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KEYNOTE PRESENTATIONS

Informing and arguing with expressions of quantity

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It's often assumed, following Grice, that a cooperative speaker will make the most informative assertion that they can (given the current conversational needs), and that hearers are entitled to draw inferences about the falsity of informationally stronger alternatives that went unuttered. However, in contexts involving persuasion, speakers' behaviour seems to depart from this expectation - we might think that a speaker who affirms that their university is "among the top 20 in Europe" is making a better argument for its excellence than one who affirms that it is "among the top 19 in Europe", even though the former argument is informationally weaker.

Even in this relatively simple case, the aim of arguing successfully seems to impose an additional constraint, beyond informativeness at a semantic level. The challenge of selecting the right information to convey in order to bring about successful argumentation is still more complex in more elaborate scenarios with more semantically truthful options in play - and the theoretical implications are also more complex, as we have to consider alternatives that are neither strictly more nor strictly less informative, in terms of their entailment relations.

In this talk I discuss the idea of argumentative force as applied to the analysis of quantity expressions, drawing upon some recent data from tasks in which participants are asked to describe scenarios in a deliberately biased fashion. I consider

whether the argumentative potential of quantity expressions could reasonably be considered part of the semantics of their meaning (with reference to cases such as "at most" versus "up to") or whether it can be explained as a pragmatic epiphenomenon. And I look at whether we can treat the use and interpretation of argumentative quantity expressions within a model of rational inference.

Mock aggressive and genuinely aggressive humour on social media

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This presentation addresses the interface between humour and aggression on social media based on an analysis of two *online communities of practice* (Lave and Wenger 1991; Eckert and McConnell-Ginet 1992), namely two markedly different but equally controversial subreddits (see Dynel and Poppi 2019, 2020). I show that aggression that brings about humorous effects can be of two distinct kinds, namely *genuine* aggression and *mock* aggression, which is overtly pretended. Teasing apart these two forms of aggression underlying online practices necessitates appreciating the respective community members' emic (cf. Pike 1980) understandings of the interactional activities in which they are engaged.

Both kinds of humorous aggression serve affiliative purposes among anonymous community members, being amenable to consideration in the light of the (well-entrenched) *superiority theory of humour*, which captures *disparagement humour* (Ferguson and Ford 2008). However, similar to aggression, disparagement humour is claimed to bifurcate into two types. In the case of genuinely aggressive humour, the disparagement is of the *disaffiliative* type, for the interactionists' goal is to deprecate the target in order to reap humorous rewards. On the other hand, in the case of mock aggressive humour, the disparagement is a matter of *autotelic* activity performed within a *humorous frame* (see

Dynel 2017, 2018 and references therein) and premised on a tacit "this is play" assumption (Bateson 1956).

Main references:
Dynel, M. & F. Poppi (2019) Risum teneatis amici?:The socio-pragmatics of RoastMe humour. *Journal of Pragmatics* 139: 1-21.
Dynel, M & F. Poppi (2020) Quid rides?: Targets and referents of jocular RoastMe insults. HUMOR DOI: https://doi.org/10.1515/humor-2019-0070

Quotations in context

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Quotations have been described as a kind of metarepresentation (Wilson 2012), as a kind of expositive speech act (Austin 1975), and as a higher-level illocutionary act type (Oishi and Fetzer 2016). They are used to import one or more discursive contributions or one or more of their constitutive parts into another context, bringing in not only the quoted excerpt but also its contextual coordinates.

The goal of this paper is to examine the formatting and functions of quotations in discourse, considering in particular the entextualisation and metarepresentation of contextual coordinates, felicity conditions, presuppositions and intended perlocutionary effects. The paper will show that the formatting of a quotation as direct, indirect, focussing, hypothetical, mixed or mixed type (Fetzer 2020) and the linguistic realisation of metadata is interdependent on the quoter's communicative goal and their intended perlocutionary effects as well as on the discursive constraints of the quoting discourse. This also holds for the formatting of a quotation's constitutive parts: quoter, source, quoted and quotative. Because of more and less explicit references to these metadata, quotations display a higher degree of explicitness than the quoted original.

Quotations may fulfil various argumentative and interpersonal functions: they contribute to the positioning of quoter, quoted, source and recipients vis-à-vis each other, and they may be used to secure discourse common ground.

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The role of pragmatics in language change:
A new look at reanalysis

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Despite being often considered to be one of the most central mechanisms of language change, the concept of reanalysis has been subject to some controversy. Not only have doubts been raised about its overall importance, but its definition, specific aspects of the phenomenon as often understood, its relationship with other forms of change, and its theoretical and empirical status, have been queried.

This paper defends a view of reanalysis as a key phenomenon in grammatical change (defined broadly as including meaning change). I argue that reanalysis is a mechanism of change that is fundamentally conditioned by pragmatics, rather than by (morpho)syntax, and which is driven by hearers trying to make context-relevant sense of the words they hear.

I propose a Constructionalist definition of reanalysis, arguing that an interactionist point of view offers independent justification for assuming that reanalysis is a significant factor in language change, and I distinguish two different subtypes of reanalysis, "neo-analysis" *vs* "re-analysis", according to whether or not the hearer's mental grammar already includes an existing analysis of the reanalyzed construction.

I pay specific attention to the central role of context in reanalysis, arguing that what characterizes the key type of contexts in which reanalysis takes place is vagueness or underspecification, rather than ambiguity, as has traditionally been assumed. Subsequently, I discuss the role played by

frequency, both in triggering reanalysis, and in the process of entrenchment of a reanalyzed construction.

Time permitting, I will seek to place reanalysis within a broader typology of forms of language change, with a focus on forms of change that do not constitute reanalysis, and what makes them different from the latter.

The main points made will be illustrated with examples from French and various Scandinavian languages.

REGULAR PRESENTATIONS

Lip service or real offer? Investigating responses to compliments by Egyptian EFL learners

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Compliment responses (CRs) are widely used speech act behaviours that are typically regarded as having linguistic as well as social norms. This fact indicates that responding to compliments is a salient attribute of discoursal interactions. Moreover, CRs generally reflect the social-cultural standards and varieties of certain speech communities. According to Yu (2005), compliments are very complex; a compliment can function both as a positive or negative politeness device. Consequently, CRs pose a politeness dilemma for the recipient (Leech, 1983 & Jucker, 2009). In addition, the complimenter, the complimentee, the occasion, the context, as well as the kind of provided compliment are of great significance in relation to the interpretation of the compliment in terms of politeness and appropriateness.

This paper is an attempt to investigate CRs produced by Egyptian EFL learners through a Discourse Completion Test (DCT). The aim is to gain an insight into the politeness strategies employed by Egyptian Arabic native speakers (EANSs) by shedding light on how young Egyptian EFL learners react when receiving compliments in English and in Egyptian Arabic. Comprehension is a skill that requires higher EFL proficiency levels so that the students can understand the questions properly, demonstrate a certain level of pragmatic familiarity in the target language, and thus eliminate language barriers that can strongly influence the research results. For

these reasons, the sample selected for this small-scale study comprises 30 responses by 15 English-majored university students (11 females and 4 males). Two versions of an online DCT were administered, one in Egyptian Arabic and the other in English to investigate transfer effects. The DCT consisted of 6 different compliment situations related to appearance, possession and performance/ability. Responses were categorised according to the following strategies: thanking, wishing, rejecting, doubting, topic shifting, explaining, encouraging, offering the complimented object or help, returning the compliment, joking, expressing gladness, agreeing, combining two or more strategies as well as combining strategies with non-verbal responses. The data reflected some social-cultural norms of the Egyptian society. Gender-based differences in CRs have also been considered, and classroom implications that could apply to EFL teaching in the Egyptian context are proposed.

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Impoliteness framework in Iranian televised presidential debates: Based on the concept of *Âberu*

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Little research exists on impoliteness in non-Western contexts, where theoretical and analytical perspectives would be different from those in Western contexts. This paper suggests an impoliteness framework that takes the Iranian political discourse, being an Eastern country, into account. It also identifies the types of strategies used by Iranian candidates in televised presidential debates.

The televised presidential debate between Mahmoud Ahmadinejad and Mir-Hossein Mousavi in 2009 is consulted as the main data. YouTube online archive, the secondary source of data, has been applied to have access to both verbal and non-verbal interactions between candidates. Mahmoud Ahmadinejad's interaction is used for illustration.

The suggested framework is based on three models. First, impoliteness is generally regarded as breaching intentionally or unintentionally the overarching macro cultural schema of politeness, which has five lower-level cultural schemata (Sharifian and Tayebi, 2017). Based on the competitive nature of this study, only the violation of the *âberu* cultural schema is regarded as impoliteness. Second, that understanding is adjusted in line with Bousfield's (2008) statement that impoliteness is an intentional and unmitigated act to threaten one's face. This study, therefore, considers impoliteness to be an *âberu*-threatening act that results from an intentional, rather than unintentional, breach of the *âberu* cultural

schema in an unmitigated manner. Third, Iranian politicians intentionally attack the three aspects of the *âberu*: their opponents' *âberu*, their opponent's significant others' *âberu*, and their opponent's party's *âberu*, derived from Bull's et.al (1996) model of politicians with three aspects of the face. Depending on which aspect of the *âberu* has been attacked, candidates can directly or indirectly damage their opponent's *âberu* by intentionally breaching the *âberu* cultural schema.

