether sarcasm was involved, especially for the British participants, whereas the non-British participants were influenced by the negative features of sarcasm such as teasing, mockery, self-disparagement and a speaker’s attitude, including facial expression and tone of voice, rather than on ironic utterances to investigate implicature and communicative goals in interpreting humour and sarcasm.

“Perception of translation quality in the fan culture: A particular case of Thai fansubbing”
**Wongseree, Thandao and Ryoko Sasamoto**

This paper explores the perception of translation quality in the fan culture with a focus on the case of fansubbing practices (i.e. subtitling of TV programme by fans) in the particular Thai contexts. Fansubbing is typically conducted by media fans who have strong devotion to particular audiovisual entertainment, such as films and TV programmes, in digital environments (O’Hagan, 2013; Pérez-González, 2013). When watching
fansubs or fan subtitles of their favourite programmes, fans are likely to have positive viewpoints in fansub quality due to their engagement in fansubbing, their appreciation for the availability of fansubs and the respected status of fan translators in their communities (Śve lch, 2013). This suggests shared perceptions of quality in the fan culture. This paper aims to further investigate whether positive attitudes towards fansub quality are shared in the fan culture in Thai contexts, and reasons why fans have such attitudes in comparison with individuals who do not belong to the fan culture, i.e. non-fans. The data of fan and non-fan surveys and interviews with fansubbers were analysed by drawing on the concept of epistemic vigilance, which involves cognitive mechanisms of individuals in accepting risks of being misinformed (Sperber et al., 2010). This study found that Thai fans placed trust in fan translators, which seems to be opposite to non-fans. This is mainly due to: (1) their appreciation in fan translators’ effort in fansub production and distribution and acknowledgement of fan translators’ expertise in the genre; (2) their shared affects in fansubbing; and (3) close relationships between fan translators and non-translating fans in online communities. This paper concludes that the trust forged in the fan culture is likely to develop fans’ epistemic vigilance, resulting in their positive attitudes towards fansub quality.

“The influence of addressees in two different contexts (international vs. national) on the choices of appraisal, represented in engagement category, in two of Obama’s speeches to and about the Arabic world”

Muaden, Yasra Hanawi

Martin and White “locate appraisal as an interpersonal system at the level of discourse semantics” (2005, p. 33). They argue that “appraisal is one of three major discourse semantic resources construing interpersonal meaning (alongside involvement and negotiation)” (pp. 34-35). Also, they describe appraisal theory as “a model evolved within the general theoretical framework of SFL” (2005, p. 7) whose main concern is the analysis of the interpersonal dimension of meaning. Relating appraisal to SFL is also proposed by other linguists, such as Thompson who defines appraisal as “a central part of the meaning of any text and that any analysis of the interpersonal meanings of a text must take it into account” (2004: 75).

Bearing this in mind, this paper, following Martin and White (2005) Biber et al. (1999), Chilton (2004) and Hunston & Thompson (1999), is concerned with the linguistic resources of Engagement in two speeches delivered by the American president Barack Obama. Both Speeches talk of Arabic issues, but in two different contexts. The first speech addressed the Arab World from Cairo in 2009 (international context), whereas the other one was about the Arab World addressing the American government & diplomatic members in the Department of State, Washington 2011 (national context). Therefore, this paper investigates the differences and similarities in choices of Engagement under the effect of contextual situation variation depending on addressees (speech addressed to Arab World vs. speech addressed to the Department of State).

More specifically, it aims to answer the following questions:

1-If the US president Obama, talking of Arabic issues once to Arabic addressees in Arabic country and once to American addressees on American soil, changes his linguistic choices of appraisal, according to his addressees’ beliefs and interests and maybe power. In other words, it aims to unfold the effect of addressees, if any, on the linguistic choices in Obama’s speeches.

2- How does Obama modify his linguistic choices to please his receivers?

3-How does Obama position himself linguistically in these speeches, as a president of the USA, with respect to each of his different addressees? And what does that reflect about him as a president?

Thus, this paper approaches the concept of appraisal by comparing the features of Engagement with its two main sub-categories: A- Dialogic Contraction and its sub- categories: a- Proclaim: Concur, Pronounce, Endorse, b-Disclaim: deny, Counter,

B- Dialogic Expansion and its subcategory: a-Entertain, b-Attribute in the two discourses.

The methodology followed in this paper consists of a combination of qualitative and quantitative analysis. A manual analysis of the selected items has been carried out, followed by a computer assisted analysis in order to be sure of the identification. The contextual features of the uses of the explored linguistic sources have been taken in account during the manual analysis. Significant higher frequency of differences than similarities are expected in the choices of Engagement category between these two international and national speeches to and about the Arab world.

“Living in a different language. Speakers’ metalinguistic comments on cultural differences”

Ionescu-Ruxándoiu, Liliana

The paper examines the ways in which cultural differences – as reflected by people’s linguistic and non-linguistic behavior – are perceived and evaluated by adults living, for variable time lapses, in a foreign country.
The analysis is based on the idea that the relationships between language and culture become relevant only in discourse (Bloomaert & Verschueren, 1991) that is in the process of communicative interaction in a given situation. The main functions of the discourse: the construction of the meaning, of the social relationships, and of the self image (Vion 1992), are taken into account. Kronenfeld’s (2008) definitions of culture and of cultural models represent important analytic tools. Culture is viewed as a system of knowledge, feelings and behavior shared by the members of a given community. It is gradually assimilated by them on the basis of similar experiences and exigencies of communication. Cultural models are “kit bags” of scenarios for a person’s behavior in a given situation, as well as for the interpretation of other persons’ behavior. The most important differences between modern cultures regard the instantiation of some generic scenarios and the reciprocal adjustment of the interlocutors’ models in order to make them mutually interpretable.

The data are provided by a number of literary texts from the last decades and include comments made by certain characters, who confronted with other cultural models and “ethnolects” (Kerbrat-Orecchioni 1994) become conscious not only of the differences in people’s communicative behavior, but also of the specific aspects of their own behavior. The outsiders’ comments concern topics such as: what can / cannot be said and how to tell something in certain circumstances, when to speak, for how long and when to keep silent, what does co-operative communication mean in different cultures. These comments reflect a diversity of critical positions regarding a foreign culture. Sometimes interlocutors are ready to negotiate their cultural differences, but in other cases these differences can result in a communicative breakdown.

“A resonating persuasion used by Donald Trump: Relevance-theoretic approach”

Pikula, Teodor

On 9 November 2016 the American people sympathised with the unknown and elected Donald J. Trump as their president. To account for Mr Trump’s successful campaign, academics mainly focused on a sociological plane (Sclafani, 2017), father-like figure, desirable leadership traits, and salesmanship tricks (Lakoff, 2016). However, acting on the premise that political discourse is largely projected by linguistic factors (Chilton, 2004), others argued that Trump became successful due to discursive delegitimisation (Ross et al, 2017), conversational style, grandiosity, informality, and dynamism (Ahmadian et al, 2016), or even a skilful use of tweeter account (Lee et al, 2016). In my presentation I intend to focus on yet another area of communication: pragmatics, and specifically the dynamics of Trump’s implicatures and explicatures, as defined within Relevance Theory (Sperber & Wilson, 1986/95).

It would seem that Donald Trump, who is widely believed to be a populist, uses simple language and tells things the way they are, as controversial as they may be. On the other hand, the US president is known for leaving things unsaid or suddenly departing from the subject and expecting the audience to fill in the gaps with ideas that resonate, such as Make America Great Again (a famous slogan that may have hundreds of different interpretations). Ranging from straightforwardness to figurativeness (or explicit and implicit utterances), Trump’s use of language seems to be a varied phenomenon and it is worthwhile to investigate the implicit import of his utterances in order to obtain an insight into his communicative intentions (to the possible extent). Relevance Theory is a methodology of choice to be used in the study, as it offers a nuanced view of implicit communication, by allowing for various degrees of strength and determinacy. It will be applied to parts of his speeches and Tweeter posts.

“Storytelling as a cognitive system of resistance to cultural maladaptations”

Hawshar, Talal Victor

In the study of cultural evolution, it is known that the calibration process whereby natural selection copes with rapid environmental changes leads to evolved cultural adaptations. This process has also resulted in an increase in the degree of susceptibility to infectious cultural information, elsewhere known as “cultural maladaptations”, “rogue ideas” or “memes”. Embedded in this design tradeoff is an epistemic vigilance mechanism (Sperber et al.) characterized by significant malleability and constrained by a variety of cognitive biases.

In this presentation, I argue that the shuffle of information by which contemporary “network societies” (Castells) maintain the established power relationships in communities has a direct impact on the continuous reconfiguration of environmental “cues”. The strong connectivity between the global nodes of these networks have made it possible for their social agents to exploit the innovations in communication methods. The outcome is a set of unstable cues which are incompatible with the cognitive functions of reasoning (that normally react best to stable environmental cues) and which have significant effects on the deactivation of epistemic vigilance in favor of maladaptive conformity bias, conforming, in this case, to the established power relationships.
Aside from the cultural information diffused by the network societies discussed above, I suggest that, when decoupled from the personal interests of these societies, storytelling, a medium of cultural information diffusion with distinct features, functions to lessen the susceptibilities to cultural maladaptations and to fortify the epistemic vigilance mechanism. I discriminate between the two types of information-diffusion mechanisms and identify storytelling as a form of resistance to cultural maladaptations. I argue that the universals found in stories associated with the majority of genres (with few exceptions) act as cues which appeal to our “basic concepts” in that they are cognitively perceived as “intuitive beliefs”, as opposed to “reflective beliefs” (Sperber). Ultimately, the high “relevance” (Sperber and Wilson) and low cost of these information-universals makes them less difficult to acquire than the information diffused by the interest-driven network societies, and more compatible with the epistemic vigilance mechanism as both are found to be calibrated to the EEA (presumably located within the Pleistocene epoch). I survey exemplar stories and present my argument as an alternative explanation for why numerous recent studies have repeatedly found that people who read more fiction are more diligent in evaluating cultural information, less prone to conformity bias, and more likely to behave in fitness-increasing adaptive ways.

“Conversing at the edge of meaning: Daring to understand the ‘other’ in autism”

Williams, Gemma

Pragmatic ‘deficits’ in autistic language use are commonly attributed to an impaired theory of mind: the onus of failures in mutual understanding is placed within the minds of the autistic individuals involved. Contemporary critical autism studies and some sociological autism research offer an alternative account for this kind of pragmatic breakdown, reframing the communication more equally within a reciprocal sociality. This talk provides an overview of these accounts and explores how autistic language use can be better understood from a difference-not-deficit perspective.

What is commonly assumed to be a lack or impairment of theory of mind will be reframed using Milton’s Double Empathy Problem; ‘a disjunction in reciprocity between two differently disposed social actors’ (2012). According to this approach, misunderstanding is not just a consequence of autistic ‘impairment’, it is mutual. Normativity should not be conflated, though it often is, with ‘being right’.

In much research into autistic language use, there is evidence of what Sterponi & de Kirby (2016) call the ‘constraining influence of the interlocutor’. Under these constraints, when autistic speakers perform outside of the expectations of their interlocutors, the assumption is often made that there is some kind of pragmatic deficit at play. In those cases, however, where both speakers take the ‘risk of going on’, and language is allowed to ‘run along the edges of meaning’ previously unnoticed pragmatic flair can sometimes be observed (Sterponi & Fasulo, 2010).

In looking for further examples of markedly cross-dispositional communication, this talk turns toward English as a Lingua Franca (ELF). Despite the characteristic lack of shared cultural or sociolinguistic schemata, ELF talk (as distinguished from English as a Foreign Language, where native speaker norms are the linguistic goal) exhibits a highly ‘cooperative and consensual nature’ (Pullin, 2013). Here cultural, and arguably, by extension, conceptual and cognitive, differences are overcome through the extra efforts made in the form of accommodation: a ‘bilateral process of speech adjustment...seeking convergence for the purpose of being understood’ (Jenkins, 2000, p. 21). This talk will conclude with some questions around whether there is anything we can learn from ELF talk that might benefit autism language use studies.

