

unity and membership (the discourse of belonging), technology and globalisation, cultural heritage (change and permanence), Cyrillic as 'defective'/Cyrillic as a conduit for Russian lexis, romanisation as a threat to the integrity of Russia and its language. It is noted that many of the discourses present in the Tatarstan case are also found in other debates over orthographies elsewhere.

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07-359 VALDOIS, SYLVIANE (Université Pierre Mendès France, Grenoble, France) & **SONIA KANDEL, French- and Spanish-speaking children use different visual and motor units during spelling acquisition. *Language and Cognitive Processes* (Routledge/Taylor & Francis) 21.5 (2006), 531-561. doi:10.1080/01690960500095946**

This study used a copying task to examine spelling acquisition in French and Spanish from a perception and action perspective. Experiment 1 compared French and Spanish-speaking monolingual children's performance. Experiment 2 analysed the behaviour of bilingual children when copying words in French and Spanish. Gaze lift analysis showed that in French, first graders tend to use letter and syllable-sized visual units. The analysis of handwriting production indicated that they used syllable-sized units for motor programming. In Spanish, most words were copied without gaze lifts, as whole orthographic units. The children used units larger than the syllable for motor programming. The results suggest that the differences in the orthographic characteristics of French and Spanish lead to differences in the size of the visual and motor units the children use during spelling acquisition.

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Pragmatics

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07-360 ASHBY, MICHAEL (U College London, UK; m.ashby@phon.ucl.ac.uk), **Prosody and idioms in English. *Journal of Pragmatics* (Elsevier) 38.10 (2006), 1580-1597. doi:10.1016/j.pragma.2005.03.018**

English idioms commonly appear to exhibit relatively fixed prosodic patterns, and departure from the expected prosodic pattern can give rise to humorous and bizarre effects. As idioms are generally supposed to require phrasal entries in the mental lexicon, there is some initial plausibility in the proposal that such entries might include arbitrary prosodic or accentual properties. Various categories of idiom can be distinguished, according to which aspects of the prosodic pattern seem to be fixed, and the relationship the pattern bears to those which would be expected on corresponding literal expressions. Nevertheless it is argued that the prosodic patterns of idioms are in reality neither fixed

nor arbitrary. The bizarre effects in interpretation result not from deviation from a lexically specified pattern, but from the attempt to introduce focus distinctions into the non-compositional parts of idioms. Implications for psycholinguistic studies of the processing of ambiguous sentences are discussed.

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07-361 BALTAZANI, MARY (U Ioannina, Athens, Greece; marybalt@netscape.net), **Intonation and pragmatic interpretation of negation in Greek. *Journal of Pragmatics* (Elsevier) 38.10 (2006), 1658-1676. doi:10.1016/j.pragma.2005.03.016**

In this paper I present the intonation structure of different types of negative sentences in Greek, show how this intonation structure relates to information structure, and describe the contexts in which each of the different types of negative sentences occurs, that is, what sort of interpretation each of them receives. More specifically, I show how the sentence level tunes used in negative sentences are composed of parts such as the topic and focus, and how this articulation of intonation structure relates to the context of an utterance, thus connecting intonation and information structure. The findings reported in this paper are relevant to the larger field of the interpretation of prosody. There have been many unsuccessful attempts to give some truth-conditional interpretation to prosodic entities, such as topic and focus; however, no one meaning has been found to cover all the possible uses of prosodic focus. The pragmatic interpretation of prosody advocated in this paper overcomes such problems by connecting the interpretation of prosodic constituents with the context in which they are found, not with any inherent truth-conditional interpretation.

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07-362 CURL, TRACI S., JOHN LOCAL (U York, UK; lang4@york.ac.uk) & **GARETH WALKER, Repetition and the prosody-pragmatics interface. *Journal of Pragmatics* (Elsevier) 38.10 (2006), 1721-1751. doi:10.1016/j.pragma.2006.02.008**

Repetition poses certain problems for pragmatics, as evidenced by Sperber and Wilson's claim that 'the effects of repetition on utterance interpretation are by no means constant'. This is particularly apposite when we examine repetitions produced in naturally occurring talk. As part of an ongoing study of how phonetics relates to the dynamic evolution of meaning within the sequential organisation of talk-in-interaction, we present a detailed phonetic and pragmatic analysis of a particular kind of self-repetition. The practice of repetition we are concerned with exhibits a range of forms: 'have another go tomorrow . . . have another go tomorrow', 'it might do . . . it might do', 'it's a shame . . . it's a shame'. The approach we adopt emphasises the necessity of exploring participants' displayed understandings of

pragmatic inferences and attempts not to prejudge the relevance of phonetic (prosodic) parameters. The analysis reveals that speakers draw on a range of phonetic features, including tempo and loudness as well as pitch, in designing these repetitions. The pragmatic function of repetitions designed in this way is to close sequences of talk. Our findings raise a number of theoretical and methodological issues surrounding the prosody–pragmatics interface and participants’ understanding of naturally occurring discourse.

