Using a pragmatic framework, this paper examines how directives are performed by teachers and students in Finnish and Austrian CLIL classrooms, that is settings where a foreign language (in this case English) is used as the medium of instruction in non-language subjects such as history or chemistry. We explore how interpersonal aspects of communication get realized in the performance of directives, and the way contextual factors such as the object of directives (information/action) or the type of classroom register (instructional/regulative) affect speakers' directness choices. The findings show that both these contextual factors interact systematically with speakers' use of directives. For example, demands for information seem to be fully sanctioned by the educational context and are therefore normally performed directly by both teachers and students whereas demands for action require more interpersonal work, evidenced by the more indirect strategies used. Moreover, while there are student demands for information in both instructional and regulative register, students' right to perform directives for action seems to be restricted to regulative register. Our results show how the specific conditions of classroom discourse affect the language environment in CLIL classrooms and we argue this should be taken into account when formulating language goals for this educational approach.

http://www.applij.oxfordjournals.org

07–340   PEREIRA DE S. THIAGO, ELISA MARIA COSTA (U São Paulo, Brazil), **Indigenous writing in Brazil: Towards a literacy of vision and transformation**. *Language and International Communication* (Multilingual Matters) 6.2 (2006), 113–123. doi:10.2167/laic231.0

This paper argues that knowledge is culturally articulated and varies according to the locus of enunciation. Its proposition is that knowledge should cease to be seen as neutral, scientific and universal. Such a change in the way knowledge is seen requires a discussion of literacy and writing as also being culturally specific. The argument forwarded in this paper in favour of a renewed perspective on knowledge as culturally marked derives from the study of a particular phenomenon: the multimodal narratives produced by indigenous teachers in the context of indigenous schools in Brazil.

http://www.multilingual–matters.net

Applied linguistics

doi:10.1017/S0261444807284289

07–341   AL-KUFAISHI, ADIL (Copenhagen U, Denmark; adil@hum.kd.uk), **A pedagogic model of translating expository texts**. *Babel* (John Benjamins) 52.1 (2006), 1–16.

The aim of this paper is to present a semantically-based and pragmatically-oriented model of translating expository texts, to expound its main components and to establish links between its subcomponents. The model is discourse-centered. It caters for the properties of meaning, semantic relationships, rhetorical patterns and discoursal values, and considers the cognitive processes of interpretation which involve interaction and negotiation between schemata- the system of prior conceptual knowledge and the textual information. The model considers both the macro- and micro-dimensions of discourse analysis. It starts with macro-structure analysis, i.e. the discoursal organizational patterns and proceeds to micro-structure analysis, i.e. the intersentential relationships that bind together the portions of the text and the lexical items which encode the imparted meaning. The model takes into account the four translation processes of discourse decomposition, conversion restructuring and editing. It views the text as a subcomponent of the communicative context which in turn is a subcomponent of the context of culture. The analytical procedure proceeds in terms of three levels: level 1 involves discourse decomposition (Component A), level 2 involves communicative context analysis (Component B) and level 3 involves cultural restructuring (Component C). To properly comprehend a text, a trainee translator has to: (a) decompose the intricate network of semantic and textual relationships, (b) consider the parameters of the communicative context that are relevant to discourse interpretation and (c) link the text to its cultural context.

http://www.benjamins.com

07–342   ANDERSON, WENDY (U Glasgow, UK), **'Absolutely, totally, filled to the brim with the Famous Grouse'**. *English Today* (Cambridge University Press) 22.3 (2006), 10–16. doi:10.1017/S0266078406003038

The Scottish Corpus of Texts and Speech (SCOTS) has been available online since November 2004. It currently contains over 2.3 million words of texts in varieties of Broad Scots and Scottish English. Regular additions are made to the textual content of the corpus and the integrated search and analysis software is continually undergoing improvement. Over the next year, the corpus will grow to around 4 million words, 20% of which will comprise spoken language in the form of conversations and interviews.

http://journals.cambridge.org/jid_ENG

07–343   BOUDREAULT, PATRICK (California State U, Northridge, USA ; patrick.boudreault@csun.edu) **& RACHEL I. MAYBERRY**, **Grammatical processing in American Sign Language: Age of first-language acquisition effects in relation to syntactic structure**. *Language and Cognitive Processes* (Routledge/Taylor&Francis) 21.5 (2006), 608–635. doi:10.1080/01690960500139363

Sentence processing in American Sign Language (ASL) was investigated as a function of age of first language

