

DOWNLOAD PDF METAPRAGMATIC COMMENTS IN INSTITUTIONAL TALK ANNA CILIBERTI AND LAURIE ANDERSON

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Managing affect in interpreter-mediated institutional talk: Section 1 briefly discusses previous work on doctor-patient talk with and without the mediation of an interpreter. Section 2 sheds some light on the concept of affect. Section 3 includes a description of the data analysed and the methodological approach adopted. Section 4 offers a close investigation of five interactional sequences containing affective cues. Finally, Section 5 draws some conclusions regarding the role of interpreters in managing affective displays within conventionalised forms of interaction. Doctor-patient interaction, affect, interpreting Doctor-patient interaction is one of the communicative situations in which the presence of an interpreter is increasingly required. Like all kinds of lay-professional encounters, it has often been described as an institutional type of interaction, displaying a certain degree of formality or conventionality and some recognisable features see Levinson Focusing on institutionality, however, is a double-edged sword: Doctors and patients have even been described as speaking with two conflicting voices, which Mishler has labelled "the voice of medicine" and "the voice of the lifeworld," the former prevailing over the latter and conferring on the medical interview the status of a discourse type with specific features e. A significant exception is some work in oncology and palliative care, which has seen affect in connection with emotionally challenging situations and delicate issues involved in the treatment of life-threatening illnesses see Faulkner and Maguire ; Maguire and Pitceathly , ; Kissane et al. Being essentially practice-oriented and didactic in purpose, however, this work is concerned with providing healthcare practitioners and students with practical guidelines on how to deal with outcome variables like patient compliance and satisfaction, improving patient quality of life, and minimising stress and legal risks for doctors. Similarly, studies on interpreter-mediated doctor-patient talk have not systematically investigated the affective dimension of the interaction, reflecting the traditional bias towards an alleged neutrality of interpreters, who, exactly like doctors, are trained to refrain from showing involvement of any kind e. A substantial body of research has even failed to recognise interpreters as ratified participants in the interaction not just in medical settings , and to acknowledge the "interpreting voice" see Merlini and Favaron as a third, equally visible voice interpenetrating the voice of medicine and the voice of the lifeworld. Mutual attention is key in doctor-patient communication, especially with the emergence, starting from the s, of a patient-centred approach. Clearly, the presence of an interpreter in the medical encounter adds to the complexity and already delicate balance of this type of interaction, causing the borders between who is actually taking the responsibilities associated with the delivery and reception of healthcare to become blurry. The role of interpreters within the medical encounter has been extensively examined by Davidson and Bolden Moving from the assumption that interpreters cannot be neutral let alone invisible , as they have to bridge the gaps between different linguistic and cultural systems, and are themselves social agents co-constructing the meaning of the interaction in which they take part, both authors reach similar findings. In this way, they act as informational gatekeepers keeping the interview "on track" see Davidson In her extensive work on medical interpreting, Angelelli describes a rather more varied picture, in which interpreters become visible "by replacing one of the interlocutors, by aligning with the parties to channel information, by communicating affect, by exploring, by expanding or summarizing [Although Angelelli sees interpreters through different lenses and describes them using various metaphors depending on the situation detectives, multi-purpose bridges, diamond connoisseurs, or miners; *ibid.*: The first researchers to have brought the affective dimension of interpreter-mediated medical consultations to the fore from an interactionist perspective are Baraldi and Gavioli In their data on mediated consultations with Arabic-speaking patients, the authors analyse instances of dyadic affective interaction between patients and interpreters. In a recent volume edited by Gavioli a number of contributions explicitly address the issue of affective communication, noting that triadic affective