“The pragmeme of mordan: A study of death exchange among Persian speakers”

Morady Moghaddam, Mostafa

Death is a versatile concept among Persian speakers. Death and dying are underresearched areas of investigation with regard to pragmemes in the Iranian context. The term ‘mordan’, meaning dying, is a pragmatic act that is used frequently among Persian speakers that includes both practs and allopracts. In this paper, the employment of the term ‘mordan’ (dying) and its close derivation ‘marg’ (death) are observed and analysed during Persian speakers’ conversations by using the tenets of Mey’s Pragmatic Act Theory. It is important to note that this study is not an attempt to discuss coping or condolence strategies of death, but rather, it is an investigation into the non-literal meanings of death and dying beyond the basic senses. The data are gathered through observations and recordings of informal talk among Persian speakers. Real conversational exchanges, in which the words ‘mordan’ and ‘marg’ are used, are the focus of the study. This paper shows that ‘mordan’ is an emotive word, which when combined with situational/contextual factors, conveys positive or negative connotations to create conversational implicatures. This paper also advocates that the words ‘mordan’ and
‘marg’ have many functions in Persian speakers’ interactions based on the contextual clues and words with which these two words are associated with.

Panel 4: “(Socio)Cultural and cognitive factors affecting the expression and processing of emotions”

“I often wish I could forget the moment I took my last look at yous both. But it is not so – the thoughts of this seems to haunt me like a spirit’. A corpus-pragmatic approach to emotions in Irish emigrants’ epistolary discourse.”

Ávila Ledesma, Nancy

This study puts forward a corpus-pragmatic methodology to examine the conceptualization of emotions in the personal correspondence exchanged between Irish emigrants to United States, Australia and New Zealand and their significant others in Ireland. For the purpose of this investigation, two collections – the USA letters and the Australia/New Zealand collection were extracted from CORIECOR, the Corpus of Irish English Correspondence (McCaffery & Amador-Moreno, in preparation) and searched using Sketch Engine (Kilgarriff et al., 2004). Taking an interdisciplinary approach that combines sociolinguistics (Chambers, 2009) and corpus pragmatics (Romero Trillo, 2008), the ultimate objective is to demonstrate how the combination quantitative (corpus) methods and qualitative (pragmatic) analysis might delve deeper and bring to light emigrants’ psychological and emotional universes and their views on transatlantic mobility, separation and acculturation. In doing so, Sketch Engine tools such as frequency lists, word sketch and concordance lines will be utilised to identify and collect the linguistic patterns that characterise diasporic and home discourses. Secondly, a qualitative examination of the linguistic patterns will be conducted in order to ascertain the extent to which migration experiences and emigrants’ emotions could be traced, tested and extrapolated from the letters. The present investigation seeks to provide insights into the following research questions. First of all, what does personal correspondence reveal about the impact of emigration experienced by the Irish in United States, Australia and New Zealand between 1840 and 1930? Secondly, to what extent did such migration experiences influence the way in which emotions were linguistically conceptualised in the epistolary discourse? Preliminary results highlight the value of personal letters to analyse emigrants’ emotional worlds and indicate a difference in the conceptualization of emotions due to different migration experiences in the host country.

“Telling someone to go to hell in Basque and Spanish: A contrastive analysis”
Aznárez Mauleón, Mónica and Ekaitz Santazilia

Basque and Spanish are two genetically unrelated languages that have been in contact for centuries and still co-exist in the territories of what is called now the Basque Country and Navarre, in Northern Spain. This fact makes comparative research on cultural and cognitive aspects of both languages particularly interesting. One of the fields in which comparative research on both languages has been carried out is that of phraseological units, more specifically, idiomatic expressions referred to emotions. Following the lexical method within the Conceptual Metaphor Theory (CMT) (Kövecses, 1986, 2015, 2017), Aznárez and Santazilia (2016) have shown that there are many similarities in the way these two languages have conceptualized certain emotions, but also have highlighted cultural and cognitive particularities in each of them.

Following this line of research, this study aims at comparing the way speakers of each language refer to angry verbal rejections –such as telling someone to go to hell– through a number of phraseological expressions. The study focuses on a number of units that share the same phraseological structure in both languages: the locutions mandar a alguien a + noun/verb phrase in Spanish and inor + noun/verb phrase bidali in Basque, both literally meaning “to send someone to + noun/verb phrase”. The contrastive analysis of the expressions found in both languages shows some commonalities in the conceptualization of this angry verbal behavior, and also evidences the cultural and cognitive specificities of some of the expressions studied in each of them.

“Emotional self-presentation on WhatsApp: Analysis of the profile status”
Maíz-Arévalo, Carmen

Self-presentation can be defined as “the process through which individuals communicate an image of themselves to others” (Yang and Brown, 2016: 404) and it is an essential part of human communication. Self-presentation can also trigger very emotional responses. For example, disclosing personal emotions can be
positively valued by other members, who might reciprocally disclose their own emotions in return. However, disclosing too much can also have counter effects and lead to rejection by others both face-to-face and online (Altman and Taylor, 1973). Self-presentation has been widely studied both in face-to-face communication and online. Most online research, however, has focused on social network sites, blogs, chatrooms, etc. (cf. Bronstein, 2012; García-Gómez, 2010; Papacharissi, 2011; van Dijck, 2013; Zhao et al., 2008) while less attention has been paid to other online means of communication such as WhatsApp (cf. Calero-Vaquera and Vigara, 2014; Sultan, 2014; Sánchez-Moya and Cruz-Moya, 2015) despite the growing importance of WhatsApp1 as a means of communication, with 1.2 billion worldwide users in January 2017. Indeed, most WhatsApp users tend to carefully select both the picture and status that other users will see whenever they exchange phone numbers. The present paper aims to redress this imbalance by analysing self-presentation on WhatsApp; more specifically, by paying attention to emotional self-presentation in profile status. To that purpose, a corpus of 200 WhatsApp statuses was gathered in Spanish. Results show the existence of recurrent patterns connected to variables such as gender or age, which play a crucial role to determine the kind of emotions users choose to display in their profile status.


Panel 5: “Pragmatics and language learning”

“Metadiscourse and intercultural competence: Writing practices among final-year school pupils”
Thomson, James Jacob

This pilot study aims to investigate metadiscourse use in a text corpus written by upper secondary pupils completing their final school year at Norwegian and British schools. Metadiscourse refers to language features that organise and comment on an ongoing discourse (e.g. Hyland, 2005). Intercultural competence was recently included as a goal in a draft of the Norwegian curriculum for English (Udir., 2017). This study thus considers whether metadiscourse can help pupils achieve this goal. For this presentation, it is recognised that culture not only refers to national cultures, but also to, for example, academic cultures (Becher & Trowler, 2001). A large body of research shows that metadiscourse varies across national cultures and academic disciplines (e.g. Dahl, 2004; Hu & Cao, 2015). Only a handful of studies have investigated metadiscourse in school-level writing (e.g. Dobbs, 2014). This study aims to address this gap by investigating metadiscourse use in a corpus of 56 pupil texts written at Norwegian and British schools. A taxonomy is adapted to compare metadiscourse use across the two countries and across different text topics. Based on both the findings of this research and on research showing that tertiary-level students benefit from metadiscourse instruction (e.g. Dastjerdi & Shirzad, 2012), it is argued that awareness of metadiscourse may help upper secondary pupils develop written intercultural competence.

“New horizons teaching pragmatics: The COR.E.M.A.H. (Multimodal Corpus of Spanish Speech Acts)”
Vacas Matos, Marta

Most of the mistakes the students make in their second or third languages are not only linked to grammar, but also to pragmatics. Pragmalinguistic mistakes come from the literal translation of pieces of language from one language to the other, whereas sociopragmatic mistakes come from a different perception of the world. This paper talks about the creation of a corpus that analyzes and compares three conflictive speech acts (compliments, refusals, and apologies) and the sources of the mistakes that occur when interference comes into play. The use of upgraders and downgraders in both cultures, Spanish and American, are also analyzed amongst the three groups of the research: intermediate students of Spanish (at the college level), advanced students of Spanish (at the master’s level), and native speakers of Spanish. Furthermore, given the multimodal nature of COR.E.M.A.H (www.coremah.com) the differences in nonverbal behavior, gestures, proxemics, and tone of voice are also addressed. Results of comparing these three groups of subjects show us that grammatical competence is not always a good indicator of pragmatic competence or communicative competence. It has been observed that the students with the higher level of Spanish were, often, those that showed more pragmatic negative transfer. The corpus comprises 72 subjects who perform a total of 108 videos which are transcribed and tagged. The website of COR.E.M.A.H is an advanced resource to teach pragmatics in a foreign language class at many levels. Transcriptions can be downloaded in three different ways: raw transcription, transcription with non-verbal language annotations, and transcription with non-verbal annotations and strategy tags. The COR.E.M.A.H web page also allows search by word or by strategy amongst the whole corpus, by speech act, or by role-play/situation. Pedagogical implications for the L2 classroom will be discussed.
Summary:

This paper presents the Multimodal Corpus of Speech Acts, COR.E.M.A.H., which is an original and unique resource, created comparing the Spanish and American pragmatic behavior in selected speech acts. The role-plays are videotaped, transcribed and tagged to make them useful not only for students of Spanish, but also for researchers.

“Teaching Russian pragmatics to Italian students: A proposal for “polite” orders and requests”

Artoni, Daniele

When learning a Second Language (L2) in a context of explicit teaching with a scarce L2 input, the issue of pragmatic appropriateness happens to become crucial. How can we teach our students to be proper in their L2, provided that some structures are grammatically correct but pragmatically infelicitous? How can we teach them to sound polite and avoid conflict when using their L2?

My paper ultimately aims to spell out a proposal for teaching the pragmatics of orders and requests to Italian students of Russian L2. In order to do so, I will (a) compare the structure of orders and request in Italian and Russian, and (b) propose a pragmatically based approach to teach them to Italian learners of Russian L2.

According to the Politeness Theory, orders and requests are ‘face-threatening acts’ (FTAs, Brown & Levinson, 1987), which require a careful use of linguistic elements to save the speaker’s ‘positive face’ (i.e., our desire to be accepted and liked by others). Elements of mitigation can be found both at the morphosyntactic and lexical levels. However, because languages organise their systems of mitigation in different ways (Blum-Kulka, 1989), L2 learners should be aware of which politeness markers are used in different languages.

The ways Italian and Russian express polite orders and requests are diverse: Italian tends to mitigate with lexical modifiers and modality (Nuzzo, 2007), whereas Russian highly relies on the choice of aspectual forms of the imperative verb (Mills, 1992, Benacchio, 2002).

Differences between the two languages will be implemented in techniques used in explicit teaching, which has been proven to be more effective than implicit teaching when it comes to the acquisition of pragmatic competences (Takahashi, 2001). In particular, I will propose discourse completion tasks (DCT) and role-plays (RP) shaped for learners of Russian L2 with an Italian L1 background that will help the learners to spot those politeness markers used in Russian and not in Italian, ultimately improving their intercultural pragmatic competence.

“Cross-cultural study of critical remarks in academic classroom: Russian and Israeli modes of interaction”

Zbenovich, Claudia and Tatiana Larina

Since the recent expansion of the cross-border mobility in higher education and the ever growing participation of students and faculty in international university programs, studying the university classroom interaction from the socio-cultural perspective has become of a paramount importance. This is due to the fact that challenges of intercultural communication in higher education are grounded in different socio-cultural traditions that shape university teachers’ and their students’ communicative strategies and do not often correspond to the communicants’ expectations of what is considered “normative” in a particular cultural context.

In our study, we seek to reveal how the teachers’ critical remarks function in the context of the university classroom communication. Given the fact that a critical comment in culture classroom in the Anglo discourse has been traditionally considered “impolite” and “non-normative”, we decided to explore the phenomenon in two other cultural contexts – Russian and Israeli – pertaining to different systems of cultural hierarchies and characterized by dissimilar extent of formality and speakers’ power and distance relationship. The main goal of the study is to compare the degree of permissibility of a university teacher’s intrusion into a student’s personal autonomy and the extent of violation of the border that goes beyond that permissibility in both cultures. We determine how the identified differences are related to the type of a particular culture and to what extent the politeness conventions in Russian and Israeli cultural contexts could be violated.

The research draws on the contrastive communicative-pragmatic analysis, as well as discourse and cultural theoretical approaches. The data were taken through questionnaires aimed to uncover (1) whether teachers make comments to students, how often and in what situations; (2) how students perceive their teachers’ critical remarks and to what extent they consider them permissible; (3) what students experience when they are either the objects or witnesses of their teacher’s critical comment.