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07–363 FAHMI BATAINEH, RUBA (Yarmouk U, Irbid, Jordan; rubab@yu.edu.jo) & **RULA FAHMI BATAINEH, Apology strategies of Jordanian EFL university students. *Journal of Pragmatics* (Elsevier) 38.11 (2006), 1901–1927.
doi:10.1016/j.pragma.2005.11.004**

This study is an investigation of Jordanian EFL university students’ apologies, using a ten-item questionnaire based on Sugimoto’s (1997). The findings revealed that male and female respondents used the primary strategies of STATEMENT OF REMORSE, ACCOUNTS, COMPENSATION, PROMISING NOT TO REPEAT THE OFFENCE, and REPARATION. They also resorted to the use of non-apology strategies such as BLAMING THE VICTIM and BRUSHING OFF THE INCIDENT AS UNIMPORTANT to exonerate themselves from blame. The findings further revealed that male and female respondents differed in the order of the primary strategies they used. In addition, female respondents opted for non-apology strategies that veered towards avoiding the discussion of the offence while male respondents used those which veered towards blaming the victim. It is hoped this research will have implications for ESL/EFL pedagogy as well as the study of intercultural communication. The researchers put forward a number of relevant recommendations for further research.

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07–364 HLAVAC, JIM (Monash U, Victoria, Australia; Jim.Hlavac@arts.monash.edu.au), **Bilingual discourse markers: Evidence from Croatian–English code-switching. *Journal of Pragmatics* (Elsevier) 38.11 (2006), 1870–1900.
doi:10.1016/j.pragma.2006.05.005**

This paper examines the presence of English-origin discourse markers in otherwise Croatian speech. Previous examinations of bilingual discourse marking have focused on habitualisation, pragmatic transference, cognitive processes (in terms of reducing the ‘mental load’ of distinguishing between two systems) or psycholinguistic factors (e.g. ‘non-deactivation’ of pragmatic forms from one language which speakers habitually speak). However, such studies only address transference of pragmatic norms, whether features and/or forms. They have limited explanatory power where speakers employ discourse forms from one language and equivalent forms from the other language.

This study examines the frequency and functionality of English-origin forms compared to Croatian ones in a sample based on speech recordings of 100 Croatian–English bilinguals. Findings here show that English forms generally co-occur with Croatian forms in a statistical sense and only displace Croatian ones where English forms are polyfunctional or perform more functions than their Croatian counterparts. This accounts for the higher statistical frequency of forms such as *yeah* and *so*, while forms such as *no* and *you know* co-occur to the same degree as their Croatian equivalents. Where a Croatian item such as *kao* (‘like’) can fulfil more functions than its English equivalent it is shown to have a higher incidence than *like*. Thus, linguistic, in particular micro-discourse, features are shown to influence selection of discourse markers.

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07–365 HOUSE, JILL (U College London, UK; jill@phonetics.ucl.ac.uk), **Constructing a context with intonation. *Journal of Pragmatics* (Elsevier) 38.10 (2006), 1542–1558.
doi:10.1016/j.pragma.2005.07.005**

It is widely accepted that intonation makes a significant and systematic contribution to utterance interpretation. Less well understood are the linguistic or paralinguistic mechanisms by which the meaningful effects we identify and describe are communicated. Recent work by Gussenhoven (2002) illuminates how these functions may be reconciled by appealing to partly grammaticalised ‘biological codes’. An explanatory pragmatic framework for analysing intonational meaning from the hearer’s perspective may be found in Relevance Theory (Sperber & Wilson 1986/1995), which allows linguistic expressions to be coded for either conceptual or procedural meaning (Blakemore 2002). This paper investigates what procedural coding, typically involving constraints on inferential processes, might look like when applied to intonation. Discussion centres on the structure-building properties of intonation together with an examination of the range of functions associated with one particular tonal pattern, the high rising tone (HRT).