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acquisition with a timed grammatical judgement task. Participants were 30 adults who were born deaf and first exposed to a fully perceptible language between the ages of birth and 13 years. Stimuli were grammatical and ungrammatical examples of six ASL syntactic structures: simple, negative, agreement verb, wh-question, relative clause and classifier sentences. As delay in exposure to a first language increased, grammatical judgement accuracy decreased, independent of ASL syntactic structure. The signers were less accurate and responded more slowly to ungrammatical as compared with grammatical stimuli, especially the early and delayed first-language learners in comparison to the native learners. The results held across grammaticised facial expressions, signed markers and verb type. These results, in conjunction with previous findings, indicate that the onset of first language acquisition affects the ultimate outcome of syntactic knowledge for all subsequent language acquisition.

http://www.tandf.co.uk/journals

07–344 Charles, M. (U Oxford, UK), **The construction of stance in reporting clauses: A cross-disciplinary study of theses**. *Applied Linguistics* (Oxford University Press) 27.3 (2006), 492–518.
doi:10.1093/applin/aml021

Using a corpus-based approach, this paper investigates the construction of stance in finite reporting clauses with *that*-clause complementation. The data are drawn from two corpora of theses in contrasting disciplines: a social science – politics – and a natural science – materials science. A network for the analysis of reporting clauses is presented which sets out the major alternatives available to academic writers and enables stance to be linked systematically to grammatical and semantic patterns of use. Quantitative and qualitative analysis of the data leads to the identification of an important, but somewhat under-researched, function of reporting clauses in academic writing: their use to report the writer's own work. Drawing on the notions of averral and attribution, the paper shows how writers can emphasize or hide their responsibility for their own propositions and thereby construct a stance which differs according to the epistemology and ideology of the discipline concerned. These reporting clauses play a key role in the construction of major claims, with greater writer visibility seen in politics than materials. However, despite the superficial objectivity and impersonality of writing in the natural sciences, it is argued that skilled exploitation of the interplay between averral and attribution allows writers to construct a stance that is both clear and pervasive.

http://www.applij.oxfordjournals.org

07–345 Frazier, Lyn (U Massachusetts, Amherst, USA; lyn@linguist.umass.edu), **Katy Carlson & Charles Clifton Jr.**, **Prosodic phrasing is central

to language comprehension. *Trends in Cognitive Sciences* (Elsevier) 10.6 (2006), 244–249.

Words, like musical notes, are grouped together into phrases by their rhythmic and durational properties as well as their tonal pitch. This 'prosodic phrasing' affects the understanding of sentences. Many processing studies of prosody have investigated sentences with a single, grammatically required prosodic boundary, which might be interpreted strictly locally, as a signal to end the current syntactic unit. Recent results suggest, however, that the global pattern of prosodic phrasing is what matters in sentence comprehension, not just the occurrence or size of a single local boundary. In this article we claim that the impact of prosodic boundaries depends on the other prosodic choices a speaker has made. We speculate that prosody serves to hold distinct linguistic representations together in memory.

http://www.elsevier.com

07–346 Goatly, Andrew (Lingnan U, Hong Kong, China), **Ideology and metaphor**. *English Today* (Cambridge University Press) 22.3 (2006), 25–39.
doi:10.1017/S0266078406003051

This paper attempts to show the important role that ideology ('meaning in the service of power') plays in the nurturing and proliferation of metaphors and metaphoric themes, a psychological and linguistic role that is just as important as bodily experience. It discusses such themes as power is high, sex is violence, disease is invasion, and race is colour, attempting to show how they drive social practices. It also explores how the themes activity is game and quality is quantity (along with such subthemes as time is money and human quality is wealth) have been implicated in the emergence of both capitalist economic philosophy and the Darwinism and neo-Darwinism which developed from it (as represented successively in Hobbes, Smith, Hume, Malthus and Darwin himself).

http://journals.cambridge.org/jid_ENG

07–347 Goral, Mira (City U New York, USA; mgoral@bu.edu)**, Erika S. Levy, Loraine K. Obler & Eyal Cohen**, **Cross-language lexical connections in the mental lexicon: Evidence from a case of trilingual aphasia**. *Brain and Language* (Elsevier) 98.2 (2006), 235–247.
doi:10.1016/j.bandl.2006.05.004

Despite anecdotal data on lexical interference among the languages of multilingual speakers, little research evidence about the lexical connections among multilinguals' languages exists to date. In the present paper, two experiments with a multilingual speaker who had suffered aphasia are reported. The first experiment provides data about inter-language activation during natural conversations; the second experiment examines performance on a word-translation task. Asymmetric patterns of inter-language interference and translation are evident. These patterns are influenced by age of