Constructing otherness: Analyzing tolerance discourse through social media

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The increasing role of social media has inspired a new and rapidly growing field of interdisciplinary research, which provides the opportunity to explore social and cultural reality and its linguistic embodiment. The social media provide a convenient platform for the reproduction and maintenance of various sociocultural judgments, values and stereotypes important for certain groups and for society as a whole. All these extralinguistic phenomena reflect in language, which represents a struggle for the categorization of sociocultural space. Through language symbolic polarization is realized, "self" and "other" are separated. While in-groups ("us") are characterized positively, out-groups ("them") are not. The discussion of important topics of modern life moves from the real to the symbolic in social networks and blogs, where discourse forms categories of perception of the world. The current study investigates the pragmatic strategies of otherness in social media texts with mutually exclusive value positions but united by the theme of tolerance. The author considers the pragmatic strategies of othering as a part of discourse of power, which allows symbolic dominance over the "other". The pragmatic strategies of stereotyping, marginalization, prejudicing, rejecting, dehumanization, and demonization actualized in narrative and metaphorical forms are highlighted. Explicit and implicit linguistic mechanisms of othering are categorized.

The grammaticalization of rhetorical questions

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Questions are used for multiple discourse purposes, beyond just seeking for information-bearing answers. Questions of a specific kind that are associated with a specific discourse pattern (Ariel, 2008) might serve as a fertile ground for rhetoric interpretations via contextual deduction (questions cannot serve as a discourse pattern on their own right) and even for various grammaticalization processes (e.g. Herring 1991 for rhetorical questions in Tamil, Koshik 2005 for rhetorical questions in English). Like any other linguistic phrase that is consistently associated with a certain discourse pattern, questions might gradually lose their original function (in this case: questioning) and turn into linguistic constructions that bear an altogether different meaning than the compositional meaning of their parts. This type of grammaticalization process is the focus of this paper. It is a two-stage process whereby questions lose their original questioning function. Initially, they are recruited to convey the strong and emotional speaker's stance (usually his/her resentment) towards a salient discourse assumption or claim. Then, this interpretation becomes a salient discourse profile of the specific questions, it fixates so that these questions become Goldbergian constructions (Goldberg, 1995), which I call Constructional Rhetorical Questions (CRQ). These constructions pair a certain form with a certain meaning un-compositionally (their meaning is not composed of the meanings of their parts). In other words, the relevant

questions: (a) are never interpreted as 'real' (information-seeking) questions and (b) there is no way of predicting their meanings based on the meaning of their parts or based on other related constructions. Thus, we witness a linguistic historical-change process of question forms whose linguistic recruitment and pragmatic usage eventually becomes semantic (to the point where the question is not even perceived as a question any longer). In this paper I focus on four types on RQCs in Hebrew, based on several corpora.

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Intentionality of poetic discourse

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The paper presents a conception of poetic text analysis from the perspective of speech act theory, which elaborates on J. Searle's intentionality concept, T. v. Dijk's view on literary speech act resting on the author's intention and A. Merilai's pragmapoetics.

Based upon the Jakobsonian notion of self-referentiality, A. Merilai believes that poetic utterance, as a specific way of language usage, performs two speech acts that correspond with two contexts of literary perception: 1) the narrow context, or the aspect of the content and reference, 2) the broad context, or the aspect of the expression and self-reference.

Developing this point, I propose to distinguish two kinds of author's intention in the poetic discourse: referential and aesthetic, which correlate with the two contexts. The aesthetic intention is the author's mental direction at the created word form with a positive emotional-evaluative attitude toward it.

In a poetic text, the author can express: a) content, by correlating words with states of affairs in the external world, i.e. making reference per se; b) his attitude toward this content, i.e. a referential intention; c) his attitude toward the language form, through which the content is expressed, referring utterances to themselves or making self-reference, i.e. an esthetic intention.

Thus, two speech acts are performed simultaneously:

1) referential, based on the reference per se and the referential intention; it involves an illocution and is fictional, as the sincerity rule is violated;

2) self-referential, based on the self-reference and the esthetic intention; it is a subtype of expressive illocution; the author has an illocutionary goal to express a positive emotional-evaluative attitude toward the word form, as well as a perlocutionary goal to affect the reader's aesthetic feelings regarding this form.

The author's referential and aesthetic intentions are reflected both at the level of utterance and the whole text.

Two communication levels of the narrow context are taken into consideration: vertical and horizontal. One more level is added – aesthetic communication, which is inherent in the broad context.

The suggested conception is developed on poetry texts of "New objectivity", a literary movement in German Weimar Republic 1918–1933.

Visualisation of discursive act components in advertising text

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The paper provides a pragmatic analysis of modern English advertising discourse in printed consumer advertising texts.

Modern linguistic studies look into the complex of nonverbal components, as well as their interaction with the verbal ones (Ch. Forceville, U. Meyer, R. Opiłowski, T. Škerlavaj and others). An advertising text is commonly viewed as a whole multimodal sign construct which consists of verbal and nonverbal signs in written form, is produced within the advertising discourse and reflects the producer's intention to influence the recipient's decision to purchase a product or use services.

Given the modality of the advertising text, the producer's communicative actions are considered discursive acts rather than speech acts. The advertising discursive act is a discursive interaction between the advertiser and consumer initiated by the advertiser's intention to offer a product / service by means of a multimodal text.

The advertising discursive act is implicit, i.e. has a primary directive illocution at the deeper level, while implying a secondary illocution of assertive, directive, emotive, commissive or phatic type. The primary directive illocution – the addresser's offering products or services to the addressee – is expressed in the basic act *Buy our product! / Use our services!*.

The constituents of the advertising discursive act (proposition, illocution, and perlocution) can be verbalised and/or visualised in the nonverbal components of the advertising text.

Visualisation of the proposition may be selective (that of a certain term) or global (the whole proposition). A situation relevant to the advertised product is visualised, so implicatures are built only on the propositional relation between verbal components and the image.

Only emotive illocutions (which can be secondary in a discursive act) can be visualised. The addressee perceives the emotional image unconsciously, which makes for soft sell advertising, brand recognition and emotional satisfaction from consuming the product.

The perlocutionary goal is visualised through the image of the addressee who has bought the advertised product.

Illocution and perlocution can be visualised through verbal components or solely within the image.

Thus, the image interacts with the verbal components and builds its pragmatic potential.

A discursive construction of the failure-success dyad in American society

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Success is one of the most important values in American society. American success has many faces, which have been investigated in many academic disciplines (e.g. economics, philosophy, political science, social psychology and sociology). However, behind many successful "enterprises" there are often failures. The failure-success dyad is characteristic of many "American stories." The paper is to analyze representations of failure and success in American high achievers' public discourse. The linguistic data used in the analysis is the corpus of 100 commencement addresses delivered in American universities. The majority of the addresses include personal narratives in which the speakers describe their ways to success, which are often marked by failures. The analysis of the discursive construction of the failure-success dyad will be conducted within the framework of Critical Discourse Analysis, its discourse-historical approach in particular (Wodak, 2001; Wodak et al., 2009; Reisigl, 2018). CDA will be combined with rhetorical studies (as it is an analysis of speeches) (Eisenhart & Johnstone, 2008) and Cultural Studies (as an analysis of culture-specific discourse requires taking a cultural perspective) (Hall, 1996; Barker & Galasiński, 2001).

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Narrative identities of females with Turner Syndrome

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The study aims to uncover and explore social identities of women suffering from a genetic disorder called Turner syndrome (TS). Its main symptoms are the complete or partial absence of one of the X sex chromosomes and resultant infertility as well as a short stature. While the genetic design of TS individuals seems to contradict biology, genetically they are sexless, their karyotype is feminine. Therefore, the way TS individuals construct and perform their discursive identities to fit or not dichotomous male and female prototypes is an intricate issue. One fundamental question that arises here is whether they identify with females rather than males, and if so, do they head for and support traditional discourses of femininity and female social roles or subvert them preferring postmodern feminist views of genderfree roles and positions.

To address this question, a linguistic analysis of several narratives delivered by Polish TS females in semi-structured interviews will be conducted. The analysis draws on the 'small story' paradigm developed by Michael Bamberg (2010, 2012, 2016) who claims that in interaction, narrative is not only used to convey meaning and exchange information, but also to construct identities of the interlocutors. Thus narrative is treated in a functional way where its formal structure is integrally associated with its use while any deviations from it are relativized as a consequence of a user's deliberate activity. The analysis should therefore explicate the extent to which the storytellers are actors in creating their own

gendered identity, and to which they are positioned by dominant discourses of gender and social roles.