The preliminary results of the university teachers’ and students’ interaction demonstrate some similarities and differences in discursive practices that might be explained through the particular socio-cultural characteristics in Russian and Israeli cultures.
“Pragmalinguistic competence of Saudi speakers of English: The case of refusal of invitation”

Alsairi, Meshari

The present study examines realization of the speech act of refusal of invitations made by advanced Saudi EFL learners in the UK in comparison with the British native speakers. This examination is based on the factors of L1 culture (including social distance and social power). It handles the main question of "to what extent does the realization of the refusal of invitation by Saudi EFL learners differ from that of the British speakers in terms of pragmalinguistics?" Data were collected from 60 participants divided into three groups with 2 participants each. Group 1 includes Saudi EFL learners studying at the Anglia Ruskin University, whereas group 2 comprised Saudi EFL learners who are studying at home. Group 3 includes British undergraduates at the ARU.

Data were collected through a 6-situation Role Play. Situations are designed to equally require responses of refusal by the participants. That is, six situations require refusal responses to the speech act of inviting.

The responses strategies were adopted from Beebe, Takahashi, &Uliss-Weltz (1990) and Tseng (1999) in two parts of direct and indirect responses. The data were analysed by ANOVA and it showed a negative pragmalinguistics in the target group. Saudi students tend to use more strategies in each response while British students do not use more than two strategies. Also, Saudi students in Saudi Arabia used religious expressions and they were classified into three types, namely religious wishing, religious swears and religious prayers. Results of ANOVA indicated that the three categories of social power (high, low and equal) have significant influence on the use of refusal strategies within each group and among the three groups' participants at 0.05 level. This means that Saudi participants in the UK significantly differed from their counterparts in the KSA in using refusal strategies and they are significantly similar to British participants in using refusal strategies. This affirms the absence negative pragmalinguistic transfer from the refusal strategies adopted by Saudi participants in the UK.

“Email requests in an empirical setting by L1 Chinese, L2 English students in the U.S.”

Huang, Ziewei and Feng Xiao

Request is a widely studied speech act in the field of Applied Linguistics because it frequently appears in daily life and directly reflects social and cultural norms in language use. In recent years, growing attention has been paid to computer-mediated requests due to the inevitable influence of technology on daily life. Among these new forms of request, email request has been examined in several studies (e.g., Chang & Hsu, 1998; Zhang, 2000; Zhu, 2016; Biesenbach-Lucas, 2006). One general finding is that second language learners employ distinct request strategies between their first and second language. However, research on request production of Chinese-English bilinguals is still underrepresented in existing literature. Moreover, most previous studies focused on professor-student conversations (people of equal social status), ignoring conversations between people of equal social status (e.g., peers). To fill these gaps, this study examined the differences between Chinese and English email requests used by Chinese international students in the U.S. 16 participants completed an online questionnaire with four prompts both in Chinese and English. The prompts varied in interlocutors' social status and imposition levels of request. Two Chinese-English bilinguals with linguistic background rated appropriateness of the data according to a modified CCSARP coding scheme. Findings showed that the participants used the same strategies at least 50% in every situation in both languages. There was no correlation between overall frequency of request strategies and linguistic proficiency, imposition level of request, or social status. Only length of residence has a near statistically significant influence on appropriateness of their request production in English. Most importantly, although all participants reported unfamiliarity in making email requests in Chinese, ratings on linguistic naturalness and effectiveness were both significantly higher in Chinese than in English. These results suggest that attention to pragmatic competence should be increasingly addressed for learners to be able to adopt a more naturalistic way when making requests, especially in settings where appropriateness is held important for the effectiveness of requests.
Panel 6: “Culture, context and figures of speech”

“Lying by a guru as a face-threatening act”
Kisielewska-Krysiuk, Marta

The aim of the paper is to examine the case of intentional lying by an intellectual/moral guru with reference to the guru effect (Sperber, 2010) and the notion of a face-threatening act (Brown & Levinson, 1987). The relevance-theoretic account of communication (Sperber & Wilson, 1986/1995; Wilson & Sperber, 2012), which we adopt for our analysis, predicts that “it is common and often practically (...) appropriate for communicators to achieve the goals they pursue through communication by misleading or deceiving their audience to some small or large degree” (Sperber, 2001, p. 404). An ability which is to defend the audience against being misinformed is epistemic vigilance (Sperber et al., 2010), which includes mechanisms for assessing the reliability of the speaker and mechanisms for assessing the believability of the communicated content. The paper is concerned with dishonest gurus who exploit the fact that they are commonly viewed as reliable to make people believe the deceptive content they communicate. Although Wilson (2011) claims there is little point in understanding an utterance if you can’t believe what it conveys, we hope to show that the very act of lying as well as the deceptive content may be relevant and have cognitive effects for the audience if the speaker is an authority figure. By analogy with the mechanism involved in creating the guru effect defined as the tendency for people to “judge profound what they have failed to grasp” (Sperber, 2010, p. 583), when authorities lie, we assume that their verbal stimuli are relevant and we take the trouble to process them, hoping it will bring us some cognitive effects. One way of resolving inconsistencies in the inference process between information from a quite reliable speaker (an authority figure) and our background beliefs is to judge true what we have believed to be false. The other is to stick to our beliefs, i.e. to judge false what we have believed to be false. The paper aims to demonstrate that in both cases the act of lying by a guru constitutes a face-threatening act as defined in Brown and Levinson’s (1987) politeness theory.

“A relevance-theoretic analysis of the multifunctionality of the discourse marker so”
Nishikawa, Mayumi

This paper analyzes from a cognitive approach how the discourse marker so (henceforth, DM so) plays a variety of roles in discourse. DM so is considered to indicate that the proposition in the following segment is a result or a conclusion (or a contextual implication) of the proposition in the preceding segment (Schiffrin 1987; Blakemore 1987, 1988, etc). Consider (1):

(1) A: You take the first turning on the left.
B: So I don’t go past the hospital.                  (Blakemore 1987: 85)

In (1), B’s use of DM so indicates that the proposition it introduces is a contextual implication pragmatically derived from the proposition expressed by A’s utterance. As we can see in the examples below, on the other hand, the DM so is also used for several other purposes in conversation, such as opening or closing conversations as in (2) and (3) respectively, changing or developing topics as in (4) and (5) respectively, returning to the original topic and summarizing the discourse (Redeker 1990; Müller 2005; Bolden 2009; Lam 2009; Nishikawa 2015, etc.).

(2) So, what have you been doing today?                      (OALD 8)
(3) So, that’s it for today.                                   (ibid.)
(4) Christine: Hey, it’s me. I’m just checking in. We should be there about 9.
Kate: Great, so I’ll make sure I’m back by then.
Christine: Okay, cool. So, what are you doing? Reading a recipe, right?
(Movie: No Reservation)
(5) “I’ve just got back from a trip to Rome.” “So, how was it?”     (OALD 8)

As seen in these examples, DM so appears to be multifunctional. No theoretical research has, however, been conducted concerning its multi-functionality.

According to Blakemore (1987, 1988), DM so encodes a procedural meaning as in (6):

(6) Schema: P so Q
A procedural meaning semantically encoded by DM so: Interpret Q as a contextual implication which can be derived from Q.
P: a contextual assumption accessible at the time of the utterance
Q: what is communicated by the following utterance
The aim of this presentation is, focusing on examples of DM so mainly used in conversation, to closely examine the semantics and pragmatics involved in the hearer’s interpretation of utterances including DM so and to clarify how these functions are yielded in certain contexts and how they are interrelated. I will show that DM so semantically encodes a procedural meaning in (6) as shown by Blakemore concludes and that all other functions are merely context-induced surface realizations of the core meaning. Also I will show that DM so’s multi-functionality can be accounted for by extending the cognitive scope of P from the utterance level to the discourse (a series of propositions) level or what is perceptually recognized and the mental representational level of Q from the proposition expressed to the higher-level explicature (or the implicature) required for the hearer’s interpretations of the following utterances.

“Reassessing Gutt’s relevance-theoretical account of interpreting”
Gallai, Fabrizio

When highlighting the need for interpreters to achieve pragmatic equivalence between the original and the interpreted utterance, a number of scholars (e.g. Berk-Seligson 1990/2002; Hale 1999) have analysed words like well and so – defined as ‘discourse markers’ (DMs) – as essential in conveying ‘pragmatic force’ and argue that their treatment shows the interpreter’s impact on the interaction.

Within a relevance-theoretic framework (Gutt 2000; Setton 1999), an interpreter’s aim is to produce a ‘faithful’ interpretation of the original, where faithfulness is defined in terms of resemblance in content (Sperber and Wilson 1995). However, as Blakemore (2002) has shown, DMs such as well do not contribute to conceptual content, but encode constraints on pragmatic inference. This raises the question of how we accommodate their use in an attributive account of interpreting which turns on resemblances in content. I argue that the explanation is suggested by Blakemore’s (2010) relevance-theoretic account of the use of expressives and DMs in free indirect thought representations.

My analysis of five interpreted police interviews shows that interpreting practice is variable with respect to the approach to DMs. Alongside cases in which the speaker’s DM is interpreted, there are examples in which the interpreter’s rendition:

(i) does not include DMs found in the original;
(ii) includes DMs not found in the original, but which are nevertheless understood as being attributed to the original speaker;
(iii) includes a DM not found in the original and which must be attributed to the interpreter rather than the speaker.

Focusing on (ii) and (iii), I argue that while the addition of DMs might be regarded as evidence for a ‘visible’ interpreter, the two types of case must be justified in different ways. The cases in (iii) can be regarded as intrusions – analogous to authorial intrusions in free indirect discourse – which are justified in terms of their contribution to the success of the interaction overall. The cases in (ii) are justified by the aim of providing a faithful representation of the speaker’s utterance in a way that is indicative of the speaker’s perspective rather than the interpreter’s; thus, the interpreter’s ‘interference’ may (paradoxically) contribute to the impression of the ‘invisible’ interpreter required by Codes of ethics.

Panel 7: “Mediated communication”

“Emojis as phatic tokens”
Aull, Bethany

Emerging only recently in written interaction, the so-called emojis (from Japanese e, ‘picture’, and moji, ‘character’) are just beginning to make an appearance in studies on mobile phone messaging (Sampietro, 2016; Yus, 2014). This research, as well as that which has addressed the keyboard-symbol constructed “emotion icons” or emoticons in computer-mediated communication (i.e. Baron & Ling, 2011; Dresner & Herring, 2010), have revealed the significant attitudinal and pragmatic import these graphemic representations bring to interaction. Emojis and emoticons take on particular relevance in social media and personal device messaging, where phaticity (as opposed to transactional goals) abounds.

Conceiving of emojis as phatic tokens, and parting from the idea that “the choice of token category made by a speaker on a particular occasion is indexically significant for staking claims about solidarity and relative social status” (Laver, 1975, p. 223), this presentation explores how interactants use emojis to intimate this social information in mobile messaging communication. Informed by conceptualizations of phatic communion (Malinowski, 1923) and sociological impacts on polite behavior (Brown & Levinson, 1978), the
analysis will consider emoji use alongside Laver’s (1975) descriptions of phatic approaches available to interactional participants in different relationships of proximity and status. These decades-old accounts of social behavior may still be revealing in pragmatic analyses of electronically-mediated communication today, but could also benefit from being revisited, particularly as medium affordances of simultaneous depersonalization and hyperpersonalization (Walther, 1996) may de-emphasize social distance and asymmetrical status.

Drawing from a collection of mobile messaging exchanges across different relationship lines, the analysis highlights how interactants discursively integrate emojis to work towards interpersonal goals in cognizance of social norms, responsive to closeness while observing the interactants’ psychological “personal space”. As the data suggests, participants utilize emojis to actively negotiate socio-psychological orientations, and also seek additional relational effects by exploiting norms. This presentation seeks to illuminate phatic emoji use as a locus for expressing social relationships.

“This post is for you: Hashtagging between audiences”

Cohen, Dana

This paper considers the use of hashtags to navigate the multiplicity of publics that form the potential audience of a post on social networking sites (SNS).