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language learning, degree of language recovery and use, and prevalence of shared lexical items. We conclude that whereas age of language learning plays a role in language recovery following aphasia, the degrees of language use prior to the aphasia onset and of shared vocabulary determine the ease with which words are accessed. The findings emphasize the importance of patterns of language use and the relations between the language pair under investigation in understanding lexical connections among languages in bilinguals and multilinguals.

http://www.elsevier.com

07–348 HELLERMANN J. (Portland State U, USA), **Classroom interactive practices for developing L2 literacy: A microethnographic study of two beginning adult learners of English**. *Applied Linguistics* (Oxford University Press) 27.3 (2006), 377–404.
doi:10.1093/applin/ami052

Using methods from conversation analysis, this microethnographic longitudinal case study traces the development of interactional competence which results from adult learners' socialization into literacy events in a modified Sustained Silent Reading (mSSR) program. The investigation focuses on two learners who participated in the mSSR program in an ESOL classroom at an adult community college for three terms. The findings show how the two learners (with different first language educational backgrounds) follow different paths in acquiring interactional competence, moving from peripheral to more engaged participation in classroom literacy events through their socialization into three of these events: book selection, opening post-reading re-tellings, and completing and filing reading logs.

http://www.applij.oxfordjournals.org

07–349 JOSEPH, JOHN E. (U Edinburgh, UK), **Linguistic identities: Double-edged swords**. *Language Problems & Language Planning* (John Benjamins) 30.3 (2006), 261–267.

Linguistic identities are double-edged swords because, while functioning in a positive and productive way to give people a sense of belonging, they do so by defining an 'us' in opposition to a 'them' that becomes all too easy to demonise. Studying the construction of identities is important precisely because it offers our best hope for helping to undo their negative impact, while at the same time providing deeper insight into the role languages play in our interpretation of who does or doesn't belong to which particular group. Djité, in a recent article in this journal (2006), argues that, in our multilingual world, linguistic identities are not the monolithic entities which people often take them for, with the result that individuals get misinterpreted based on the way they speak, provoking prejudice and discrimination. This is also, contrary to what Djité suggests, one of the principal thrusts of Joseph's book Language and Identity (2004). The present article

summarises the relevant arguments made in this latter book and attempts to clarify points of agreement and disagreement with Djité.

http://www.benjamins.com

07–350 KUO, I-CHUN (Canterbury Christ Church U College, UK; ick1@cant.ac.uk), **Addressing the issue of teaching English as a lingua franca**. *ELT Journal* (Oxford University Press) 60.3 (2006), 213–221.
doi:10.1093/elt/ccl001

The status of English as a lingua franca (ELF) has become an increasingly popular discourse in Applied Linguistics and current ELT. It has been suggested that native speakers and their Englishes have become relatively unimportant in international communication and that research interests should now fall on non-native speakers and their use of English. In this article, I will examine the conceptual and operational framework underpinning the case for a description of English as a lingua franca and address issues and problems that need to be taken into account if such a description is to be implemented in second language pedagogy. I will argue that a native-speaker model could serve as a complete and convenient starting point and it is up to the TESOL professionals and the learners in each context to decide to what extent they want to approximate to that model.

http://www.eltj.oxfordjournals.org

07–351 MCDONALD, JANET L. (Louisiana State U, Baton Rouge, USA; psmcdo@lsu.edu), **Beyond the critical period: Processing-based explanations for poor grammaticality judgment performance by late second language learners.** *Journal of Memory and Language* (Elsevier) 55.3 (2006), 381–401.
doi:10.1016/j.jml.2006.06.006

This research explores if poor grammaticality judgments of late (age of arrival ≥ 12) second language learners often attributed to being beyond the critical period for language acquisition can be better explained by processing difficulties due to (1) low L2 working memory capacity, (2) poor L2 decoding, and/or (3) inadequate L2 processing speed. In Experiment 1, late L2 learners and native speakers performed measures of English working memory, decoding, and speed, and a grammaticality judgment task. Compared to native speakers, late L2 learners were poorer on all measures. L2 span, L2 decoding ability, and arrival age correlated with L2 judgment accuracy. Late L2 learners had less difficult judging some structures (e.g., word order, questions) than others (e.g., articles, regular past). To simulate these deficits, Experiment 2 placed native speakers under stressors relevant to memory (low or high digit load), decoding (noise), or speed (response deadline, compressed speech) during grammaticality judgment. Span and decoding scores correlated with judgment under relevant stressors. The stressors caused native speakers

to show selective deficits in judgment, with some structures (e.g., word order) being less vulnerable to stress than others (e.g., regular past). Performance of natives under noise or memory stress paralleled that of late L2 learners, indicating a role for decoding and memory abilities in explaining poor grammaticality judgment.