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What is said, what is meant, and what is unsaid

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According to traditional Gricean analysis, conversational implicatures are carried by the saying of what is said (Grice 1989: 39). In this paper, it is argued that, whenever a speaker implicates a content by flouting one or several conversational maxims, her implicature does not only relate to her saying what she says and the way she says it, but also to her *not saying* what *would have been normal* to say in that particular context. The aim of this paper is thus to point out a new distinction in the Gricean analysis of conversational implicatures. The claim is that some conversational implicatures are not built only on *what is said*, but rather on what is said in combination with *what should have been said and was not said*. Thus, an essential feature of some conversational implicatures is the interlocutors' knowledge not only of the conventional meaning of the words used (Grice 1989: 49), but also of the conventional meaning of the words that should have been used and were not. This distinction between conversational implicatures that only relate to what is said and those that are built on what is said in combination with what was not said corresponds to the Gricean distinction between conversational implicatures that arise without exploiting any conversational maxim, that is, without blatantly failing to fulfill a conversational maxim, and those that, by contrast, arise by means of an exploitation (Grice 1989: 30). In other words, conversational implicatures that arise without maxim exploitation are only built on what

is said, while exploiting ones are carried by the saying of what is said in combination with the non-saying of what should have been said and was not. The prediction is thus that non-exploiting implicatures are much more dependent on the utterance used than exploiting ones. This hypothesis seems to be confirmed by the "false assertion test": assuming that the assertion generating the implicature is ostentatiously false, and that the hearer is aware of it, it will be shown that the speaker's intended implicature affects the hearer differently depending on whether it arises by exploiting a conversational maxim or not.

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Precedent proper names as tools for implementation of communication strategies and tactics in multimodal videotexts of Russian political advertising

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In the Russian linguistic tradition, the term 'precedent names' refers to proper names which are well-known and related to some common (to the speakers of a particular language) cultural and encyclopedic knowledge of the corresponding denotations. Precedent names are of a great research interest because they largely reflect the cultural orientation of a certain linguistic community and at the same time form this orientation by influencing considerably the social and, therefore, verbal behaviour of its members. The objective of this research is to analyse the role of precedent proper names in the implementation of communication strategies and tactics in political advertising videotexts. In terms of research material, the author regards the texts of political advertising video clips issued within the presidential campaigns in Russia from 1990s until present. The uniqueness of these texts consists in their multimodality – use of verbal and non-verbal signs to create particular images and convey meanings. Thus, one of the most important methods used in the research is the semiotic approach, which, together with the methods of discourse analysis and rhetorical analysis, allows to study specific features of meaning making and linguistic manipulation within multimodal videotexts.

The research has shown that precedent proper names in Russian political advertising videotexts contribute to the

implementation of three main communication strategies: those of self-presentation, discredit and manipulation. In the scope of the first one, precedent onyms are mainly used in the tactics of image modelling. Within the discredit strategy, these names serve as tools of denunciation tactic. Finally, in the manipulation strategy, precedent names are most often involved in the implementation of emotion-provoking tactics. Importantly, the use of non-verbal components in the studied videotexts allows to illustrate verbal names or create such images that evoke particular verbal names in the consciousness of the target audience. Overall, the use of precedent names in communication strategies and tactics allows to increase the pragmatic effect of political advertising videotexts.

Intentionality modifiers and two issues at the semantics/pragmatics interface: communicative organisation of sentences and speaker's evaluation of the commented act

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Intentionality modifiers (adverbs such as *(un)intentionally, (un)purposefully* or *deliberately*) are typically presented as a class distinct both from metatextual comments and from evaluative adverbs. Unlike the former, which are speaker's thematic comments on what is said, intentionality modifiers *are* included in the basic sentence structure, and unlike the latter, which convey overt evaluations, they do contain an objective information about the subject-action relation (i.e. whether the subject intended to do what she did or not). However, both metatextual and evaluative components are present in such adverbs, and they actually have a subjective-ascriptive character rather than an objective-descriptive one. It is argued that they operate on sentences with a specified communicative structure (interpreted in the context), and that both 'intentional' and 'unintentional' adverbs divide a semantic-syntactic structure of the sentence into two parts, namely a presupposed intentional action p and its result q, focalised in the sentence; distribution of p/q is associated then with a communicative structure of the sentence. In basic constructions intentionality modifiers are not comments on actions themselves, but on action results – the results that are viewed as relevant to the speaker and/or the addressee. Thus their semantic/pragmatic features are strictly correlated

with their syntax: they modify the part of VP that represents the resulting event, and not VP as such. In other possible constructions VP as a whole represents q, and p remains implicit, derived from the context, or otherwise, VP represents p, with implicit q. In any case, in order to interpret a sentence adequately, the addressee first of all has to identify the p/q distribution intended by the speaker, which is not a trivial task due to regular ambiguity of sentences in this respect. Sometimes even two opposing adverbs can be used (truthfully) in reference to one situation, depending on what p and q are "extracted" from the situation by the speaker. Trying to resolve the controversy over which adverb is "the proper" one, without agreement on the very distribution of p/q, is pointless then, since it is based on a fundamental misunderstanding.

Between truth and imagination. The pragmatics of celebrity gossip headlines in weekly magazines

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Gossiping is a conversational activity that deviates from the Gricean maxim of quality in that it may involve speculation, exaggeration, or falsehoods, without losing interest to the listener. However, while it seems that gossiping meets rather low standards of truthfulness, listeners probably would lose interest in the gossip if they knew for sure that its contents were false, or essentially unreliable (cf. Adler 2007).

While the concept and the practice of gossip(ing) is a recurrent research topic in various disciplines such as ethnography (Bergmann 1987), moral philosophy (Holland 1996), narratology (Vermeule 2006), or social psychology (Franks & Attia 2011), the semantics and pragmatics of gossiping is still underexplored. In my talk, I will approach the meaning and functions of gossip based on a case study of celebrity gossip headlines in German weekly magazines, such as (1) and (2).

(1) Welche Rolle spielte Barbara bei der Trennung? (Bunte, 7.6.2018)
What role did Barbara play in the separation?
(2) Herzogin Kate: Hat sie genug vom Mutterschaftsurlaub? (Gala.de, 10.7.2018)
Duchess Kate: Is she fed up with maternity leave?

(1) and (2) trigger readers to seek for evidence in the accompanying text as to Barbara's role in the separation of

Boris and Lily Becker, or as to Duchess Kate's being fed up with maternity leave. While it may turn out that the article does not really answer the question posed in the headline, headlines such as (1) and (2) are common linguistic means to frame gossip, stimulating cognitive processes of assessing the respective celebrities' behavior against the value system of the reader.

The basic question of my talk will be whether gossip is essentially unreliable. I will approach this question from the perspective of research on truth in fiction, arguing that as far as a piece of gossip is introduced via assertion, it must meet standard demands of truthfulness. However, the case study shows that not all gossip is communicated via assertion; rather, gossip is often communicated by means of different kinds of question headlines. Against this background, I will discuss the pragmatic functions of different kinds of question headlines in celebrity gossip in the light of truth-telling, fictionality, and the Gricean maxim of quality.

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Evidential origo and the status of evidentials in Turkish

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That evidentials are context dependent expressions is a well known fact in natural languages. While evidentiality is taken to be a speech act level phenomenon in some languages since they are embeddable, their status is subject to investigation in other languages (cf. Faller 2007). Turkish permits evidentials both in root clauses and in embedded clauses, hence evidentiality cannot be thought of specifically as a speech act level phenomenon in Turkish. Aside from the mere fact that evidentails are embeddable in Turkish, an investigation on the status of evidentials should focus on how the perspective from which an evidential is interpreted *a.k.a* the *evidential origo* in the embedded clause. The *evidential origo* is analyzed on a par with indexicality in the literature (see Garrett 2001, Sauerland and Schenner 2007 a.o.). This paper focuses on the interpretation of embedded evidentials and their pragmatic character. We show that there is reason to argue against a speech act analysis of evidentials in Turkish and suggest that evidentials have truth conditional effects in matrix clauses. Furthermore, we suggest that building on the fact that the *evidential origo* is a phenomenon that relates to indexicality, the perspective from which an evidential is interpreted becomes important. There are, in principle, two possible interpretations of the *evidential origo*. It may refer to the speaker of the actual speech act or to the speaker of the reported speech act. If the *evidential origo* is interpreted as the speaker of the actual speech act it is shifted. Turkish

evidentials exhibit shifting properties of the *evidential origo* which in itself is an argument in favor of their pragmatically driven nature. We claim in this paper that evidentials are subject to pragmatic restrictions in their use both in the matrix and embedded clauses.