Hashtags are linguistic sequences preceded by the symbol #, designed for metadata tagging, content aggregation and retrieval on SNS. While much of the research on hashtags addresses technical functions, propagation and visibility (e.g. Cunha et al., 2011), there is growing research on their communicative functions from pragmatic and sociolinguistic perspectives (notably, Scott, 2015; Wikström, 2014; Zappavigna, 2015).

The SNS setting is open-ended on multiple levels (compared to direct speaker-addressee communication), thus more akin to publishing in many ways. Competent users simultaneously take advantage of the open-endedness and employ limiting strategies to facilitate the interpretation of messages.

Unlike the propagation perspective, I argue that thematically similar tags are not redundant or unsuccessful. Rather, in line with the concept of meaningful communicative competence (Hymes, 1974; Sanders, 2015), more specialized, opaque, hashtags address relevant interest groups, highlighting more specific shared knowledge, but remain obscure to the wider audience (not unlike the use of specialized jargon/slang). Consequently, with multiple hashtags, posters can simultaneously address the same post to diverse layers of their public, conveying different messages. This function indicates that experienced SNS users are aware of the multiple communities within the potential audience and can competently navigate among them.

Neuhaus, Laura

“Ironic use of expressives and negation on Twitter #hooray #not”

Tweets are an ideal genre for studying irony and expressives; as cases of one-to-many communication, the short texts usually need little contextual knowledge. Furthermore, there is a conventionalised use of hashtags for (ironic) evaluation, which allows systematic analysis. So far, irony on the social networking service Twitter has been studied within pragmatic research on signals of irony (e.g. Sulis et al., 2016) as well as within the application-oriented field of sentiment analysis (e.g. Van Hee et al., 2016) – both mainly focusing on English data.

This talk discusses two phenomena in German twitter data: signalling irony via hashtags with positively evaluating interjections (#hurra '#hooray', #jippie '#yippee') as well as via #nicht ('#not'). A combination of both phenomena can be observed in (1):

(1) Wegen des Unfalls komme ich wieder zum Busfahren. Nun steht er im Berufsverkehr fest. #jippie
#nicht [https://twitter.com/ingopudlatz/status/834304456753811457]
‘Because of the accident I get to go by bus again. Now the bus is stuck in rush-hour traffic. #yippie #not’

The ironic use of expressives and negation pose challenges to both, theories of expressives as well as to theories of irony. Can this use of #nicht (#not) be classified as expressive, parallel to ironic #jippie (#yippee), although the negation contributes truth-conditional meaning? Moreover, by making explicit what is meant the use of #nicht (#not) does not fit into the traditional definition of irony as saying the opposite of what is meant. So, should #nicht (#not) even be considered irony? Is this phenomenon limited to Twitter and/or online communication? These questions are addressed in qualitative and quantitative analyses.
“Conflicting politeness norms & Mexican call centres”

Mugford, Gerrard

When answering English-language calls from the United States, Mexican call centre agents are expected to adhere to both target-language and established company politeness policies and guidelines. Not only may these sets of politeness practices conflict but the Mexican call centre agents also have their own first-language politeness patterns and practices. This paper examines how interactants deal with potentially conflicting politeness practices.

By employing a discoursal approach (Linguistic Politeness Research Group, 2011) to understanding im/politeness practices in call centres, I examine the agents’ perceptions and evaluations within a framework of salience, relevance and interactivity. Salience focuses on those communicative practices and patterns that agents perceive as noteworthy and striking with respect to politeness and impoliteness. Relevance centres on those aspects of politeness and impoliteness that agents feel deserve a reaction or response. Interactivity reflects how the agents deal with the callers’ transactional and interactional im/polite language use which can be understood in terms of Halliday’s (1973/1997) ideational, interpersonal and textual functions of language.

Through the use of oral and written interviews, I try to identify the problems, challenges and conflicts that 15 Mexican call centre agents face and whether the agents establish a middle ground or third way (Kramsch, 1993) that allows them to interrelate first-language, second-language and company practices so that they come across in their own way whilst adhering to stipulated politeness norms and practices. Findings are relevant to related bilingual service encounters where there is possible variance, confusion and difficulty between first- and second-language understandings and practices.

“Exploring the effectiveness of hotel management’s responses to negative online comments”

Ho, Victor

This paper reports on an on-going project investigating hotel management’s responses to customers’ negative reviews posted on TripAdvisor, a newly emerged genre termed the review response genre in this paper. The project aims to achieve a better understanding of the language features that can effectively persuade dissatisfied customers and potential customers to (re)purchase accommodation services from the hotels. The features investigated include move structure, rapport management strategies, and metadiscourse use patterns.

It is common for people to rely on the reviews posted by hotel customers on travel websites like TripAdvisor and Trivago when they make accommodation decisions for their leisure or business trips. Such reliance can be attributed to the intangible nature of hotel accommodation services. Research has shown that negative reviews attract more scrutiny than positive ones, suggesting that hotel management needs to proactively manage online reputation by giving negative reviews an effective response – one that can turn negative impacts into desirable outcomes for the hotel such as increased customer confidence, satisfaction, and intention to return and repeat.

Previous research into the effectiveness of the review response genre has mainly focused on the customers’ perception of the moves used. It is found that customers regard the moves Apology, Redress, Explanation, and Appreciation as the most effective in achieving service recovery. The present study attempts to explore the effectiveness of the genre by contacting the reviewers (i.e. the customers of the hotels) personally and directly through a link in the format of “Ask XX about YY hotel” provided by TripAdvisor at the end of the review. Each of the reviewers will be invited to complete a questionnaire about their perception of the genre effectiveness in terms of rapport management and persuasiveness – both could contribute to service recovery. In other words, the reviewers will evaluate the effectiveness of the rapport management strategies used and the persuasive attempts made by the use of metadiscourse.

The study will be of significance to the hospitality industry as it will make available to the practitioners resources and suggestions for writing effective responses to negative online reviews.

“Some discursive functions of the explicit performative ‘I suggest you’ in Internet discussion forums”

Lerat, Stephanie

Suggesting is less restrictive than other directive speech acts, however, research shows that face-to-face speakers are cautious about using explicit performatives even among equal status interlocutors and prefer instead different linguistic politeness strategies when making a suggestion (Edstrom, 2015). Interestingly, “I suggest you” appears fairly frequently in Internet discussion forums. Such directness, commonly attributed to the anonymity of forums and the constraints of this written medium, is not interpreted as out of place, leading to the
hypothesis adopted in this paper: performativity contributes differently to discursive functions in online and offline communication.

This exploratory study examines the following questions: 1) What are the discursive functions of “I suggest you” in Internet discussion forums? 2) What are the functions of co-occurring (im)politeness strategies?

Using theoretical insights from discourse analysis (Gee, 2014) and argumentative semantics (Galatanu, 2012), the co(n)text of 40 discussion threads containing the utterance “I suggest you” was analysed to determine the discursive functions. Co-occurring linguistics (im)politeness strategies were identified and their functions were compared with those in the literature concerning face-to-face communication.

Some of the preliminary results suggest that this explicit performative helps attribute a legitimate status to the suggestor. Strategies generally associated with downplaying face threat in face-to-face communication, such as explanations, serve to reinforce this legitimacy. It is argued that this can partially be accounted for by the expectations of obtaining and sharing information surrounding Internet forums. This study contributes to ongoing discussions about performativity in CMC (Virtanen, 2013).

“Relational work in multimodal networked interactions on Facebook”

Bou-Franch, Patricia and Pilar Garcés-Conejos Blitvich

This presentation argues that the notion of Relational Work (Locher & Watts, 2005) needs to be expanded to be able to account for sociability in the networked interactions afforded by social platforms such as Facebook. Thus, the aim of this talk is to explore how the nature of networked interactions impacts the emergence of relational practices therein. Importantly, Relational Work is a language based framework whereas networked interactions are highly multimodal. By applying Norris’s (2004) multimodal framework to the analysis of a Facebook wall event, we show how key sociability functions are carried out by semiotic modes other than language. Furthermore, the analysis shows how relational behaviors (such as politeness, impoliteness, etc.) are highly intertwined and should not be compartmentalized, as has traditionally been the case.

“Thanks for contacting us today’: Corporate identities and roles on corporate Facebook pages”

Palomino Manjón, Patricia

The emergence of new technologies and services over the last decades has changed the way people relate to each other. With the raising popularity of new electronic devices, people are integrating social media platforms into their daily lives while engaged in other daily activities (Tagg & Seargeant, 2016). Businesses take advantage of this situation and join social media platforms (e.g. Facebook, Instagram and Twitter) to maintain contact with (new) customers and to market their products more efficiently. However, social media also allow customers to share information and opinions with the company and fellow customers (Kelly-Holmes, 2016). This situation involves a loss of control on the part of the company, which has led to the creation of a new corporate representative, the community manager, whose main roles are building rapport with customers and shaping the information shared by Internet users (Meso Ayerdi, Mendiguren Galdospin & Pérez Dasilva, 2014). Despite the popularity of these new digital spaces, the genre of service encounters in social media is in need of further language-based research (Márquez-Reiter & Bou-Franch, 2017). Therefore, the present study aims to examine the corporate identities adopted by community managers on Facebook and the different discursive strategies used by those enacting such identities. The methodological approach taken in this study is a mixed methodology based on Bucholtz and Hall’s identity framework (2005) and Martin and White’s Appraisal theory (2005). The corpus analysed is comprised of status updates and comments published by community managers (33,392 words) on the Facebook page of a British grocery chain. The results suggest that the role of the community manager is divided into several corporate identities which employ different discourse patterns to align with customers by creating a sense of community and to protect and improve the company’s public image and interests.

“Beyond workplace language: The analysis of significant moments of sharing on several online platforms”

Pérez-Sabater, Carmen

This research draws on Androutsopoulus (2014) to analyse language and participation on several online platforms by focusing on the relation between sharing and linguistic repertoires. As Wei (2011) pointed out, the study of multilingual practices requires a shift of paradigm that entails going beyond frequency and regularity to focus on momentary actions and performances of the individual. In light of this, this contribution, theoretically informed by sociolinguistics and computer-mediated discourse analysis, proposes the examination of significant
moments for a networked community of transnational members, partners of a work team that has been working together for three years. Some of the group’s online written practices on several platforms are compared by means of a discourse analysis. Interactions on three different platforms are studied: two platforms representative of older media such as email and online chat in a virtual online meeting, and a representation of newer media like WhatsApp. This mixed-method approach includes data from other sources such as interviews and systematic observation of the group’s communication practices. The cross-mode comparison among platforms of on-line relevant moments, which in some cases also represents off-line relevant moments for the group such as the terrorist attacks in Manchester May 2017 and Turku August 2017, suggests that participants decide what is shared or told and how this is to be done on the different platforms analysed. Basically, what participants share on WhatsApp and how they share it differs from other platforms, mainly with regard to audience engagement and style. Thus, sharing is a process that clearly involves election and style. As a conclusion, it is important to say that far from attempting a purely deterministic approach to the study of online communication, this paper proposal seeks to understand the importance of platform use to develop online group identity or to reinforce this distinct group identity in special moments for the members of the group.

“Merry Christmas! Pragmatic functions of multimodal resources in WhatsApp interaction”

Castineira Benítez, Teresa and Elizabeth Flores Salgado

WhatsApp has become one of the most popular means of instant communication that provides individuals the opportunity to exchange text, audio, and visual messages. In order to achieve effective pragmatic communication, users need to possess ‘mobile literacy’ (Danesi, 2017), which is a type of hybrid literacy combining vernacular with information literacy. WhatsApp conversations have increasingly incorporated multimodal devices such as emoji, stickers, GIFs, images, avatars, and videos into comment threads (Herring, 2007; Sampietro, 2016). Adapting methods of pragmatic theory (Brown & Levinson, 1987, Blum-Kulka, 1989) and multimodal interaction (Eisenlauer 2011, 2013; Kress, 2010), we explore the frequency and pragmatic functions of each multimodal resource employed in a WhatsApp group. Based on the analytical framework proposed by Danesi (2017), the following pragmatic functions were examined: phatic, emotive, referential, intensifying, underscoring tone, enhancing tone, showing humor and expressing sarcasm. Data consisted of a family WhatsApp group planning their Christmas exchange gifts. This group was formed by 10 participants whose ages ranged between 15 and 72 years old. Five participants are female and five male. Consent was obtained from all interactants. The analysis covers the period of time since the chat was created on October 22 until December 23, 2017. Findings showed that the most used multimodal resource was emoji in different positions to accomplish various pragmatic purposes such as intensification (tone-enhancing) or showing humor. They were followed by avatars with an intensifying emotive function, and images with referential functions. Examples of our analysis and findings will be presented and discussed.