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07–366 ISHIDA, HIROJI (Massey U, Palmerston North, New Zealand; ishidah@r8.dion.ne.jp), **Learners’ perception and interpretation of contextualization cues in spontaneous Japanese conversation: Back-channel cue *Uun*.** *Journal of Pragmatics* (Elsevier) 38.11 (2006), 1943–1981.
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Research in the field of cross-cultural pragmatics has tended to be based on the investigation of production strategies (i.e. what we say to whom in certain situations), receptive strategies (i.e. what we hear and how we interpret it) have received relatively little attention. This study investigates receptive strategies

used by learners of Japanese, focusing on their knowledge of a back-channel cue as it occurs in spontaneous conversation between native speakers of Japanese. It reports on qualitative differences between native speakers and learners of Japanese with regard to the interpretation of the back-channel cue and the social context in which it is used. The data for this study was collected from 11 native speakers and 14 learners of Japanese, using five types of tasks with varying degrees of complexity: semantic differential stimulated recall, stimulated recall, multiple-choice, rating, and ranking.

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07-367 JUNG, EUEN HYUK (Yonsei U, Seoul, South Korea; junge@yonsei.ac.kr), **Misunderstanding of academic monologues by nonnative speakers of English.** *Journal of Pragmatics* (Elsevier) 38.11 (2006), 1928–1942. doi:10.1016/j.pragma.2005.05.001

Over the past several decades, extensive reading research has shown the beneficial role that contextualization markers play in written text comprehension. However, far less is known about their effects on second-language (L2) spoken text comprehension. The few studies concerning the effects of markers on L2 listening comprehension failed to examine their role through a qualitative analysis. To fill this gap, the current study attempts to provide a qualitative analysis of the role of markers in L2 listening comprehension. More specifically, the analysis focuses on how L2 learners misunderstood the text when the markers were absent in the academic monologue. The results show that the lack of markers seems to contribute significantly to L2 learners' misinterpretation of the text. The current findings extend previous research documenting the facilitating role of the markers in listening comprehension. That is, in communication, speakers and listeners share the expectation that listeners are aided in their interpretation of the message by speakers' use of contextualization markers. Listeners expect to be guided in their understanding of message via markers that overtly highlight the relative importance of ideas, and signal cohesive links between ideas. When these markers are missing, listeners experience difficulty understanding the message, and communication problems ensue.

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07-368 LABASTIA, LEOPOLDO OMAR (Rio Negro, Argentina; leolabas@hotmail.com), **Prosodic prominence in Argentinian Spanish.** *Journal of Pragmatics* (Elsevier) 38.10 (2006), 1677–1705. doi:10.1016/j.pragma.2005.03.019

It has often been claimed that Spanish tends to keep the nucleus at the end of the intonation phrase and resorts mainly to word order variation for marking focus. This paper aims to explore cases of early nucleus placement in Argentinian Spanish, which reveal that defocalisation is possible with or without a contrastive

interpretation. These cases are accounted for from the perspective offered by Relevance Theory, in which focal prominence is considered a procedural resource to reduce cognitive effort by pointing out the most relevant part of utterances. The competing theories which explain the relation between focus and prosodic prominence (Ladd 1996) are related to the two aspects of communication: the inferential aspect and the coding aspect. There are both purely ostensive-inferential uses of prosodic prominence, and uses where the position of the nuclear accent is determined by the metrical component. The general conclusion drawn from the data is that it would be wrong to try to subsume the whole phenomenon of focus to either aspect, since nucleus placement reflects both the natural side and the linguistically coded side of communication.

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07-369 MEYER, ROLAND (Universität Regensburg, Germany; roland.meyer@sprachlit.uni-regensburg.de) & **INA MLEINEK**, **How prosody signals force and focus – a study of pitch accents in Russian yes–no questions.** *Journal of Pragmatics* (Elsevier) 38.10 (2006), 1615–1635. doi:10.1016/j.pragma.2005.05.011

Prosody signals sentential mood/force and information-structural distinctions in many languages. A case in point, discussed in the present paper, is Russian main clause yes–no questions, which differ from declarative clauses primarily by their intonational pattern. We address the question of how force (yes–no question versus declarative) and focus (highlighting, contrast) are signalled by intonational means in Russian. Based on authentic data, a production (reading) study of sentences in various contexts, and a perception experiment, it is shown how pitch height, accent shape, and peak alignment conspire in marking the relevant distinctions, where ambiguities arise, and what pragmatic distinctions cannot be disambiguated by prosody.

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07-370 NAKANE, IKUKO (U Melbourne, Australia; inakane@unimelb.edu.au), **Silence and politeness in intercultural communication in university seminars.** *Journal of Pragmatics* (Elsevier) 38.11 (2006), 1811–1835. doi:10.1016/j.pragma.2006.01.005

This paper examines naturally-occurring university seminar interactions in Australia and reports an analysis of the politeness orientation of participants with Japanese and Australian backgrounds in relation to speech and silence. Although the silence of students from Asia, attending universities in countries such as the US, UK and Australia, has been discussed extensively in the literature, empirical studies of silence in classroom settings are still scarce. This paper aims to explain such phenomena, using participant interviews, classroom observation and detailed discourse analysis of classroom

interaction. While silence was commonly used by Japanese students to save face, verbal strategies were more common among Australian students. The extensive use of face-saving silences by Japanese students was found to be negatively evaluated by Australian lecturers whose response strategies, while meant to avoid imposition on Japanese students, also resulted in lack of rapport. However, the study also finds that silence may be negotiated when shifts occur in the participants' perceptions about the footing of their own and/or their interactants.