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Evidentiality and (inter-)subjectivity
in English and Spanish orality

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An expression is evidential(ly used) if it expresses the source of information. The notion of intersubjectivity is used with (at least) two different meanings in the literature, which we call 'intersubjectivity$_1$' and 'intersubjectivity$_2$'. The former refers to the notion of common/general knowledge: certain means of expression are interpreted as being intersubjectively used when the speaker shares/assumes sharing knowledge with the interlocutor. Intersubjectivity$_2$, by contrast, is clearly related to discourse functions of particular means of expression in interactional settings, paying attention to the speaker-hearer constellation.

As subjectivity and intersubjectivity are best described as gradient phenomena, these concepts are perfectly combinable with evidentiality. The examples containing propositions that are marked by cognitive verbs are to be interpreted as the 'most subjective' utterances as *creo* and *I think* indicate "affective evidence" (evidence depending on the speaker's *ego*):

I couldn't -- my wife -- she fell asleep in the bathtub, **I think.** I was downstairs. (The Bathtub Mystery [...]; NBC_Dateline)

The degree of subjectivity decreases if the speaker provides – maybe intersubjectively comprehensible – reasons for this

thinking so that the evidential domain becomes more prominent:

No creo que sea capitalista **porque** era feudalista [...] (Habla Culta:La Paz:M31)[1]

For Spanish, the use of the subject pronoun (*yo*) is regarded an indicator of intersubjectivity$_2$ because it predominantly shows up in interactive contexts (even in combination with short questions/particles requiring back-channel behaviour):

Inf. B. - -... en gran parte**, creo yo**, **¿no?** Inf. A. - -... y a veces... [...] (Habla Culta:Caracas:M26)[2]

So, in the present paper, we negotiate the relationship between evidentiality and (inter-) subjectivity, arguing that both dimensions do not necessarily exclude each other. Our argumentation is backed up by a qualitative analysis of Spanish and English expressions combining both dimensions, i.e. cognitive verbs, taken from the oral parts of the CdE and CoCA.

Corpora:
CdE. *Corpus del Español*. http://www.corpusdelespanol.org/**.**
CoCA. *Corpus of Contemporary American English*. http://corpus.byu.edu/coca/**.**

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[1] '**I don't think that** he is capitalist **because** he was feudalistic'.
[2] 'Inf. B. - -... mostly, **I think, right?** Inf. A. - - … and sometimes…'.

Pragmatics and semantics in the evaluation of natural argumentation

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The importance of pragmatic factors in the assessment of argument has long been recognised in the European tradition of argumentation theory, largely thanks to the development of the Pragma-dialectic approach of van Eemeren and Grootendorst and their followers. While their approach is deeply imbued with Gricean Speech Act theory and the conception of argument as dialogue, they give rather scant attention to semantic considerations and how they relate to the understanding of the acts of commitment made throughout the discourse. On the other hand, the informal logic movement in North America has traditionally focussed on reasoning structures, and while acknowledging language as a possible source of fallacies, has rarely shown interest in a deeper examination of the meaning of the linguistic forms used to express logical ones.

My own tool for the evaluation of argumentative discourse, the Comprehensive Assessment Procedure for Natural Argumentation (CAPNA), is based on an understanding of argumentation as having three, distinct, but related, parts: procedure, reasoning, and expression. As a consequence the CAPNA has three levels of evaluation, at any of which an argument may be rejected if a procedural question cannot be satisfactorily answered. The three elements can also be characterised as the pragmatics, the logic, and the semantics

of the considered argument, and are given equal weight and importance in the procedure.

In this presentation, I describe the importance of pragmatics to argumentation theory, explain the theoretical background and practical operation of the CAPNA, and discuss how the assessment stages of procedure and expression relate to the broader areas of pragmatics and semantics, as well as how they affect one another. This last point is then used to illustrate the importance of employing an approach to evaluation which considers all elements and their interrelations, rather than one in which certain factors are made paramount and prioritised at the expense of others.

Pragmatic competence in adults with and without developmental dyslexia

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In pragmatic linguistic research, empirical approaches gain an increasing amount of interest. Here, we combine the two research disciplines of pragmatics and cognitive sciences. We do that at the example of assessing pragmatic competence within the framework of dyslexia research. Developmental dyslexia is a language disorder that is usually diagnosed when learning how to read and write. While dyslexia negatively impacts many language skills, relatively little is known whether skills of pragmatic competence are also compromised in individuals with dyslexia [1].

Few prior studies found support for an association between limited pragmatic competence and developmental dyslexia [1 - 4]. However, these studies have mainly focused on children populations with developmental dyslexia and/or speakers of intransparent languages. The present analysis takes a different path and assesses pragmatic competence in two groups of native German adults with and without developmental dyslexia. Furthermore, it aims to evaluate to what extent the *Double-Deficit Hypothesis (DDH)* [5], a prominent model for the sub-classification of dyslexia symptoms in intransparent languages, can be applied to adult speakers of a transparent language with developmental dyslexia.

The present study addresses the following research questions: Are there differences in the self-assessment of pragmatic competence between dyslexic and non-dyslexic participants? Do participants with developmental

dyslexia consider their pragmatic competence to be worse compared to the non-dyslexic control group? Finally, to what extent can the *DDH* classification be applied to a group of adult speakers of a transparent language with developmental dyslexia?

In order to answer those research questions, two groups of adults with and without developmental dyslexia (n = 24, in both groups) were tested on an extensive behavioural test battery. To evaluate pragmatic competence, a questionnaire with different pragmatic categories was developed and statistically evaluated for group differences. The subgroups of the *DDH* were classified by comparing the results of the dyslexic group in various reading, spelling, phonological and rapid naming tests with the results of the non-dyslexic group. By combining the two research disciplines of pragmatics and cognitive sciences, we show that pragmatic competence is empirically assessable and that a combination of both disciplines proves an exciting research endeavor.

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Negative emotions in conflicts (the Anglo and Russian cultures compared)

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The present research falls within the realms of ethnolinguistics, pragmatics and conflictology. It focuses on a wide spectrum of emotions experienced and expressed by the representatives of the Anglo and Russian cultures involved in conflicts, or quarrels, and approaches the issue of metaphor in a cross-cultural context. Conflicts as situations "in which actors use conflict behaviour against each other to attain incompatible goals and/or to express their hostility" (Bartos and Wehr 2002:13) are associated with frustration due to blocked goals and aggression, which inevitably leads to verbal expression of such negative emotions as anger, rage, sorrow, indignation, insult, anxiety, etc.. The study aims at: 1) identifying cases of metaphorical conceptualisation of strong negative emotions within the two cultures under discussion; 2) establishing culture-specific, or within-culture, metaphors by identifying culture-bound source domains. The corpus for the present study consists of 80 conflicts identified in contemporary British and Russian drama. Plays written by the representatives of *In-yer-face* theatre, David Eldridge and Philip Ridley, and the representatives of "*novaja drama*" ("new drama") Ivan Vyrypajev and the Presniakov brothers, have been chosen as the materials for the present research. The identified conflicts were analysed in the theoretical framework of Conceptual Metaphor theory and Critical Metaphor Analysis by employing the Pragglejaz Group MIP

(Gibbs 2011, Kovecses 2010, 2015, Lakoff and Johnson 1980, Pragglejaz Group 2007). The research data revealed a number of cases where metaphorical conceptualisations of strong emotions in both cultures coincide. Thus, such metaphors as *The Body is a Container for Emotions* or *Emotions are Liquids* have been detected in both corpora and cannot be regarded as culture particulars, whereas, such metaphor as *Negative Emotion is a Disease with Clear Symptoms* (e.g., visceral sensations) with *Medicine* being the source domain detected in the Russian corpus as well as numerous examples of zoomorphic metaphors *Person who Made me Angry is an Animal* intended to dehumanize the adversary and the *Impaired Body is the Seat of Negative Emotions* metaphor detected in the English corpus should be viewed as culture-specific.

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For a typology of presupposed content
in news discourse

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Making citizens more critical readers of news texts has long been and should always be a compelling concern of future research in text linguistics (Sbisà 2007; Lombardi Vallauri & Masia 2014). However, more than merely becoming capable of understanding what a text says, one should be able to capture what it illegitimately presupposes for interactional purposes. If this obtains for text types characterized by strong persuasive aims, it becomes even more true for text genres normally expected to abide by "rules of transparency and objectivity" (Cotter 2010). This paper intends to explore the function of presupposition in news discourse and how it impacts comprehension processes so as to induce representational biases of news contents (Ferreira et al. 2002). The consequences of news biases will be argued in the light of the way presupposition of new information directs mental operations thereby inducing a shallower construal of the content it encodes. If on the whole more innocuous when it comes to factual and purely objective content types (e.g. news stories, agenda announcements, etc.), presupposition in news articles may become manipulative when evaluative or blasting contents are subtly conveyed by the writer. Through analyses on data gathered from the Italian press, the study will depict distribution trends of presupposition strategies in association with different types of information in seven popular newspapers, with a view to highlighting the extent to

which each of them takes for granted contents with a different manipulative intent.