Panel 8: “(Socio)Cultural factors in language aggression and conflict”

“Why would anyone want to vote for them? Impoliteness and political identities on online reader comments pages”

Breeze, Ruth

The online political “flamewar” constitutes a particular genre in which various forms of impoliteness are likely to be exercised (Perelmutter, 2013). Although polylogic conversations in asynchronous environments pose many challenges to the analyst, online reader discussions have so far been analysed in terms of common features such as aggression (Hardaker, 2010), escalation (Perelmutter, 2013), and provocation and rapport (Hopkinson, 2013). However, it is now increasingly clear that impoliteness can only be understood within the overarching context of genre (Garces-Conejos Blitvich, 2010). More research is needed into the inner dynamics of online political discussions, to establish how impoliteness functions in this specific genre, and what communicative role such (impolite) exchanges play within the constraints of the genre.

Post-Brexit-referendum politics in the UK provides us with an ideal scenario for analysing such heated political exchanges. In this paper, I examine two lengthy polylogic conversations (around 400 comments each) from the Independent and Daily Mail, published in the context of a by-election campaign by UKIP in the traditional Labour stronghold of Stoke-on-Trent. My analysis brings out a set of typical patterns: a political attack is generally met by a counterattack that is either political, personal, humorous, or by an objection, a qualifier or an acceptance. Many reponses combine more than one feature. Counterattacks are often taken up by third and further participants, adding their fuel to the fire. Consideration of these exchanges suggests that: 1) stable
patterns emerge concerning the type of attacks used against UKIP and Labour supporters; 2) political attacks tend to be rapidly supplanted by personal attacks; 3) humour, particularly sarcastic humour, plays an important role in these exchanges, and tends to prompt further responses; 4) assertion of local identities is used to reinforce a sense of identity and community; 5) colourful insults are particularly effective in generating rapport. My findings suggest that the genre of online political reader discussions is enjoyable for participants, and that the crossfire is a vehicle in which participants seek to reinforce political identities through verbal aggression.

“Verbal conflict and digital communication written in French professional circles: Verbal aggression and cognition”
Fracchiolla, Bèatrice and Christina Romain

This article aims to show the specificity of e-mail exchanges between university professors and researchers through the functioning of verbal aggression, its impact and its interactional management. We know that oral exchanges allow for elements of adjustment that do not exist in written communication. We will therefore study how and how mail exchanges to several people in an institutional context foster interactions involving emotions, aggression and verbal escalation. This, because of the context itself (asynchronous verbal interaction) and to the extent that some elements (linguistic and discursive) are exacerbated due to the absence of other elements (prosodic and mimogestual) generally present in synchronous communications. Our hypothesis is that if the exchanges of collective emails degrade the relations between the people (by focusing the attention and making emerge divergences), it is the absence of contact in face-to-face which would encourage the crystallization of the verbal aggression (Rizzolatti & Sinagaglia 2008; Seltzer & al. 2012) and this sometimes in a broader (potential) context of unwillingness to cooperate (Bousfield, 2008). We postulate that the dimension of face to face verbal interaction is the best way to regulate the interdiscursive relationship because of the physical presence of the interactants and more specifically the mimogestuality, the prosody and the contribution of the latter to the co-construction of emotions. On the contrary, asynchronous electronic communication would favor the emergence of aggressive and threatening statements and their crystallization through a rise in specific verbal tension.

Our corpus consists of cc type e-mails exchanged between academics. We will study it from the angle of the linguistic analysis of the interactions, the description of the aggression and the place occupied by the emotions. We will cross the linguistic analysis of verbal violence (Auger & al., 2008; Fracchiolla & al., 2013ab), as a contextualized rise in tension through various stages, conflict triggers, discursive markers of rupture and degrading speech acts, with the analysis of the place occupied by verbal aggression and that of emotions.

“Linguistic analysis of envy in Jordanian Arabic within the framework of impoliteness theory”
Sakarna, Ahmad Khalaf

A lot of Arabic phrases and expressions are heard daily in different social settings in Jordan to refer to two types of people; al-ḥāsid ‘the envier’ and al-maḥṣūd ‘the person who has been envied by someone’. Such terms are commonly used in a widely spread social phenomenon known as al-ḥasad, literally, ‘the envy’. That is, to use a specific version of Arabic to argue against, defeat, or attack the social status of someone who obtains a superior quality, achievement, or possession. This is made either to express the desire to get what has been obtained, to show that the other does not deserve it, or to wish that the other should lack it.

Interestingly, the whole process of expressing and dealing with this phenomenon is made through language by using certain statements, expressions, and idioms. Unfortunately, the linguistic part associated with it, as far as I know, is neither explored nor studied yet.

To investigate and understand the phenomenon, the study firstly provides evidence that al-ḥasad exists. The evidence comes from religion, poetry, verse, and the collected data from Jordanian Arabic. Second, it presents examples and discusses thoroughly all the relevant issues of envy which include its types, occasions, reasons, target, effects, and reaction to it in Jordanian Arabic. Third, it discusses the relevance of this phenomenon to Impoliteness Theory.

The paper argues that the envier uses all the proposed strategies of the Impoliteness Theory, Culpeper (1996; 2003; 2005; 2011), as a way to attack the face of the envied person. This is made to show disapproval of what has been gained by the opponent, as well as to wish that the opponent should lose the newly added status and its privileges. Meanwhile, it is found that the envied person uses the proposed strategies of the Impoliteness Theory to defend face attack from the envier in order to disapprove what the attacker says or expresses. This defense is made to avoid threat and fear as a way to keep and maintain what has been gained, as well as to defeat the wish of the envier in losing the newly added status and its privileges.
“News values and word meaning: A corpus-based approach to the evolution of NEGATIVITY in intimate partner violence in digital written media in Spanish”

Maruenda Bataller, Sergio and Paula Rodríguez Abrúñeiras

It is undeniable that intimate partner violence (IPV) is lately one of the central issues not only in political, social and institutional discourses but also in the selection agenda of news producers. Media have thus played a decisive role in ensuring visibility and contributing to sensitizing society. However, news outlets are torn between two conflicting interests: ethics and maximum audience. The latter is almost ‘naturally’ done through sensational news. News outlets construct different discourses on IPV by focusing on certain topics, sources, facts, and also linguistic resources.

Against this backdrop, this paper presents a corpus-assisted discourse study (CADS) (Baker & Levon, 2015) of the news value of negativity used to discursively represent women victims of IPV in Spanish dailies over the last decade, in an ad-hoc corpus of IPV news (2005-2015), in order to investigate whether IPV news have become more evaluative in time. Subsidiary to this, I will explore the way this news value is exploited ideologically to construct discourse prosodies around women victims of IPV. The results gain insights into the social configuration and (word) meaning of ‘women’ and their identities in contemporary written media on IPV through time.

For this aim, in this paper I apply Bednarek & Caple’s (2014, 2017) linguistic approach to news values as discursive realisations of newsworthiness that “exist in and are constructed through discourse” (Bednarek & Caple, 2014, p. 136). Linguistic occurrences are examined in order to gain insights into how news producers use negativity to construct potential ideological discourses around IPV victims, together with the most relevant discourse prosodies and ideological implications. Besides expected social and ‘institutional’ concerns, the qualitative analysis shows that Negativity has critical overtones in the Spanish newspapers. As for the depiction of extreme negative emotions, the number of occurrences, with a wide plethora of word combinations, construct Spanish reports as heavily ideological, if not sensationalist, thus exploiting readers’ interest in crime and violence.

“How does irony affect the negotiation of refusals?”

Reichl, Isabella and Eleni Kapogianni

This paper aims to uncover the factors that influence the outcome (acceptance versus disagreement/conflict) of refusals, focusing specifically on the roles fulfilled by irony in different stages (“moves”) of an interaction. For this purpose, we analyse naturally occurring informal conversations in English (SPICE-Ireland corpus and Spoken BNC), within an interactional (discursive) framework that considers the negotiation of goals, relationships, and identities between interlocutors (Arundale, 2010).

We start by categorising all instances of refusals found in our data as “resolved” or “unresolved”, based on whether or not the involved parties (the sequence initiator, i.e. the interlocutor whose utterance triggers the refusal, and the refuser) give indications that any face-threats attached to the refusal and all adjacent utterances have been appropriately mitigated and dealt with. The latter category (“unresolved” refusals) often includes cases of conflict which may then escalate or de-escalate (cf Norrick and Spitz 2008).

We then turn to all instances of irony found in our data set, considering their different communicative and social functions: sarcasm (criticism), jocularity, as well as (mock) impoliteness. These are achieved through different ironic strategies which can be categorised into two general types: meaning reversal (e.g. “you’re right!” to mean “you are wrong”) and meaning replacement (e.g. “and I am the Queen of England” to mean “you are wrong” – see Kapogianni 2011). It is found that the latter very frequently leads to the creation of a humorous frame, which can be retained for several turns (Dynel 2011, cf Norrick and Bubel 2009, Haugh 2016).

This approach leads to three main findings: (a) overall, more ironies of the meaning-reversal type are associated with unresolved refusals while ironies of the meaning-replacement type are found to contribute to the successful resolution of refusals; (b) irony used in a serious (non-humorous) frame contributes to the escalation of conflict; and (c) initiators use non-sarcastic irony more frequently than refusers, in their attempt to facilitate a resolution. Our final discussion shows irony to be a versatile tool in interaction, able to shift the dynamics between interlocutors and create (or disturb) delicate balances throughout the negotiation of high-risk speech acts.
The aim of this paper is to explore the conflictual dynamics behind one of the six thematic contents, namely the paradoxical status of Spanish within the US Latino community, that were found to make up the matrix upon which the Latino identity is constructed (Garcés-Conejos, Bou-Franch & Lorenzo-Dus, 2013).

According to the Pew Research Center (2017), overall, some 62% of Hispanics ages 5 to 17 and 72% of Hispanic Millennials speak Spanish at home. In contrast, eight-in-ten or more Hispanic Gen Xers (80%), Boomers (80%) and Silent or Greatest generation adults (83%) speak Spanish in their homes. As a result, the share of all Hispanics who speak Spanish at home has started to decline, and the use of only English in the home has increased.

This decrease may be the result, among other factors, of the powerful social stigma that, for decades, encouraged assimilation at the expense of preserving Latino cultural heritage and subjected the use of the Spanish language to a deeply racialized attack (Davis & Moore, 2014). Still, despite the growing prevalence of non-Spanish speaking Latinos in the US, the language issue is still thorny for those who find their identities or Latinidad questioned over not being able to speak Spanish. Indeed, use of Spanish remains an object of ethnic pride/solidarity amongst the Latino population, but it is also seen as an obstacle for upward mobility. A positive social identity is associated with Spanish-English bilingualism within these communities. Speaking only Spanish is seen as a weakness, but there is an expectation that Latinos(202,829),(684,868) will nevertheless be fluent in Spanish (Dicker, 2006; Velez-Rendon, 2007).

Although Latino issues and collective politics, such as the community’s use of Spanish, have received significant attention from scholars and policy analysts, less attention has been given to the micro processes involved in everyday interaction among US Latinos (Negron, 2014). Even less attention has been paid to on-line, micro-processes of Latino identity construction (but see Garcés-Conejos Blitvich, Bou-Franch & Lorenzo-Dus, 2013; Garcés-Conejos Blitvich & Bou-Franch, 2014; Garcés-Conejos Blitvich, under review). This paper aims to help fill in this gap by facilitating a more nuanced understanding of the ethnic and racialized processes involved in the reaction to and treatment of the use of Spanish in the US and how these crucially impact Latinos of different generations regarding their self-perceptions of in/out groupness.