http://www.elsevier.com

07–352 MORI, JUNKO & MAKOTO HAYASHI
(U Wisconsin-Maddison, USA), **The achievement of intersubjectivity through embodied completions: A study of interactions between first and second language speakers**. *Applied Linguistics* (Oxford University Press) 27.2 (2006), 195–219.
doi:10.1093/applin/aml014

This study examines casual interactions between first language (L1) and second language (L2) speakers of Japanese, paying special attention to the coordination of vocal and non-vocal resources that are brought to bear on the achievement of intersubjectivity. More specifically, this study investigates a practice of 'embodied completion' (Olsher 2004), namely the practice of deploying a partial turn of talk that offers a projectable trajectory of ongoing action and completing that action with a gesture or other embodied display. The participants' conduct that precedes this embodied completion reveals the local processes used to evaluate, discover, and establish shared linguistic and non-linguistic resources in pursuing intersubjectivity. Further, the sequence of actions that follows the embodied completion provides an incidental, interactionally motivated opportunity for the L1 speaker to reformulate what the L2 speaker has said with a more sophisticated linguistic expression. Through the close analysis of two focal cases of embodied completion, which underscores the conversation analytic (CA) perspective of 'competences as resources', this study explores the kinds of contributions that can be made by using CA's explication of interactional details towards the understanding of language learning as it occurs in socially situated practices.

http://www.applij.oxfordjournals.org

07–353 OBERLANDER, JON (U Edinburgh, UK) **& ALASTAIR J. GILL**, **Language with character: A stratified corpus comparison of individual differences in e-mail communication**. *Discourse Processes* (Erlbaum) 42.3 (2006), 239–270.
doi:10.1207/s15326950dp4203_1

To what extent does the wording and syntactic form of people's writing reflect their personalities? Using a bottom–up stratified corpus comparison, rather than the top-down content analysis techniques that have been used before, we examine a corpus of e-mail messages elicited from individuals of known personality, as measured by the Eysenck Personality Questionnaire–Revised (Eysenck, Eysenck & Barrett 1985). This method allowed us to isolate linguistic features associated with different personality types, via both word and part-of-speech n-gram analysis. We investigated the extent to which extraversion is associated with linguistic features involving positivity, sociability, complexity, and implicitness and neuroticism is associated with negativity, self-concern, emphasis, and implicitness. Numerous interesting features were uncovered. For instance, higher levels of extraversion involved a preference for adjectives, whereas lower levels of neuroticism involved a preference for adverbs. However, neither positivity nor negativity was as prominent as expected, and there was little evidence for implicitness.

http://www.erlbaum.com

07–354 ROSENBERGER SHANKAR, TARA
(Massachusetts Institute of Technology, USA), **Speaking on the record: A theory of composition**. *Computers and Composition* (Elsevier) 23.3 (2006), 374–373.
doi:10.1016/j.compcom.2006.05.002

This article explores ways in which some of what has been achieved through the use of writing can be achieved in the domain of the oral and ways in which the use of oral forms might be revalued as literate composition. Toward these ends, I introduce a new word and practice to provide a counterpart to writing in a spoken modality: SPRITING in its general form is the activity of speaking 'on the record' that yields a technologically supported representation of oral speech with essential properties of writing, such as permanence, and offers possibilities of editing, indexing, and scanning but without the difficult transition to a deeply different form of representation such as writing itself. LITERACY is defined here as the sophisticated structures and elements that characterize linguistic stories and ideas, largely but not completely independent of the material ways in which these structures are realized. That is, this article distinguishes literacy from LETTERACY, which refers to textual decoding and encoding abilities, and I introduce another new term, PROSODACY, which refers to oral decoding and encoding abilities. Based on outcomes from two years of exploratory empirical work with adult learners and young children using novel spriting software I designed and developed for them, I discuss four areas in which spriting–like activities and technology can have a positive impact on literacy development and education.

http://www.elsevier.com

07–355 SANFORD, ANTHONY J. (U Glasgow, UK) **& ARTHUR C. GRAESSER**, **Shallow processing and underspecification**. *Discourse Processes* (Erlbaum) 42.2 (2006), 99–108.
doi:10.1207/s15326950dp4202_1

Discourse comprehension theories frequently assume that discourse comprehension involves a complete analysis of lexical, syntactic, semantic, and discourse levels of processing. However, discourse psychologists

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have documented some conditions when a partial processing and underspecification of the resulting representations occurs. The articles in this special issue report empirical studies that identify some of these conditions. A satisfactory understanding of these conditions and the underlying explanatory mechanisms should contribute to a more sophisticated model of language and discourse processing.