In a world in which the power of ideologies draws its strength more often from the way in which they are expressed rather than from the precepts they rely on, empowering our ability to monitor both the "unearthed" and the "drowned" contents of the news we are surrounded by is becoming an increasingly essential condition to lay and corroborate the foundations of our democratic life in contemporary societies and, correspondingly, to reduce inequality among people (Van Dijk 2006). The proposed inquiry is thus an attempt to partly contribute to this reflection elucidating the manipulative features of presupposition and its relation to the cognitive environment of the human mind (Masia et al. 2017).

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Speaking from a fourth space? Twice translated subtitles as situated language use

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The participation structures of fictional film and television series are commonly understood with the help of the spatial metaphor of levels and layers: A collective sender (Dynel 2011) communicates with viewers on one communicative level, while establishing a second, fictional, level on which characters interact with each other (Brock 2015). It has been suggested that interlingual subtitled films may add a further communicate level on which the subtitles mediate between the cultural spaces of the source and target texts, i.e. between the collective sender of the artefact before it was subtitled, and the target audience of the audiovisually translated film (Messerli, 2019). The production reality of subtitles has been changing in recent years. It has seen the expansion of authorship from professional subtitlers to the fan community, and translation does often no longer start from the spoken dialogue (or a transcript thereof), but from English subtitles as a previously existing translation product, i.e. it takes place with English as a pivot language.

Based on a corpus of multilingual Korean television drama fan subtitles, this study explores the effects of audiovisual pivot translation on the participation roles of the collective sender. With a mixed method design based on qualitative analysis and larger-scale corpus searches, I examine the traces of English as pivot language in German and French subtitles and the resulting construal of the subtitling voice. Rather than

mediating between source and target spaces, this voice seems to be ventriloquized by an anglophone agent (in the sense of Cooren, 2010) who speaks on behalf of the collective sender of the unsubtitled film as well as independently as a separate voice. My study thus contributes to the theorization of the communicative setting of pivot subtitled television series and the effects on the viewers' meaning making, and it provides empirical data for the textual effects of community pivot translation on interlingual subtitles.

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Why relevance theory is so relevant in pragmatic-oriented autism research?

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„Could you please tell me what time it is?" „Yes, I could!" The majority of us would not be satisfied with the informativeness of an answer like this, but people with autism spectrum disorder (ASD) might find it to be the most relevant one. Successful communication (Sperber – Wilson 1995) requires the manifestation of both communicative and informative intentions of the interlocutors, and the ability of perspective-taking. But what happens with those who can not put themselves into others' shoes (Kisföldi – Ivaskó 2016)? Furthermore, what happens if they understand this phrase in the literal sense (Happé 1993)? What could be the possible functions of the use of language, when the speaker's utterances don't involve communicative intentions or he/she is unable to interpret them (Győri 2006; Frith – Happé 2006; Frith 2007)? We suppose that the cognitive aspects of the relevance-theoretical framework allows us to highlight and describe the differences between the typical and atypical use of language, and therefore we can get closer to answer the above mentioned questions in related to the possible pragmatic impairments in ASD. The conception of ostensive behaviour and the different intentions of the potential partners of the interaction allows us to present cognitive, linguistic and pragmatic aspects of the communicative impairments of ASD based on previous studies and researches. Our aim is to present why relevance theory has

become prominently popular among pragmatic-oriented autism researchers.

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Pragmatics of applying socially marked lexicon in professional communication

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In this paper professional discourse is considered within the functional approach to professional communication. In the process of professional communication, the professional identity of the specialist is revealed by means of professional speech. Mastering professional skills is associated with professional speaking in the process of becoming a professional. The role of professional speaking and its interaction with the standard language has not been fully determined: whether it should be considered a functional variant of a particular language, a type of social dialect, or as part of a standard language. Viewing professional language as a social dialect requires consideration of main features of social dialects. Such categories as professionalism, secrecy and expressiveness are peculiar to social dialects. Thus, in professional speech, characteristic linguistic means are used in the professional activity of a certain group of specialists. The category of secrecy implies the ability to encode information, making it accessible only to select individuals. As for expressiveness, it ensures transmitting speakers' attitude to extralinguistic reality. Social dialects include purely professional terminology and vocabulary relating to human existence and the world at large. In professional communication, such vocabulary is used to refer to non-lexicalized concepts, to give names to new phenomena.

Professional dialects are subdivided into professional terminology in which linguistic units are intended to convey thoughts in a clear and effective manner, and jargon – encoded vocabulary.

Professional phraseology as a special professional subsystem of linguistic signs is implemented in a particular area of communication – professional discourse. Formal professional discourse contains technical documentation, regulations, statutes of the organization. As for informal professional discourse, it is represented by informal, stylistically colored vocabulary, which is a functionally restricted language of representatives of a particular profession. It performs expressive, evaluative, corporate, pejorative speech functions. It is an informal, non-normative language that does not require professional subordination and is used to perform certain speech functions through the use of professional jargon. Both professional terminology and professional jargon are means of expressing social identity, namely, professional identity in professional discourse.

Legitimizing radical climate change activism through distance crossing

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At the time when anthropogenic climate change has been shown to threaten lifestyles sustained by neoliberalism, traditional environmental organizations promoting conservation and sustainability are not able to challenge the economic, social and cultural arrangements that destroy the planetary balance. In view of the deficiency of mainstream environmental activism, more radical movements, such as US's Deep Green Resistance, or UK's Extinction Rebellion, have arisen. This project explores how these social movements represent the climate crisis and legitimize their actions often basing on a different set of time, space and value-related constructs, particularly how they condition future survival on present action, how they represent Western and non-Western climate equity and justice, and how they devalue neoliberal and principles and governance. This study can be located within a line of research that appropriates and expands the theory of proximization or distance crossing (Cap, 2006). Distance crossing, according to Cap (2013, 2016), can be defined as a pragma-linguistic operation with a rhetorical purpose channeled towards legitimizing a stance in public discourse. The communicator "solicits approval" of certain actions by representing certain (existential) threats as physically proximate (Cap, 2006: 4). As the theory also envisions discursive projections of threat proximity or distance along temporal and axiological

dimensions, it can be seen as a rhetorical framework for explaining the devices of (de)legitimization. In this study distance crossing is studied on the basis of online materials issued by the abovementioned environmental movements. It will be demonstrated how the discursive augmentation of addressees' perception of physical and social proximity and distance is used in the context of building support for radical actions.

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Politeness, prozak & mustache Chinese

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The general objective of this paper is to reflect on what Nietzsche called the "Ethos of the Century", that is: the custom that demands permanent actions of sympathy with others so that the maximum *bellum omnium contra omnes* disappears from the world. In this perspective, we understand that Politeness assumes a strategic function as a ritualization of gestures and discourses institutionally invested with a symbolic load, allowing the individual "to represent, to live in loan glory, to masquerade, to conceal, the theatrical play of others and before oneself" (Nietzsche, 1983, p. 46). In the complex social reality of Brazil, the Maximum of Sympathy: "minimize antipathy between self and other; maximize sympathy between the self and other" (Leech, 1983) is one of the main coordinates followed by the individuals at the moment of positioning themselves in identity i.e.: "Appearing sympathetic" in the eyes of their peers is a fundamental trait to be added to personal tupiniquim behavior. The fact is that the Brazilian national identity is forged on the myth of cordiality and the "Brazilian way" is an expression of contagious joy perceptible in facial expression wrinkles, popularly called "Chinese mustache". With the contribution of a Pragmatic Linguistic Theory we discard the idea that the notions of "Politeness, Cordiality and Sympathy" express the inner states of individuals, transcendental characteristics and / or represent cultural essence, and should be considered

solely in their metaphorical and political use in the dimensions of interactions.

Implicatures in Rainer Maria Rilke's lyrical poetic discourse

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The paper discusses pragmatic and stylistic properties of implicature occurrences in Rainer Maria Rilke's lyrical poetic discourse.

As a fictional discourse, lyrical poetic discourse presents a cognitive-communicative space created by the author of lyrical poetic text and its reader (interpreter) through this text. It involves communication problem between the author and the reader, which can be solved with pragmatic methods. The methodology of the study bases on principles of cognitive pragmatic poetics and pragmatic stylistics, which comprise cognitive, communicative and stylistic aspects. The theory of implicature is applied in the analysis of lyrical poetic discourse, highlighting the specifics of fictional communication. They involve self-referentiality, emotionality, partial isomorphism between the author's intended meanings and the meanings decoded by the reader, the author and reader's interaction, their remoteness in space and time. Therefore, lyrical poetic discourse is a semi-communication carried out through the aesthetic function of language and remote in time, which complicates the recovery of implicatures.