To this end, a corpus of comments in response to a video clip of the Nuyorican poet Noel Quiñones’s piece “8 Confessions of My Tongue” in which he explores the struggles of asserting one’s identity, roots, and culture even when you can’t master its native language was collected and analyzed. The analysis was grounded in the concept of networked narrative (Page, Harper & Frobenius, 2013) where each comment was seen as a parallel story or an evaluation of others’ shared stories contributing to an elaborated networked narrative on the interconnections between Latino identity and Spanish. This networked narrative constructs the Latino identity as one that is in turmoil.

English-only versus bilingualism ideologies, and racialized brownness versus whiteness positions associated with different levels of language proficiency, among others, lay at the core of the Latino identity.

Panel 9: “Culture, context and discourse types”

Humour represents, in general, a marked communicative behaviour, a strategy of, simultaneously, positively- and negatively-oriented relational management. We assume that humour could be also termed as a perlocutionary effect of a macro-speech act. This perlocutionary effect is acknowledged both by the publishers and the readers of a humoristic publication. This type of publications represents a permissive occasion (in Palmer’s 2004 [1994] terms) for humour, with prescriptive elements: it involves a combination of bona-fide and non-bone-fide communication, the latter being more prominent.

Our presentation aims to highlight the mechanisms of framing war in Romanian humoristic press of the second half of the nineteenth century. The main event that will be scrutinized in the analysis is the Russian-Ottoman war of 1877-1878, in which Romania took also part, its military implication leading to independence from the Ottoman Empire.

Lately, different pragmatic or cultural history studies focus on humour and media: TV series and sitcoms offer a good testing ground (Dynel, 2011, 2013a, b; Ermida, 2011; Seewoester Cain, 2013), as well as sports comments (Chovanec, 2011), political comments (Kaczorowski, 2011); see also Chovanec and Ermida eds. (2012). The
studies dedicated to humour in the media of the previous centuries are nevertheless rare (but see Douglas, 2002, Thomas-Disset & Ritzenhoff, Eds., 2015). The humorous utterances have multiple functions, both extra- and inter-discursive: they emphasize shared values and knowledge between the humour initiator and his public (developing a coping mechanism in the dysphoric setting of war). The shared implicit (Priego-Valverde, 2003, Coates, 2007), conveying common norms and a cognitive complicity of the group, is a sine qua non condition for humour. Some of the techniques analysed in this presentation are based on cognitive complicity (manipulating the presuppositions, constructing fantasy scenarios), while others emphasize various discursive norms. Framing the war in humoristic press reveals a type of collective representation or a cognitive shared system of representations (Kronenfeld, 2008) of traumatising events.

“Appraisal and culture: A sentiment-analysis approach to evaluation in English and Spanish blurbs”
Gea Valor, Maria Lluïsa

Evaluation is a highly complex, multidimensional phenomenon (Martin & White, 2005; Alba-Juez & Thompson, 2014) which plays a crucial role in our daily interactions, where we constantly assess different aspects of the world that surrounds us, as well as express our emotions in relation to it. More importantly, when expressing our opinions, judgements and feelings, we also project the system of values of the culture we belong to. Taking this into consideration, the present paper focuses on the blurb, a promotional genre (Bhatia, 2004; Gea-Valor, 2005) which also constitutes “a cultural artefact” (Basturkman, 2009, p. 68) inasmuch as it mirrors the norms and values not only of the intended readership but also of the entire discourse community.

Drawing on the New York Times Fiction Bestsellers List, I analyse two complementary corpora: the first comprises 50 blurbs of international bestsellers published in English (EnBl), whereas the second includes their Spanish counterparts (SpBl). Besides exploring their rhetorical organisation and most salient linguistic features, I use the Lingmotif software (Moreno-Ortiz, 2016) in order to determine their “sentiment intensity” (Abbasi et al., 2010; Taboada, 2016) and to compare both corpora in these terms.

Although still preliminary, the results show that English blurbs contain a higher degree of evaluation intensity (TSI 98) in contrast with the Spanish corpus (TSI 55), where appraisal language is not as pervasive. A potential explanation for this may lie in a subtle but fundamental difference between the Anglo-American and the Spanish writing cultures, the former welcoming explicit evaluation, the latter favouring more objective, descriptive functions.

1TSI: Text Sentiment Intensity

“Variation in the register used by writers of press articles: A contrastive analysis of the lexical-semantic differences of terms associated with professional roles”
Giménez-Moreno, Rosa and Francisco Miguel Ivorra-Pérez

Terms associated to very common communicative roles and relational identities are often used in our daily lives (Sluss & Ashforth, 2007) such as mother, neighbour, colleague, boss, teacher, etc. In major dictionaries these standard identities are used and frequently defined in a brief and simple way. Yet, due to factors such as the cultural and socio-economic context, the political-ideological tendency (Authors, 2017) and the interlocutors’ background, not only the pragmatic meaning of these identities seem to be much more complex, as previous CDA research suggests (van Dijk, 2006), but also the communicative register surrounding these terms differs (Author, 2018).

Taking as a point of departure this socio-cognitive communicative identity based approach to register variation, this paper focuses on analysing the term “boss” referred to a person “who is in charge of a worker or organization” (OED). The target term will be qualitative and quantitatively analysed through the Sketch Engine Software in a corpus of texts belonging to two widely read national British newspapers: The Guardian and The Telegraph. The results will be contrasted with the equivalent term in Spanish “jefe” in newspapers of similar profile and coverage in Spain, El País and La Razón.

The analysis will reveal clear differences not only in their pragmatic meaning but also in the type of register-sensitive features used. These differences seem to be conditioned by factors such as the socio-political and ideological contextual profile of the medium of publication. This variation in the type of register may cause potential readers, from diverse backgrounds, to understand or interpret it from divergent mental models, leading to undesirable inferences in their communication.
“Institutional expectations vs interactional patterns: what makes academic writing tutorials successful?”

Ogiermann, Eva and Ursula Wingate

In this paper, we investigate instructor-student interaction in the institutional genre of one-to-one academic writing tutorials. Previous studies of one-to-one tutorials have identified various features that make them successful, for instance the use of mitigated directives by the tutor (Thonus 2002), or targeted tutor feedback and ‘scaffolded dialogue tailored to a particular student writer’ (Weissberg, 2006, p. 261). Scaffolding, in particular, is seen as a principal way of helping students to reflect and manage this and future tasks independently.

The present paper combines a genre approach with a micro analysis drawing on conversation analysis and politeness theory (see Garcés-Conejos Blitvich, 2010) to examine interactional features that enable students to construct knowledge and develop self-regulation. Genre analysis in the tradition of Swales (1990) enables a broader understanding of the stages and communicative moves of the tutorials. A detailed, turn-by-turn analysis of interactions between tutors and students not only allows us to establish genre-specific interactional rules but also to examine the balancing of the need to develop the student’s understanding and face concerns; and ultimately student satisfaction. This dual approach demonstrates that despite interactional difficulties resulting in frequent disalignment between the speakers, the tutorials prove successful in achieving student understanding and confidence building.

The established rules can then be placed within the broader context of the institutional goals as well as theoretical frameworks of constructivist learning and self-regulation. On the whole, our findings contribute to a better understanding of the interactional and instructional features that make a session successful, potentially resulting in improved tutor training that makes a costly service more effective.

“‘We need you and you need us’. The third actor in ISIS linguistic polarisation”

Mayor Goicoechea, Mª Cristina and Jesús Romero Trillo

The Islamic State has become the current epitome of violence with its continuous threat to the world’s safety not only through its attacks but also through its discourse. The present research focuses on the ISIS use of English language in their online magazine, Dabiq, in which they mainly address a Western audience (Wignell et al., 2017). In our study we propose a new standpoint of the in-group (ISIS followers) vs. out-group (people against ISIS) polarisation (van Dijk, 2003) with the introduction of a third subject: the translocal-group. We understand the translocal-group as the target audience of the magazine written in English, i.e. the people who may sympathise with the cause but have not aligned with it yet. We hypothesise that the existence of a third actor does not only appear in the magazine but also in the real-world conflict. This third actor is mainly represented by second-generation immigrants living in Western countries that may be facing a cultural and ideological vacuum (Bass, 2014) and may finally join ISIS acting as home-grown terrorists.

Our analysis of Dabiq consists of the application of several linguistic theories to see the role of discourse in the segregation between the groups and its consequences on the translocal-group. The first results indicate a strong dichotomy between the traditional groups of the polarisation based on the synergic approach to Critical Discourse Analysis and Corpus Linguistics (Romero Trillo, 2008). The results indicate that the Islamic State presents the dichotomy through concrete linguistic strategies that may lead to the creation of extreme beliefs directly related to fanaticism. On the one hand, religion and faith are central strategies used to justify violence and to escalate conflict inciting the translocal-group. On the other hand, conflict is described as a cause-effect issue illustrating the evilness of the out-group.

The research shows how ISIS adapts the discourse depending on the group they are addressing, portraying a high segregation between us and them, and with the translocal group. This fact leads to the ideological image of each group portrayed by ISIS and its impact on the target audience, thus showing the role of linguistics in fanaticism.

“How do mental models affect the way we evaluate things? A cross-cultural study of Peninsular-Spanish and British-English opinion articles”

Ivorra Pérez, Francisco Miguel

This paper focuses on the expression of evaluation in opinion articles written by columnists in Peninsular Spanish and British English. Our analysis of the evaluative dimension is based on the framework of Appraisal Theory (Martin, 2000; White, 2003; Martin & White, 2005), mainly on the notion of “engagement”, that is, writer’s stance and the dimension of subjectivity and intersubjectivity.
In this presentation, we discuss two types of interactions (viz. professional and judicial) from two different cultural contexts (viz. Belgium and Argentina). In particular, we use Argentinian courtroom data and Belgian data from performance appraisal interviews in a medical organization. Both types can be characterized as interactions among participants with asymmetrical statuses. In these interactions, we analyze three cases in which subordinates’ oral claims are refuted by superiors who draw on written documents of which the subordinates are the (in)direct authors. In this ventriloquization process (Cooren 2012), the superiors construct these written documents as facts, which have institutionalized the evidential status of the claims.

The comparison between the two types of interactions in our dataset revealed that the Belgian performance appraisal interviews allowed for a more flexible handling of written documents, while the Argentinian courtroom case displayed a much more rigid structure in which the ‘incorporation’ of written records immediately entailed a number of interactionally non-negotiable implications. On the basis of these findings, we argue that the difference between these two types of interactions plays a decisive role in this, as these present very different activity types (Levinson 1992) with crucial differences in allowable contributions on the part of the speakers.

Yet, overall, it became clear that in both – very diverse – datasets, an organization’s norms are invoked through the use of official records, and the organization is constituted in concrete instances of the application of norms by the individual superior’s discretion in ratifying the value of a record and adhering to its version of the past. And even though the various contexts and types of interactions thus differ in the degree in which superiors have leeway either to impose or flexibly override the factuality of certain records, it has become clear that by making records matter for the development of the interaction, superiors subject subordinate participants to their authority. In conclusion, we argue that they do this by drawing on the different ontological status of written records, as such constituting the organization in the name of which they are acting and which reflexively entitles them to act in this way.

“The question in philosophical discourse. Interaction in Plato’s ‘Symposium’”

Ţigriş, Simona-Luiza

Plato’s Symposium presents under the form of a dialogue various speeches in praise of Eros given by notorious men at a banquet organized by the poet Agathon. According to Antonio Briz (1998), the basic structure of the conversation consists of initiating replies followed by reactive replies. Since all men are asked to give a speech, each speech becomes a reaction in itself to the prior speech and a starting point for the speech to come. Sometimes, the guests do not agree and conflict arises. The question is a means to challenge orators and develop further the topic of the conversation. According to Tusón Valls (2010), the conversation is an interactive oral activity which is organized based on turn-taking. The order of turn-taking is organized in such a way, from the left to the right within the group, that Socrates is the last one to talk about love, in the context in which everything important about love must have been told before by the other speakers. This order of turn taking honors Socrates in the end as his speech about the nature of Eros is even more powerful and convincing as it falls back and challenges what was said. Their interaction comprises refusals to answer questions, threats, switches in turn taking, irony, interruptions and even the subject of the conversation is changed at the end. Each speech has the components of a discourse (exordium, narratio, confirmatio, confutatio, peroratio). Mitigators are sometimes
used to attenuate conflicting views. The speeches contain direct and indirect directive speech acts and expressive speech acts through which emotion is shown. Socrates differentiates between promises made by the tongue and promises made by way of the mind, that is between what is being said and the underlying intention of the speaker. According to the pragma-dialectical theory (Van Eemeren & Grootendorst, 2009) speech acts are used in sequences and together form the complex act of argumentation. This philosophical work is a mixture between discourse and conversation and the questions act like structural liaison elements in an overall discourse about love.