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07-371 OGDEN, RICHARD (U York, UK; rao1@york.ac.uk), **Phonetics and social action in agreements and disagreements.** *Journal of Pragmatics* (Elsevier) 38.10 (2006), 1752-1775. doi:10.1016/j.pragma.2005.04.011

This paper integrates sequential, interactional and phonetic analyses to provide an account of how 'paralinguistic' features create meaning. The analysis is based on assessment sequences from conversation, which were analysed using the methodology of Conversation Analysis in conjunction with phonetic analysis (cf. Couper-Kuhlen & Selting 1996; Couper-Kuhlen & Ford 2004, and papers therein). The analysis shows that there is a close relationship between the action conveyed in a turn and its phonetic format. Second assessment turns may be formatted lexically and syntactically as conveying agreement (such as *isn't that good news/yes it's very good news*), but given the right phonetic shape, they are treated as projecting disagreement. This highlights the significance of phonetics in participants' construction of meaning. The phonetic resources used to convey agreement and disagreement are broadly speaking 'paralinguistic', because they are gradient rather than categorial, and do not relate straightforwardly to propositional content. While paralinguistic features are usually said to relate to 'the speaker's current affective, attitudinal or emotional state' (Laver 1994: 21), this analysis shows that linguistic forms are recurrently mapped on to the actions conveyed by turns at talk, and that the details of these forms are syntagmatically related to the design of prior turns.

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07-372 WILSON, DEIRDRE (U College London, UK; deirdre@ling.ucl.ac.uk) & **TIM WHARTON, Relevance and prosody.** *Journal of Pragmatics* (Elsevier) 38.10 (2006), 1559-1579. doi:10.1016/j.pragma.2005.04.012

Prosodic elements such as stress and intonation are generally seen as providing both 'natural' and properly linguistic input to utterance comprehension. They contribute not only to overt communication but to more covert or accidental forms of information transmission. They typically create impressions, convey information about emotions or attitudes, or alter the salience of linguistically-possible interpretations rather

than conveying distinct propositions or concepts in their own right. These aspects of communication present a challenge to pragmatic theory: how should they be described and explained? This paper is an attempt to explore how the wealth of insights provided by the literature on the interpretation of prosody might be integrated into the relevance-theoretic framework (Sperber & Wilson 1986/1995, Blakemore 2002, Carston 2002). We will focus on four main issues. First, how should the communication of emotions, attitudes and impressions be analysed? Second, how might prosodic elements function as 'natural' communicative devices? Third, what (if anything) do prosodic elements encode? Fourth, what light can the study of prosody shed on the place of pragmatics in the architecture of the mind? In each case, we hope to show that the study of prosody and the study of pragmatics can interact in ways that benefit both disciplines.

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Neurolinguistics

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07-373 CUTTING, L. E. (Kennedy Krieger Institute, Baltimore, USA; cutting@kennedykrieger.org), **A. M. CLEMENTS, S. L. RIMRODT, J. R. ABEL, J. G. BLANKNER, S. H. MOSTOFKY, J. J. PEKAR & M. B. DENCKLA, Sex differences in cerebral laterality of language and visuospatial processing.** *Brain and Language* (Elsevier) 98.2 (2006), 150-158. doi:10.1016/j.bandl.2006.04.007

Sex differences on language and visuospatial tasks are of great interest, with differences in hemispheric laterality hypothesized to exist between males and females. Some functional imaging studies examining sex differences have shown that males are more left lateralized on language tasks and females are more right lateralized on visuospatial tasks; however, findings are inconsistent. Here we used functional magnetic resonance imaging to study thirty participants, matched on task performance, during phonological and visuospatial tasks. For each task, region-of-interest analyses were used to test differences in cerebral laterality. Results indicate that lateralization differences exist, with males more left lateralized during the phonological task and showing greater bilateral activity during the visuospatial task, whereas females showed greater bilateral activity during the phonological task and were more right lateralized during the visuospatial task. Our data provide clear evidence for differences in laterality between males and females when processing language versus visuospatial information.

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07-374 FIEBACH, CHRISTIAN J. (U California, Berkeley, USA; fiebach@uni-heidelberg.de), **JESSE RISSMAN & MARK D'ESPOSITO, Modulation of inferotemporal cortex activation during verbal**