Infowar: Communicative tactics of crisis situations' description

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In today's geopolitically unstable world, information war becomes a strategic tool for influencing mass consciousness and socio-political processes' control in crisis situations. Using the technologies of media influence on public opinion Mass Media becomes a provider of an ideological view and is responsible for reformatting the axiological component of the picture of the recipient's world. Crisis situations become the basis for confrontation and political speculations. The study of the roles of the power, mass media and the society in crisis situations, as well as the types of influence and the cases of information war presented on the American and Russian newspapers has been conducted. It has been found that information war arises in order to regulate the political behavior of the population of a definite country in crisis situations to defend and propagate its own values via media sources. The author comes to the conclusion that info war is a clash of ideologies in a dialogue of cultures, which presupposes a choice of communicative tactics and linguistic modes according to the general intentions of the speaker / aims of the power. Such intentions can be: putting forward a task, distort the image of the enemy, humiliate and discredit him in the eyes of the public and others. The confrontation implies the choice of communicative space, means of interaction, intentional orientation of the utterance. The fact that the information in most cases is received by the reader

or listener indirectly from the source but via media transfers constitutes its virtuality, inaccessibility to a mass audience. It allows the power and Mass Media to create several pictures of the world and impose the necessary opinions. Therefore, information war becomes an accessible tool for managing cognitive structures of public consciousness.

Gender identity dissonance in the contemporary fashion discourse: Madonna or whore?

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This paper is devoted to analysis of fashion discourse and dissemination of the gender aspect in this discourse. Feminists claim that fashion cements "normative femininity" (e.g., McRobbie 1996) and oppresses women (Wilson 2003/1985: 233) because fashion is built around the male gaze and patriarchal ideals of beauty. What it leads to is "gender identity dissonance theory" (after Crymble 2012: 65-6) for the contemporary woman, who is simultaneously presented as a set of many opposites. Fashion advertisers and designers have an access to these dichotomies and further use identity fragmentation to create the images of good and evil women, sexualizing both of them and playing with the eternal Madonna / whore spectrum (see Farvid & Braun 2006: 300).

 At the same time, some scholars disagree with the inherently oppressive nature of fashion (e.g., Machin and van Leeuwen 2003: 502): modern fashion discourse enables women to self-express in a variety of way, drawing on androgen looks, refusing from traditional feminine accessories, and 'borrowing' strong masculine tools. In this regard, fashion may also be used by women as an instrument of empowerment and self-expression. What is problematic in this case, however, is that advertisers violate this image and re-use it to serve new femininity as part of the consumerism

culture and their economic agenda (cf. Iqani 2018: 216; Negra 2008; McRobbie 2008).

Drawing on the data retrieved from online U.S. Vogue magazine (6-month worth of analysis or app. 1000 articles), this paper presents how women are conceptually presented in fashion discourse, and how some of their identity aspects are foregrounded to background the others. The novel methodological approach – blend of CMT (conceptual metaphor theory) and CDA (critical discourse analysis) – is used for this purpose. Interpretative repertoires built around key gendered metaphors enable the researcher to demonstrate how fashion becomes a means of narrating the female identity, and how women are trained to consume to 'close some gaps' in their identity, as well as how they are forced to feel trapped in the dichotomies of innocence and sexuality and career and homemaking among others.

From ECO to DECO: Distorting the Environmental Component in Word Formation

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In the contemporary environmental rhetoric we are washed off by the gigantic wave of the *eco*-based lexical items, where *eco* is used as a modifier expressing not only different shades of explicitly formulated meaning of being environmentally friendly, but also as a modifier intensifying different unexpected implicitly stated meanings of various order and nature. These meanings range from green thinking, environmental legislation observance, healthy life, to unclear eco-attitude, eco-fashion and even to very doubtful quality benchmark.

The authors of different technical texts use the concept of *eco* deliberately free, producing yet another set of novel lexical items, which belong to the discourse of environment only morphologically, as often the eco-bond is established as a simple speculation and a tribute to a contemporary fashion. Therefore, eco-component is basically blurred and a canonical form *eco* plays a very decorative function. It results in the enormous number of unregistered, unclear, occasional words and/or terms (?) containing eco as a modifier, e.g. *eco polyester, eco synthetic*, which require language users to consider all aspects of pragmatic analysis.

What has started as an invitation to reconsider attitude towards environment, has become today a powerful rhetoric weapon to trigger required emotions within a certain target audience. The active use of such lexical items as *eco leather,*

eco-feather and/or *eco fur* in the contemporary market misleads a majority of customers. The sellers tend to speculate on our eco-obsession and offer us to buy *eco-skirts* and even *eco lingerie*. The same tendency becomes evident in Latvian, where such *ad hoc* compounds as *eko āda* (ENG eco-leather), *eko kažoks (*ENG eco fur), *eko gultas veļa* (ENG eco bed linen) are actively used.

There is no much work done focusing on the contrastive analysis of *eco*-based lexical items in English and Latvian. Therefore, as a contribution to this question, in the present paper the author aims to investigate the *functions* of such lexical items in both languages; focusing on the analysis of the *formation* mechanisms; studies their role in communicating specialized information to mass audiences, paying particular attention to the emotive, pragmatic and heuristic components of the meaning construct.

Young EFL learners and L2 pragmatics instruction: mission impossible?

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In the past 40 years, the models of communicative competence have been redefined to describe pragmatic competence as a core component of L2 learners' communicative ability (Bachman and Palmer, 1996). Numerous studies have been conducted to describe the development of L2 pragmatic competence (Ellis, 1992, Rose, 2000, Achiba, 2003 and many more) and to examine whether pragmatic aspects of a second language were teachable (Kasper, 1997, Alcón Soler & Martínez-Flor, 2005). The results of these studies have confirmed that pragmatic competence does not evolve automatically alongside grammatical and lexical proficiency and that instruction in L2 pragmatics is both necessary and feasible (Kasper & Rose, 2002). Moreover, more recent studies with young FL learners have shown that pragmatics instruction is necessary from the very beginning of L2 instruction (Ishihara, 2013, Glaser, 2018, Schauer, 2019). However, this area of pragmatics instruction has been somewhat neglected in both theory and practice for two reasons. Firstly, pragmatics has been perceived as "an expendable add-on", as something that learners "will learn later" (Glaser, 2018). Secondly, the FL teachers have not been explicitly taught the pragmatic norms of the language they plan to teach - or how to teach those norms (Glaser, 2018).

This talk introduces the results of a small scale study the aim of which was to explore the pragmatic development of a

group of seven young Croatian EFL learners aged between 7 and 10. Interactive reading book programme with the focus on L2 politeness expressions was designed for the purpose of the study, along with different tasks to examine learners' pragmatic development (formality judgement task, DCTs, role play, matching tasks). During the programme EFL learners received 12 pragmatics lessons, each lasting approximately 60 minutes. The lessons were audio-recorded and transcribed. Transcripts were analysed qualitatively by examining interactional data and discussing relevant examples and quantitatively by using the sign test. The findings suggest that participation in interactive reading programmes facilitates the development of young learners' pragmatic competence. Findings also show that learners were not able to use the newly acquired expressions in new contexts.

Challenges in training professional communication skills in Latvian and English to Chinese students

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The aim of modules in professional communication is to teach students how to efficiently apply communication strategies ensuring conformity to communicative act functions, achieving the required degree of informativity and the necessary level of attractiveness (see e.g. Teboul 1991). Another significant aspect of the modules is raising students' pragmatic awareness, as the lack of pragmatic knowledge may cause a failure in communication. The study process becomes even more complicated if students master communication skills in foreign languages. It is important to recognize that students unconsciously integrate their mannerism and speech organization patterns typical of their linguistic community to communication maintained in a foreign language.

As a result, actual communication strategy adopted by a student involves the elements of multiple linguistic and nonlinguistic systems, which require students to demonstrate high levels of cognitive flexibility to deal with challenges hindering effective communication.

The present study aims at examining the challenges faced by Chinese students majoring in technical translation, who within the framework of international 7-years study program are expected to integrate themselves into the Latvian university life and to adapt to the Latvian culture and social, political, and business environment. The challenges they face

concern cultural diversity issues, inability to adapt behavior patterns, failure to express emotions or reach a certain level of emotional empathy, insufficient level of background knowledge, underdeveloped analytical and decision making skills.

In order to overcome the challenges and develop high-level professional communication skills in Latvian and English, the students are offered versatile social interaction activities. The instructors have accentuated the issue of communication quality, not only assessing students' performances, but also engaging students in peer assessment and providing feedback publicly. Depending on the fact if the students are engaged in activity with other native or non-native speakers of a foreign language, they display varying tolerance degree towards the errors made and, therefore, choose different communication strategies.

Within the framework of the present research the comparative analysis of students' performances in various social interaction activities, peer feedback and instructors' assessment shall be given, with the aim to develop the matrix of the most efficient communication strategies and teaching techniques.