Panel 10: “Pragmatics, gender and identity”

“Contributing towards a pragmatic-ideological dictionary on sexual (in)equality: Mujer vs hombre in Spanish digital media representation of violence against women”
Santaemilia Ruiz, José

The importance of digital mass media in today’s culture is undeniable, in social, ideological or economic terms. We live in a media saturated world, as we are constantly exposed to linguistic practices or rhetorical strategies that prove to be instrumental in talking about socially-relevant matters such as violence against women (VAW). In particular, mass media are essential in defining key terms for day-to-day communication purposes. According to Bergvall (1999, p. 284), the mass media “impose images and constructions of behaviour”, thus determining one’s ethical and ideological attitude towards sensitive social issues.

In this paper I will explore the terms mujer and hombre (‘woman’ and ‘man’ in Spanish, respectively) in a large corpus of VAW news from the digital versions of Spanish dailies such as El País, El Mundo and ABC. This includes all the news stories published over a large period of time (2004-2015), and constitutes a sub-corpus of the GENTEXT-N corpus, compiled at the Universitat de València. A mixed methodological approach bringing together corpus techniques (word frequencies, collocations, and concordances –see Baker, 2010) and critical analytical tools (CDA, news values –see Hoey 2005; Baker et al, 2008, Baker & Levon, 2015; Bednarek, 2017) unveils meanings and associations that sometimes differ significantly from the values promoted by Spanish traditional lexicography. My aim, then, is to study and compare the media discursive representations of mujer and hombre vis-à-vis their lexicographic definitions.

The woman vs man pair is fundamental in a large number of contemporary discourses, and their interrelated meanings have been fluctuating over the last decades, experiencing constant re-adjustments and re definitions that are of utmost importance for public representations of sensitive issues. Traditional lexicography (e.g. DRAE 2014) still presents men and women in a more or less stereotypical light (Calero, 1999; Bengoechea, 2000; Forgas, 2000; Lledó, 2002), thus perpetuating asymmetries (Cameron, 1998), prejudices (Hoey, 1996) or sexist traces (Stoll, 2003; Cabeza & Rodríguez, 2013) that have repeatedly been denounced or condemned.

In building up pragmatically valid definitions of mujer and hombre in VAW Spanish media discourse, attention has been paid to such traits as word frequencies, strongest collocates, concordance data, discourse prosodies, lexical priming, agency, critical or ideological values, positivity/negativity and other news values, etc. Revising contemporary social or ideological definitions of key terms (woman, man, violence, victim, aggression, and many others) constitutes an essential step towards a pragmatic dictionary which privileges shifting context-dependent, critical and ideological meanings and values over stable, universal, ahistorical or decontextualised ones.

“The role of cyber-language in the creation of identity”
Caro Rodríguez, Inmaculada

The information age has changed all forms of communication; in addition, it has created new forms of expression through a specific language called cyber-language. This language combines innumerable visual and audio-lingual characteristics that contribute to the fact of awakening different sensations of different types in all readers. Nevertheless, one cannot help but wonder if this means an authentic breakthrough, or a dramatic inconvenience as a result of highlighting the message to the detriment of the spelling. It is important to point out that there is a great interest in showing emotions and feelings by means of this style of expression in such a way, that they could have the effect of creating some identities whether true, imaginary or false. Those factors pave the way towards what a particular individual wants to show. Sometimes, the correspondence between the real and virtual identity is similar. Therefore, it is important to study whether or not there are ways to discern the real
from the illusion. In spite of that, all these issues have a common link: each creator of a cyber profile wants to have a location in the history of the virtual universe.

“Mother tongues and the death of women: Applying feminist theory to historically, linguistically, and philosophically contextualize the current abortion debate in Bolivia”
Rashell Zelmer, Jennifer

The debate regarding the morality, and therefore legality, of abortion has many social, political, and medical ramifications worldwide. In a developing country like Bolivia, carrying a pregnancy to delivery is incredibly risky. Given the very high maternal mortality rate in Bolivia, greater consideration has been given to the (de)criminalization of abortion – a contributing cause of maternal death. In the Spring of 2017, the Bolivian government proposed to loosen restrictions on women’s access to receiving a safe abortion, which was met with mixed sentiments.

Although the current Bolivian government portrays an agenda of decolonization, or to seek a “traditionally-modern” society, nevertheless, Bolivia still has one of the highest maternal mortality rates in the Americas, because of centuries of colonial and patriarchal order. Applying a Feminist critique and using the abortion debate as the central point, this paper argues that the “traditionally-modern” society Bolivia strives towards is a paradox, and in fact only contributes to the reciprocal process of the death of “mother tongues” and the unnecessary death of women. This claim is supported by a critical analysis of historical texts about Spanish Colonialism in Bolivia; the linguistic reality of reproductive educational strategies, and the philosophical framework which the Bolivian government and its citizens implement. This analysis is demonstrated in the current state of women’s access to reproductive healthcare in Cochabamba, Bolivia based on fieldwork which included audits of clinics and hospitals, interviews, and participant observation. This paper has two major findings: 1) The language used by opponents of abortion in Bolivia is not consistent with the claim of being “pro-life” but more accurately with being “pro-potential”; 2) When the topic of reproductive health appears in Cochabamba, Bolivia, it is often found written in the Spanish language, and does not cater to the many indigenous communities that inhabit or visit this city.

Finally, this paper considers the role of public health documentation to better inform the abortion debate, including the necessity of expanding reproductive health information to more than text-based materials in Cochabamba. This may include more culturally appropriate messages and mediums that cater to the oral tradition of the indigenous communities.

Panel 11: “Culture, context, morphology, lexicon, syntax and prosody”

“The metaphorical map in the futuristic vision in Yuval Harari’s ‘Homo Deus’”
Mejías Borrero, Manuel

The topic of this presentation is related to the use of metaphors in the creation of myths, ideas and worldviews that can be studied in the futuristic vision of the well-known best-seller ‘Homo Deus’ by Israeli historian Yuval Harari (2016). The importance of metaphorical language has been a subject of study since pragmatics (Leech, 1983; Blakemore, 1992; Yule, 1996) and discourse analysis (Van Dijk, 1985) began being studied as a main area of linguistic analysis. Since Lakoff and Johnson’s Metaphors We Live By (1980) opened the field and made us see that metaphors are not just another figure of speech but also a tool to build our conceptual and ideological worldviews (Lakoff, 2004, 2006), much work has been done to study the intricacies of metaphors in the cognitive and political sciences, studying metaphors as vehicles for the creation and maintenance of myths, stories and worldviews.

Taking Hariri’s ‘Homo Deus’ as a subject of analysis, we will study the main metaphorical expressions that the author uses to frame his ideas of where humanity is heading when we consider the main scientific and technological advances that will impact our lives and the next generations in the not-so-distant future; as Harari shows in his latest book, all these changes will affect policies, education and the job market at a global level, and therefore there is a need to understand how new expressions and concepts are going to be articulated and presented. Together with this, we would like to examine examples of those metaphors and find even new ones in today’s electronic media in Spain and also taking relevant sources we find in the internet when talking about such issues as the role of Artificial Intelligence and robotics, brain-computer interface, biotechnology, social media, big data collection and analysis or the future of monotheistic religions and the role of nations in the shaping of the 21st Century.
“Imperatives as discourse markers in Lithuanian”

Jasionytė-Mikučionienė, Erika

In the last few decades, there has been a great interest in the usage and development of discourse markers (Brinton, 1996; Aijmer, 2002; Traugott & Dasher 2002; Fischer 2006; Degand & Simon-Vandenbergen, 2006, among others). However, the discourse markers of imperative origin have received relatively less attention, for they have been investigated mainly in Romance and Germanic languages (Waltereit 2002; Fagard 2010; Van Olmen 2011; Aijmer, Elgemark 2013). The present paper examines such Lithuanian imperatives as klauso$k(ite) ‘listen’, žiūrė$k(ite) ‘look’, žinok(ite) ‘you know’, sakyk(ite) ‘say’ and atleisk(ite) ‘excuse me’ by focusing on their use as discourse markers. Except for a few studies (Liaukšmiņienė 2015; Jasionytė-Mikučionienė 2016; Usonienė 2016), the pragmatic functions of the Lithuanian imperative forms have not been studied in depth. Thus, the aim of the present paper is to contribute to research on imperatives as discourse markers in languages other than English by investigating their usage patterns in written and spoken Lithuanian. The markers klauso$k(ite) ‘listen’, žiūrė$k(ite) ‘look’, žinok(ite) ‘you know’, sakyk(ite) ‘say’ and atleisk(ite) ‘excuse me’ are compared in terms of their frequency, distribution and usage. The data have been collected from the Corpus of the Contemporary Lithuanian Language, namely from its subcorpora of fiction and spoken discourse. The study shows that the Lithuanian imperatives atleisk(ite) ‘excuse me’ and sakyk(ite) ‘say’ are used as typical imperatives to excuse and say or as attention-getting devices, while the imperatives of visual, auditory perception and cognition klauso$k(ite) ‘listen’, žiūrė$k(ite) ‘look’ and žinok(ite) ‘you know’ are multifunctional and exhibit a variety of functions: directives to listen, to look or to know, attention-getting devices, argumentation markers, directives to consider or interrupt and other functions. The imperative of intentional visual perception žiūrė$k(ite) ‘look’ is quite often used to express the speaker’s contradiction to what is said. Klauso$k(ite) ‘listen’, by contrast, cannot fulfil this function. As discourse markers, the imperatives under analysis are more likely to occur in interactive contexts: the singular forms klausyk ‘listen’, žiūrėk ‘look’ and žinok ‘you know’ prevail in private dialogues.

“Code-switches in reported talk in pairs of repeated World War II-testimonies”

Schoofs, Kim

Different languages can have a “different social meaning in their community” (Dyer, 2007, p. 102), and a speaker’s choice of language can “index() social categories” (Auer, 2007, p. 15), which the speaker can evaluate and (dis)affiliate with accordingly. In this study, I focus on the indexical value of language as used in code switches within reported talk occurring in narratives. The concept “layering of voices” (Bakhtin, 1981) is interesting in this respect, as it refers to the blending of the character’s reported talk with the narrator’s evaluation (Günthner, 2007) through stylization (e.g.: “prosody or voice quality” (Buttny, 1997, p. 501)), allowing the narrator to do identity construction.

Specifically, I study how code-switches to German in reported talk are used in Belgian WW II-testimonies. A corpus of repeated testimony pairs was compiled, each containing one oral and one written testimony by the same narrator. I found that these code switches mainly occur in the oral testimonies and in very little code switching was found in groups with which the speaker affiliates, but there were some exceptions which turned out to be emblematic for the complexity of the affiliative relations the narrator constructed.

This leads to the conclusion that these code-switches are mainly used for their indexical value, rather than as a truthful rendition of the past, and that they contribute in important ways to the narrator’s identity work.

Panel 12: “Speech actions”

“How Russians pre-request and seek assistance: A study of interaction in two communities of practice”

Rudneva, Ekaterina

Instead of directly asking another person to do something it is common to check preconditions for the action, or pre-request (Schegloff, 1980:114; Brown, Levinson 1987: 38; Rossi 2015a). The goal of the conference talk is to demonstrate how pre-request sequences can be organized in Russian spontaneous interaction, from the perspective of politeness studies (for an overview, see, e.g., Kádár, Haugh 2013).

The data for the present study comprises 30 cases of pre-requesting and prompting an offer of assistance (Haugh 2017). The dialogues were extracted from a corpus of naturally-occurring data, recorded in one
workplace and one extended family. The analysis is carried out following the Brown & Levinsonian framework (Brown, Levinson 1987) combined with the Conversation Analysis methodology (for CA studies into (pre-)requests see, e.g., Rossi 2015a,b; Baranova, Dingemanse 2016).