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07–356 SEARS, CHRISTOPHER R. (U Calgary, Canada)**, CRYSTAL R. CAMPBELL & STEPHEN J. LUPKER**, **Is there a neighborhood frequency effect in English? Evidence from reading and lexical decision**. *Journal of Experimental Psychology: Human Perception and Performance* (American Psychological Association) 32.4 (2006), 1040–1062.

What is the effect of a word's higher frequency neighbors on its identification time? According to activation-based models of word identification (J. Grainger & A. M. Jacobs, 1996; J. L. McClelland & D. E. Rumelhart, 1981), words with higher frequency neighbors will be processed more slowly than words without higher frequency neighbors because of the lexical competition mechanism embodied in these models. Although a critical prediction of these models, this inhibitory neighborhood frequency effect has been elusive in studies that have used English stimuli. In the present experiments, the effect of higher frequency neighbors was examined in the lexical decision task and when participants were reading sentences while their eye movements were monitored. Results suggest that higher frequency neighbors have little, if any, effect on the identification of English words. The implications for activation-based models of word identification are discussed.

http://www.apa.org

07–357 SEBASTIAN-GALLÉS, NÚRIA (GRNC, Parc Científic Universitat de Barcelona & Hospital Sant Joan de Déu, Spain; nsebastian@ub.edu)**, ANTONI RODRÍGUEZ-FORNELLS, RUTH DE DIEGO-BALAGUER & BEGOÑA DÍAZ**, **First- and second-language phonological representations in the mental lexicon**. *Journal of Cognitive Neuroscience* (MIT Press) 18.8 (2006), 1277–1291.

Performance-based studies on the psychological nature of linguistic competence can conceal significant differences in the brain processes that underlie native versus nonnative knowledge of language. Here we report results from the brain activity of very proficient early bilinguals making a lexical decision task that illustrates this point. Two groups of Spanish–Catalan early bilinguals (Spanish-dominant and Catalan-dominant) were asked to decide whether a given form was a Catalan word or not. The nonwords were based on real words, with one vowel changed. In the experimental stimuli, the vowel change involved a Catalan-specific contrast that previous research had shown to be difficult for Spanish natives to perceive. In the control stimuli, the vowel switch involved contrasts common to Spanish and Catalan. The results indicated that the groups of bilinguals did not differ in their behavioral and event-related brain potential measurements for the control stimuli; both groups made very few errors and showed a larger N400 component for control nonwords than for control words. However, significant differences were observed for the experimental stimuli across groups: Specifically, Spanish-dominant bilinguals showed great difficulty in rejecting experimental nonwords. Indeed, these participants not only showed very high error rates for these stimuli, but also did not show an error-related negativity effect in their erroneous nonword decisions. However, both groups of bilinguals showed a larger correct-related negativity when making correct decisions about the experimental nonwords. The results suggest that although some aspects of a second language system may show a remarkable lack of plasticity (like the acquisition of some foreign contrasts), first-language representations seem to be more dynamic in their capacity of adapting and incorporating new information.

http://jocn.mitpress.org

07–358 SEBBA, MARK (Lancaster U, UK), **Ideology and alphabets in the former USSR**. *Language Problems & Language Planning* (John Benjamins) 30.2 (2006), 99–125.

In 2002 the Russian parliament passed a law requiring all official languages within the Russian Federation to use the Cyrillic alphabet. The legislation caused great controversy and anger in some quarters, especially in Tatarstan, the Russian republic whose attempt to romanise the script for the Tatar language provoked the new law. This paper examines the background to these recent events in the former Soviet Union, showing how they provide a contemporary illustration of the ways that linguistic (in this case, orthographic) issues can interact with ideologies and discourses at the political and social levels. The paper takes an approach which treats orthography and script selection as social practices which are amenable to sociolinguistic analysis, even though they are more commonly modelled as autonomous systems (or 'neutral technologies') which can be detached from their social context (cf. Street's 'ideological' and 'autonomous' models of literacy). The article begins with a very brief overview of the early twentieth-century changes of script from Arabic to Roman and then to Cyrillic, which affected most of the Turkic languages, including Tatar, and an account of the trend to return to the Roman alphabet in the immediate post-Soviet period. It goes on to describe the circumstances of the decision by Tatarstan to introduce the script change, and the resulting backlash from the government of the Russian Federation, in the form of a new language law. It then goes on to analyse the discourses which underlie this story of rebellion and reaction. In particular, the following discourses are identified and discussed:

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.

http://www.benjamins.com

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.

http://www.tandf.co.uk/journals

Pragmatics

doi:10.1017/S0261444807294285

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.

http://www.elsevier.com

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.

http://www.elsevier.com

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