The influence of authentic input on Polish students' comprehension of conversational implicatures in Dutch

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According to Taguchi and Roever (2017), understanding implicatures is an important part of foreign language learners' pragmatic competence, and as such should be included in the classroom practice. The question how it should be taught arises – especially since the current research (Kasper 2001, Bardovi-Harling 2002, Rose 2005) within the field of interlanguage pragmatics suggests that there are multiple factors which influence the comprehension of implicatures in a foreign language, one of them being the exposure to accurate pragmatic models in authentic communication. Yet the textbooks are found to include a rather insufficient number of proper pragmatic samples, especially implicatures. One of the possible solutions would be including authentic material as a sample and providing the students with an instruction regarding its proper interpretation.

With this in mind, I intend to investigate the authenticity of pragmatic samples found in Dutch textbooks with a particular emphasis on implicatures. The main purpose of the study is to ascertain whether the textbook material presents pragmatically accurate models to learners and fully allows the comprehension of conversational implicatures in Dutch by Polish students. The textbook material will be compared with authentic samples from real-life communication. Eventually, the students' comprehension of conversational implicatures will be tested and the most commonly made mistakes will be

discussed. I will support my findings with an overview of current research within the field of interlanguage pragmatics. Using conversational implicatures as an example I will address the question whether second language pragmatic abilities can be taught.

Transmissions in diplomacy & courtroom practices:
A pragmatic perspective

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For the channelization of the political relations, trade promotions, facilitations of economic policy & cultural activities between countries, the role of diplomacy is fundamental. However, the pragmatic ambiguity in diplomatic exchanges of communications & transmissions between the States is a common aspect; hence it becomes of paramount consideration that interpretations in this regard convey the same intentions of the source language to the receptor language. This paper intends to touch on the argument that pluricentric languages may not have identical connotations or may not be appurtenant in same contexts and thus pragmatic approach in delivery of contexts is indispensable.

While role of pragmatics is vital in diplomatic colloquy, similar importance can be observed in courtroom interpretation of law where the mechanical usage of pluricentric languages in orders dictated by the judges; the testimonies of witnesses in courts; the production of oral evidences; as well as the law enforcement agencies in their improper contexts, originates complexities in analysis and thereby defeating their very purpose of them being comprehended by the general public. Thus, accuracy in interpretation of these foreign languages becomes imperative. This paper aims to accentuate on pragmatic interpretations by relying on relevant examples

from authentic data, precedents and recent pronouncements to enunciate the research problem.

Axiological Aspect of Meaning in Translation of Metaphors

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The paper focuses on the contextual realization of the axiological language function inherent in the metaphors that use such aesthetic categories as *the beautiful*, *the cute* and *the interesting* as their tenor. The affective component of meaning of metaphors emerging within various socio-cultural contexts is analyzed considering translation of the instances of creative language use across three languages (English, Latvian, Russian).

The category of *the beautiful* is an axiological-moral value, whereas *the interesting* may be seen as the cognitive-intellectual faculty of knowledge, the pragmatic moral faculty, and the affective aesthetic faculty (cf. Parret, 2011). Axiological aspects of such cross-culture communication activity as translation are mostly analyzed along the aesthetics dimension of the general value theory, regarding similarities and differences in the perception of beauty, harmony, and the overall acceptability of certain forms of expression.

The sample analyzed is made of metaphors that contain affective attributes modifying the head, considering culturally based affective meanings along three dimensions suggested by Osgood et al. (1975), namely, evaluation, potency and activity. The category of *the beautiful* is examined on the *evaluation* scale measuring affect in terms of goodness versus badness (e.g. black dreams vs. white dreams). *The cute* is

analyzed on the *potency* scale – powerfulness versus powerlessness in view of the fact that cuteness is strongly associated with smallness, hence, powerlessness – smaller version of an object, an animal of smaller size and natural smallness associated with childhood are far more likely to induce affective response and to be perceived as adorable by the recipients (cf. Ngai, 2015) (e.g. cuddly smile, мимимишный котик). The emerging category of *the interesting* is considered in terms of *activity* scale – liveliness versus torpidity (e.g. eager beaver). Potential translation challenges are analyzed taking into consideration that the meaning of an attribute may differ across the languages in terms of connotation and collocation capacity.

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The discursive construction of lay expertise by eco-YouTubers

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YouTube, being a user-generated platform negotiated by "amateur participants" (Burgess & Green 2009), offers a potentially powerful, informal environment for engagement in environmental topics by young, non-expert people. Eco-YouTubers, through lifestyle channels they run, combine the realisation of commercial objectives with the popularisation of a sustainable lifestyle, which necessarily raises the questions of trust and credibility.

Addressing the complexity of participation dynamics on YouTube (Burgess and Green 2009; Dynel 2014; Johansson 2017) and drawing on a discourse analytical framework, this paper will investigate the discursive strategies that eco-YouTubers and their subscribers use to construct their lay expertise and credibility in relation to the environmental issues they advocate or challenge. The study will focus on the lifestyle channels run by adolescent YouTubers, and in which ecology intersects with such related topics as minimalism, veganism, health, etc. The aim of qualitative analysis of the videos and the accompanying comment threads will be to explore the amalgamation of professional and experiential perspectives (Bellander & Landqvist, 2018) that adolescent YouTubers and their subscribers use to negotiate their amateur, ordinary expertise (Eriksson & Thornborrow, 2016). The study will illustrate how eco-YouTube recontextualise

professional knowledge and their own experience to perform environmental activism.

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Pragmatics meets philosophy of language

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Research within philosophy of language and linguistics frequently nowadays leads to pragmaticization of meaning, i.e. shifting the burden of theoretical (but also experimental) analysis from semantics to pragmatics. This approach is clearly seen in, for example, the papers collected in Turner (ed.) (2011), a volume significantly titled *Making Semantics Pragmatic*, in Stalmaszczyk (ed.) (2014), with another telling title – *Semantics and Beyond*, and more recently in the contributions to Capone, Carapezza, and Lo Piparo (eds.) (2018).

Ruth Kempson's well-known description of semantics as a "bridge discipline between linguistics and philosophy" (Kempson (1977: ix) would have to be modified today and take into consideration pragmatics and its considerable bridging potential. Also identifying philosophy of language with semantics (as in Caton 1971: 3) would today require a far-fetched reanalysis of semantics. On the other hand, it quite easy to find claims (coming from philosophers) that pragmatics is the appropriate (if not the only) domain for a theory of meaning: for example Woleński (2003: 120) sees pragmatics as the proper place for the study of meaning, whereas Turner (2011: 14) postulates to show the "semanticist the way out of semantics".

As a result of these tendencies the field of pragmatic investigations has considerably broadened and it encompasses now a wide range of topics strongly

interconnecting philosophy of language with linguistics. In this paper I briefly discuss some selected areas where the strong interconnection between philosophy of language and pragmatics can be seen (e.g. negotiating what is said, expressive meanings), the more theoretical area of postulating the level of prepragmatics, and the field of philosophical pragmatics, regarded as a branch of philosophy of language (in the sense of Jaszczolt 2018).

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Dialectical carnival identity of the jester in the USA and Great Britain

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The research focuses on the singled-out English-speaking jester who acquires characteristics of the carnival discursive personality of the professional fool-wisecracker: entertainment, pretended foolery, criticism of the world perception, expression of themselves in a comic form, linguocreativity (non-verbal, verbal and supraverbal). Nowadays there is a variety of the jester's hypostases defined: *stand-up comics, satirists, parodists, conversational actors* who reflect laughable moments of present times, flaws of society; ridicule as well as satirize the others especially who are higher on the social ladder.

The corpus covers 759 scripts and subtitles of videos with the jester's activity (2000-2019) from the English TV shows, news, feature films available on YouTube (total duration – 18, 3 hours).

The studied data justifies the dialectic-dialogical methodological approach which has been chosen for analysis of the jester in the USA and Great Britain. Each of the dialectical principles discloses their personality:

Principle of dialectical historicism

Today historicism of the English-speaking jester is represented by: a) official jesters (occupation) – *Peterkin the Fool, Foolery James*, etc. b) "historical clowning" when professional actors on stage reproduce historical images of famous jesters (William Sommers, Patch). The language of

modern jesters is full of linguistic paradox and grotesque created by precedent texts.

Principle of dialectical contradiction

The jester leads situational interactive activity governed by the communicators' intentions. The topic chosen should be up-to-date. The jester's humorous replicas are thought out in advance. The main goal is to make the audience laugh and hint at drawbacks in a casual manner. Tactics used: cooperative partnership (28,7%), empathy (33,9%) and critical (37,4%) communication.

Principle of dialectical interconnection

The jester observes the world critically through violations of standards on logical and conceptual levels. Incongruence in logical (38,3%), moral (29,8%) and ontological (31,9%) norms creates additional senses, therefore, comic mode.

Principle of dialectical creative development

The jester's speech gains the form of intellectual comics. Interpretation goes from words to hidden denunciatory ideas. The primary style used is characterized by metaphor, interactivity, immorality of humor (obscene lexis), satire and irony.