The two groups are approached to as communities of practice, having their local interaction norms (for politeness within CoP see, e.g., Clark 2011). For example, a common response to a pre-request in the workplace is teasing, which can substantially expand the basic pattern. For some family members in the second community of practice it is not common to commit a request proper; they rather tend to hint and pre-request till succeeding in prompting an offer. Prosodic moves which serve as contextualization cues when pre-requesting include changing loudness and pausing.

Responding to a pre-request positively and trying to guess what is needed is intrinsic to cooperative communication. Not only the preliminary question itself, but also the adjacency pair and its expansions can be seen as a politeness strategy, with both participants taking part in it.

“Persian politeness in requests in academic settings”
Mirzaei, Azar

In polite linguistic behavior, a speaker modifies his linguistic choices based on how the speaker and his utterances are situated within a sociocultural context (e.g., Brown & Levinson, 1987). Politeness research has commonly focused upon sociocultural context such as social power and distance between interlocutors, while individual variation seems under-researched despite the fact that individual choices continually create and recreate that sociocultural context.

The present study combines broad social differences, such as power and distance, with individual psychological differences, particularly self-esteem, to study requests in Persian. In this mixed methods study, 36 Iranian men participated in open role-plays to collect controlled yet quasi-normal speech. After the role-plays, stimulated recall interviews were conducted to gather what speakers thought about their request choice in each prompt. Self-esteem was collected using the 10-item Rosenberg (1965) self-esteem questionnaire. Quantitative results were analyzed with mixed effects regression. Interviews were analyzed through inductive content analysis to identify themes and develop theory.

In alignment with Brown and Levinson’s predictions, speakers made more request head acts in different power situations (p-value=0.02). There was also a trend for high self-esteem Persians to make more head acts than low self-esteem Persians in those situations (p-value=0.07). Conventionally indirect, possibility which created in this study, (e.g., I wondered if it is possible for you to ...) was the most frequent initial request strategy in all power/distance scenarios, except the equal power/distance situation, where more indirect hints were selected. This counter-intuitive result may be due to topic (borrowing money) where speakers needed to check if their request complied with the addressee’ condition. Direct requests were least frequently chosen (8.33%).

In the thematic analysis, different emic understandings of Persian politeness were identified in which three main areas emerged in different academic contexts: cultural, individual, and traditional general social factors (Brown and Levinson, 1978). The overall difference between high and low self-esteem Persians concerned preparing strategies, supportive reasons and hierarchical wording choices.

“Pragmatic representation of directive speech acts in Spanish and English films”
de Pablos-Ortega, Carlos

Contrastive pragmatic research in English and Spanish has shown that certain speech acts are performed demonstrating high levels of indirectness in English, and conversely, a high level of directness in Spanish. Being indirect in English can lead to confusion, lack of clarity in the message or even misunderstanding by Spanish native speakers. On the other hand, using direct speech acts in English can be regarded as an invasion of one’s privacy, face-threatening and even offensive for native speakers of English from the politeness theory perspective (Brown & Levinson, 1987).

The main aims of the study, upon which this paper is based are, firstly, to explore the representation of directives in original script and in the Spanish and English subtitles of 24 films and, secondly, to contribute to the existing gap in the research of speech acts in subtitling. In order to ascertain contrastively how directives are conveyed in both languages, directive speech acts of 12 Spanish and 12 English comedy films were extracted and analysed. A total of 1966 examples of directives (828 for English and 1138 for Spanish) were found in the films. The linguistic analysis was carried out following Blum Kulka et al.’s taxonomy (1989) and was used as a model for the classification of directives.
The results shed light on the remarkable number of linguistic structures used to represent directive speech acts and on the use of indirectness, which was more widely represented in English than in Spanish; thus confirming that being indirect is a distinctive feature of English native speakers (Grundy, 2008).

“Disability terms and Im/politeness (on material from English and Georgian)”

Daraselia, Nino

Referencing people with disabilities is one of the sensitive issues in the modern globalized world. The norms of appropriate inoffensive verbal or non-verbal behaviour towards representatives of the given minority group remains the subject of much debate among linguists, human rights defenders, but more importantly, among individuals with disabilities themselves. The analysis of the English and Georgian data has shown that even neutral, at first sight positively connoted terms might trigger a very negative perlocutionary effect in the addressee(s); by contrast, certain non-euphemistic terms, directly indicating disabilities, seem to be quite acceptable for some disabled individuals.

The paper presents a cross-cultural study of structural, semantic and pragmatic peculiarities of English (BrE & AmE) and Georgian disability terms (above 60). The empirical data embrace samples of English and Georgian media genres (both spoken and written), dictionary data, the information obtained from social networking sites, English and Georgian informants, besides the data gained by observation and note-taking. Special emphasis has been placed upon English and Georgian Disability Etiquette Guides.

More precisely, the paper examines the following issues:
(a) English and Georgian disability term-building patterns; two models of disability (medical and social) determining peculiarities of the coinage of disability terms both in English and Georgian, and the ways of their realization in the languages under discussion.
(b) Semantic values and cultural specificity of the given English and Georgian disability terms.
(c) Pragmatic load of these terms in discourse, viz.: the analysis of the data from the perspective of im/politeness theory in different discourse genres, in in-group and out-group communication.

The study has shown that there is no consensus on the value of many disability terms; their semantics and pragmatics differ in the three cultures, in different fields, genres, social groups. Largely, the choice of a term type should be negotiated with the individual referred to.

“Authentic media and its pragmatic implications for non-native speakers: The case of Spanish soap operas”

Rico García, Mercedes and Laura V. Fielden Burns

In the linguistic information process, some steps occur almost simultaneously (Kreidler, 1998). In the case of intercultural communication in second or foreign language acquisition, a communicative act in which context plays a major role, trying to understand native speakers can create important ruptures in these processes. This is often a pragmatics failure, where misunderstandings may derive from basic differences in language structures and vocabulary (cognates) and cultural misinterpretation stemming from non-verbal language such as body language (proxemics, kinesics, gestures) and habits.

In the light of this, and through a fictional but realistic context, our proposal analyses the language and culture embodied in a Spanish soap opera to decode the meaning of Spanish cognates, as well as culture through non-verbal language and habits, based on similar research in other cultural contexts (Palma, 2005). This is analyzed in the context of teaching Spanish to speakers of other languages, where such media is useful as authentic material for the classroom (Orouijou, 2014), but which may be problematic for non-native speakers for the above reasons.

Through the identification /design of a typology of language cognates and the interpretation of non-verbal culture codes, our findings support the efficiency of using authentic input and the relevance of using non-verbal cues in context as the last step for receiving information in the foreign language learning process.
Panel 13: “Experimental Testing”

“Examining emotion detection in the production of formulaic language by undergraduate Spanish learners of English with the use of IntraFace”
Arrufat Marqués, María José

This study examined the effect of the use of a face recognition software named IntraFace on analyzing emotions in L2 English. The use of IntraFace to analyze language production in the field of Second Language Acquisition (SLA) is innovative, thus proving the importance of interdisciplinary research. This entails the combination of different fields of research in one same study, SLA and Computer Science in this case. The oral production of a cohort of fifteen undergraduate students enrolled in a public university in eastern Spain was collected at three different points in time over one month. Data were collected via an ODCT, in which some situations were presented in written form -accompanied by visual materials-, eliciting thus oral responses. Additionally, retrospective verbal protocols (RVPs) were also included in each of the situations to provide a more comprehensive analysis of students’ emotions and rationale for their oral production. Participants’ performance was video-recorded and analyzed with IntraFace, a software which recognizes a series of emotions, namely, happiness, sadness, neutrality, surprise and disgust while people speak. When a video is being run with IntraFace, all emotions are detected and stored. In turn, RVPs were transcribed and analyzed. Results showed that participants reacted happily to situations that were familiar to them; and awkwardly, neutrally or sadly to situations unknown to them. Results from the analysis of participants’ RVPs showed some trends that developed from the first to the third data collection points which shed light on these results, since participants’ accounts to why they had provided such oral responses explained those emotions. For those situations to which participants had received previous instruction, or which they had previously lived in other countries, positive reactions were detected on their faces. On the other hand, less positive emotions were detected on participants when they were presented with situations they had never been involved in or which they had but felt awkward or uncomfortable with, when students compared their production in their L1 to the one they provided in the aforementioned ODCT. Taking these results into account, we discuss the use of IntraFace for further research purposes in SLA.

“The aging factor in processing presuppositions”
Di Paola, Simona and Filippo Domaneschi

Presuppositions (PSPs) are information communicated as taken for granted and constitute a core level of pragmatic processing. However, compared to other pragmatic phenomena, experimental research in this field is less abundant. In particular, research on the effect of aging in PSPs processing is still lacking. In fact, there is experimental evidence only with respect to the turn-taking system and figurative language. The present work aimed at investigating if and how normal aging impacts PSPs processing. Three research questions were addressed: (i) does aging affect the online processing of PSPs? (ii) Does it affect the ability to recover from the discourse mental model presupposed information? (iii) Does it affect updating the discourse mental model with presupposed information?

In a word-by-word reading times paradigm, 21 younger (mean age: 22.47) and 20 older adults (mean age: 63.3) read 3-sentences stories (N. 60) and answered 3 true/false questions after each story. The target sentences contained a definite description (DD) or a change-of-state verb (CSV). There were 2 conditions obtained manipulating contextual information such that the PSP triggered in the target sentence was satisfied (i.e. SAT) or needed accommodation (i.e. ACC). Verbal Working Memory (WM) was assessed too, since it typically declines with age and might be prominently involved in PSPs processing [4]. We collected: (i) the word-by-word reading times on target sentence; (ii) response times and accuracy to target questions.

Three most important results emerged from this study. First, processing a PSP was costlier for older than younger subjects on the word following the PSP trigger (p<0.05), with even greater efforts for CSVs than DDs (p<0.05). Second, recovering an accommodated PSP triggered by DDs took longer for elderly subjects (p<0.0001). Third, WM differently accounts for the recovering of information triggered by CSVs in ACC depending on age group: even for elderly participants with higher WM scores response times were longer than younger subjects, for whom the higher the WM scores the faster the response times (all ps<0.05).

These data suggest that aging affects PSPs processing. CSVs are costlier for elderly adults, presumably because CSVs involve a demanding temporal representation. Moreover, recovering presupposed information from the discourse mental model declines with aging too. Finally, the decline with aging of working memory ability seems to affect presupposition processing and can partially account for variation in processing.
This paper presents a perceptional study on accent variation in twelve Flemish audio plays by Het Geluidshuis. We focus on these audio plays, which target elementary school children, for two reasons. First, the lack of visual stimulus entails that many of the mechanisms traditionally used in animation to portray characters are unavailable. The Geluidshuis fairytales come to life solely through dialogue, music and sound (Crook 1999), foregrounding accent variation as a powerful tool in stereotype formation (cp. Lippi-Green 1997, Stamou 2011). Second, the plays are distributed in Flanders, a region characterized by a complex interplay of hyperstandardization (see Jaspers & Van Hoof 213), pluricentricity (see Geeraerts & Van de Velde 2013) and Contemporary Urban Vernaculars (see Marzo 2016), providing Het Geluidshuis with a wide variety of accents and stereotypes to draw from.

Against this background and linking up with recent work on the acquisition of stereotypes and variation (Kristiansen, 2010; De Vogelaer & Katerbow, 2017), our paper addresses the question whether children also perceive the stereotypes attached to the Geluidshuis characters through accent variation when they are presented with these accents in isolation (cp. Wagner et al., 2013).

A two-tiered approach is used to tackle this question:

1. Through scrutiny of our corpus of twelve Geluidshuis plays, we draft an inventory of the accents used by Geluidshuis and of the personality traits they index, resulting in an accent-by-traits matrix for 244 characters. The matrix reveals several re-occurring associations, e.g. between peripheral Flemish accents and boorish characters, or between Standard Dutch and protagonists.

2. Through an experimental set-up, we then verify whether children are able to derive these associations between accent and traits when presented with the accents in isolation. After listening to 20 second audio clips extracted from the plays, 64 children aged 9 to 10 conduct a free response experiment (Grondelaers & Van Hout, 2010), closing off with answering more traditional Likert scales. Results reveal how children share strong stereotypes for some of the accents which coincide with the Geluidshuis norms, whereas no clear line is found in their evaluation of other stimuli.

Our interpretation of the results will focus on the interplay between context, culture and variation.