The cooperative principle and conversational maxims in metapragmatic acts in facebook comments

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This paper is primarily based on the assumption by Hübler/Bublitz (2007: 14) that metapragmatic acts are (among other issues) concerned with "general principles, norms and maxims of the type described by Grice". The focus of this study lies in showing how and when interlocutors, especially users in internet based communication, rely on the Gricean (1989) framework e.g. the cooperative principle (CP) and its conversational maxims (CM). Using the concept of *metapragmatic act* by Hübler/Bublitz (2007: 14) which "is aimed at a variety of issues that concern general principles of communication, particular communicative acts […]" facebook comments are investigated via exemplary analysis.

In focus are metapragmatic utterances which divert from the central discourse topic and shift to instances where interlocutors start focusing on or become aware of the underlying conversational principles and start explicitly discussing how and why language is used in a certain way. Facebook comments are studied here because next to no principles or rules of communication are imposed on the users, which gives them the responsibility of having to indicate what their expectations of rules of communication are. The characteristic of the CP and CM to be mutually expected to follow and each interlocutor knowing that this is the case is precisely what makes metapragmatic utterances especially well-suited for research on maxims of conversation.

Instances where the usual flow of discourse breaks down indicate an obstruction or deviation from what the speaker was expecting (Hübler/Bublitz 2007: 8), which in turn give insight into underlying communicative norms and principles.

The goal consists in showing (1) via exemplary analysis that CM and CP play a role in internet based communication, in the present case facebook comments and (2) that metapragmatic utterances are a perfect way of studying the application of CP and CM because expectations about conversational behavior are being made explicit. It is argued that with regard to the analyzed examples the Gricean CM might need to be complemented by a politeness and attentiveness maxim.

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Tautologies in strategic conversations[3]

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This paper contributes to the debate on the analysis of linguistic tautologies (*War is war*), which are literally uninformative, but frequently encountered in discourse, cf. Grice (1975) and subsequent publications. I analyse Russian and English tautologies in strategic conversations where the agents' motives do not align, i.e. political debates, competitive games, as well as everyday communication, cf. Asher and Lascarides (2013). I examine 200 examples taken form the Russian National Corpus, the Corpus of Contemporary American English and web-based sources.

The analysis shows that in contextual environments where the interlocutor admits his ignorance with regard to the properties of an individual or a situation and asks for clarification tautologies are used either as refusals (1) or misdirections (2), cf. Galasiński's (1996, 2000) overt and covert evasion.

(1) MAGNUS: Who is your mother? DORIE: My mother is my mother. (COCA)

(2) A: How did the new employee do on his first day? B: A migrant is a migrant. (from Russian social advertisement)

In the first case, by answering the interlocutor's request with a tautology, the speaker is surely not contributing to resolving her interlocutor's inquiry. It is mutually manifest to both

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interlocutors that the potential evocation of shared knowledge is ruled out, and hence the only available interpretation of the tautology is an "empty" claim communicating the equation of two identical symbols. Besides, the context makes it clear that the entity referred to in this tautology is not unknown to the speaker, who must have more information about her mother than her addressee. In the second case, B's statement invites an implicature that the new migrant employee corresponds to the stereotype, i.e. is not qualified, performs his duties poorly, although this is actually not the case. This deceptive implicature is based on flouting the Relation maxim but also flows from the discourse structure, as the message is interpreted with respect to the model of discourse coherence.

Finally, I analyse cases where tautologies are used as (pseudo) justifications for communicative moves that are disadvantageous for the addressee, and claim that this possibility is explained by their literal meaning, which is unquestionably true.

On the (de)legitimising power of storytelling:
A study of narrative reports

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Storytelling is a powerful means by which individuals process and structure their experiences of occurring events and make sense of the world and their role in it, as both independent individuals and group members. Thus, narrative discourse inherently communicates what is considered deontically and epistemically good/right or wrong and exhibits a strong potential for (de)legitimising human actions. *Narrative reports* are seen as constructs based on reported speech frames; thus, utterances are rendered via direct reports, indirect reports or both of them simultaneously within the same reported clause. It relies on the assumption that 'reported speech frames recontextualise previously uttered words and reinforce the meaning given to those words in their prior context' (Hodges, 2011: 94).

This presentation aims to advance a pragma-cognitive approach to the analysis of narrative reports used as parts of short narratives which draws on two salient theories: the Cognitive Approach proposed by Chilton (2004, 2005, 2010, 2014) and Cap's (2006, 2010, 2013, 2017) Proximisation Theory. The other equally important objective is to propose a taxonomy of *covert sayers*, i.e. actors whose words are reported by the current speaker (cf. Vandelanotte 2006, 2009), whose identity is concealed and may be retrieved via inferences drawn on the basis of common ground. The focus of the talk will be the sayer's utterances rendered via

reported speech frames and explains their role in maintaining the aura of belonging and inclusion, as well as of dissociation and exclusion. My research assumes that reported speech frames are selected strategically as rhetorical devices to foster (de)legitimisation and image construction.

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Verbal irony as etiolation. A view from speech act theory[4]

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My aim in this paper is to develop a speech-act based model of irony. A key idea behind the proposed model is that most of the cases of verbal irony can be accounted for as instances of what John L. Austin (1975) called 'parasitic' or 'etiolated' uses of language. In particular, I argue that *echoing* (Wilson and Sperber 2012) and *pretending* (Clark and Gerrig 1984) are two different though complementary techniques of what I call, following Austin, the etiolated mode of communication. Roughly speaking, to adopt the etiolated mode is to exploit the mechanisms of serious linguistic practice to achieve goals that go beyond what they have been designed for.

The paper consists of three parts. In the first one, I elaborate on the idea of etiolated uses of language and argue that it offers us an interesting perspective on a number of difficult-to-explain communicative phenomena — e.g., irony, parody, story-telling, and so on — some of which have usually been accounted for in terms of conversationally implicated (Garmendia 2011) or pragmatically inferred meanings. In the second part, I discuss *echoing* and *pretending* — or, more accurately, *overt pretending* (Dynel 2014) — understood as two techniques of non-serious and parasitic speech; in particular, I claim that they require, for their success, that the

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context of their employment meets certain conditions. In the third part, I use the score-keeping model of speech acts (Witek 2015; 2019) and argue that cases of *echoing* and *parodic irony* can be viewed as forming a category of speech acts characterised by reference to their (*i*) felicity conditions and their (*ii*) essential effects. In other words, I claim that to make an ironic utterance is to perform the etiolated speech acts of *ironizing*: like illocutions, cases of ironizing require, for their felicity, that certain contextual conditions are met; unlike illocutions, however, they are not designed to modify the network of normative interpersonal relations (Sbisà 2013); rather, what they contribute to the state or score of conversation is the so-called *ironic effect* that is neither illocutionary nor perlocutionary.

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Processing and accommodation of projective content

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We can define presuppositions as requirements that a sentence places upon a context in which this sentence is uttered (Glanzberg 2005, von Fintel 2008). In other words, when the speaker performs a speech act in uttering a certain sentence that activates the presupposition, and this presupposition is not part of the common ground of conversation, then the speech act in question is infelicitous. Presuppositions are assumed to be activated by the use of certain lexical elements or syntactic constructions called *presupposition triggers*. When the felicity conditions are not met, the hearer can use certain discursive mechanism in order to repair the context, one of which is accommodation (Lewis 1979). Recent experimental work on presuppositions (Tiemann et al. 2011, Domaneschi 2016, Domaneschi and Di Paola 2018) suggest that i) certain phases of the processing of presuppositions occurs on-line, ii) presuppositions activated by the use of different trigger are not homogenous in their behaviour, such as accommodation or reinforceability. For example, implicative verbs, unlike other triggers, can be reinforced without inducing a sense of anomalous redundancy in the hearer (Włodarczyk 2019).

However, it is worth noting that accommodation as a discursive context-repair mechanism is not limited to presuppositions. For example, illocutionary acts such as orders are binding only if certain felicity conditions are met: they require that the speaker stands in a certain authority

relation to his or her audience (Witek 2019). However, when an illocutionary act with the force of an order is performed in a situation when the authority of the speaker is not established, it can still take effect if the context is repaired by accommodation. In other words, the authority of the speaker can be established indirectly via accommodation understood as a *back-door* method (Langton 2018). It is important to note that speech acts, akin to presuppositions, are connected with the use of certain lexical elements: illocutionary verbs. Given the resemblance of certain aspects of speech acts and presuppositions, it is possible that similar experimental procedures can be used to study the time and processing stages of both of those phenomena.

In my talk I will present the results of an experiment in which using both on-line (safe-paced reading task) and off-line methods I will try to gather evidence relevant to the following questions: i) whether certain phases of the processing of speech acts occur on-line during the reading of a sentence, ii) are there differences between the accessibility of presupposition content and the deontic implications of speech acts for the hearer in situations where the felicity conditions are not met iii) whether there are similarities between the processing of implicative verbs and speech acts.