interactions are rather infrequent and the emotive involvement of all three parties is quite difficult to achieve. To further complicate matters, the language resources conveying affect are various and variously classified e. However, a few clarifications and caveats are in order to better outline the rationale for this study. In other words, and moving from the folk psychological category of involvement see Caffi and Janney It is precisely as a continuum that I will consider affect in the discussion in Section 4. Second, in this paper a broad working definition of affect has been chosen, one that includes expressed feelings, attitudes, and relational orientations of all kinds see Ochs According to the view adopted here, affect is an attribute of sociality, and affective displays are "conventionalized ways of establishing rapport" Tannen Conventionality implies that the relationships existing between specific affective displays and specific interactional settings are analysable. In other words, the conventionality of affect goes hand in hand with the institutionality of interaction see Section 1. This, in turn, means that affective displays may be described as either appropriate or inappropriate, and, as pointed out by Coulter In other words, emotions are normatively explicable, i. Emotions are actually visible through "contextualisation cues" see Gumperz , a body of verbal and nonverbal signs, including prosodic features e. Contextualisation cues are thus fundamental in order to interpret utterances in their particular locus of occurrence, i. It is by looking at these cues that I will explore how affectivity surfaces and is dealt with in interpreter-mediated doctor-patient talk. Data and method The examples discussed in the present paper are taken from a corpus of interpreter-mediated doctor-patient interactions recorded between and in hospitals and family support centres in the provinces of Modena and Reggio Emilia in North-East Italy. For the purposes of the present paper, only the Italian-English subset was considered, which comprises consultations first visits, follow-ups, and routine discharge examinations. The length of consultation varies from less than five minutes to over one hour depending on the aim of the visit from a simple prescription to an extensive examination. The very few exceptions are exchanges involving young male outpatients seeking help for orthopaedic problems, respiratory tract infections, and other common pathologies often associated with occupational medicine. All patients belong to minority groups and use English as either their second language or a lingua franca, showing varying proficiency levels. Some of them also know Italian, although again with varying competence. Most patients come from West Africa and, in few cases, from either the Indian subcontinent or Southeast Asia. Healthcare providers are doctors gynaecologists or other and other staff e. They are native speakers of Italian, although some of them have some knowledge of English. The interpreters involved are three trained professionals, who have attended ad-hoc cultural mediation courses. Like many patients, they are from West Africa one from Ghana and two from Nigeria , and have themselves experienced the process of immigration. The interactions were audio-recorded and subsequently transcribed using conversation analytical conventions see Appendix and inductive rationale. The extracts chosen are representative of the English-Italian subset in terms of type of visit, participants involved, type of sequences dyadic vs. In sections 1 and 2, I have referred to the conversationalist, and more generally, interactionist perspective characterising this paper, and have restricted the rather fuzzy notion of affect to that of displayed emotionality, focusing on the effects this has on the ongoing interaction. In line with this approach, in analysing the data I have tried to identify affective displays that are significant for participants themselves. To do so I have applied what Sacks et al. I have closely inspected single turns at talk to see, on each occasion, how the current speaker is treating what has been uttered before. In Section 1 I have also subsumed doctor-patient talk be it mediated or non-mediated under the rubric "institutional interaction. Chapter 8 , institutionality itself is considered as "talked into being" Heritage Unfortunately, the limited number of the interpreters involved in the recordings does not allow generalisations about the interactional organisation of mediated doctor-patient encounters, particularly regarding how affectivity is managed. Moreover, the fact that videos were not available for analysis has meant little or no access to non-verbal behaviours, including gaze and gesture, which are important cues of affective communication. Despite these limitations, some regularities are observable in the data, as we will see in what follows. Managing affect in mediated medical encounters The present section sets out to discuss some examples of dyadic and triadic affective communication in interpreter-mediated interactions between

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healthcare providers and patients. Throughout the discussion of the data various affective cues will be examined focusing on who produces them and how they are made relevant or not made relevant to the ensuing talk. Special attention will be paid to the ways in which effective cues are treated by interpreters. Excerpt 1 is an example of dyadic affective interaction between patient and interpreter. Monolingual two-party conversations between patients and interpreters are rather frequent in the corpus. Here the clinician is physically present, but the interpreter does not do anything to involve her in the affective interaction. In fact, the encounter terminates immediately after the reproduced conversation with a closing sequence in which the participants exchange routine thanks and final greetings. The excerpt is taken from an exchange in a neonatal ward, where the patient, who is HIV positive and whose newborn baby is a little underweight, is being given news on the conditions of her son and instructions on where to buy powdered milk to feed him once he is discharged from the hospital. The interpreter tries to reassure her see especially line 13 and offers her support if problems arise line 14. However, the patient, instead of confirming understanding and uptake of the course of action projected by the interpreter, expresses further doubts 1. At this point the interpreter elaborates on her previous answer 2. She does so by using what Local and Walker (1999) call 'attributional formulations', which can be considered as a specific type of formulations, in that they offer a candidate reading for what has been said or done before see Heritage and Watson (1994), Heritage (1994). To be more precise, they make "something explicit that was previously implicit in the prior utterance," or make "inference about its presuppositions or implications" Heritage (1994). In any case, the self-attribution results in the interpreter explicitly reassuring the patient and reiterating her offer of help 1. It should be noted here that this use of affective formulations or, to be more precise, attributions of affectual states seems to be an instance of what Caffi and Janney (1996) call 'affective reformulation'. Interestingly, affect is made relevant to possible practical problems related to the post-visit phase by both participants:

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Chapter 2 : I English Language | The Year's Work in English Studies | Oxford Academic

Metapragmatic comments in institutional talk / Anna Ciliberti and Laurie Anderson Metapragmatic expressions in physics lectures / Sara W. Smith and Xiaoping Liang The acquisition of metapragmatic abilities in preschool children / Juliane Stude.

From to , he did postdoctoral research at the University of Chicago , analysing share tenancy and variable rural land resource allocation, and was hired as an assistant professor after impressing Milton Friedman in a debate. In , he moved to the University of Washington where he taught until Under the advice of several friends, including Ronald Coase , he returned to Hong Kong as a professor in University of Hong Kong to support the economic reforms of China. One of the constraints which he emphasizes most is transaction cost or better termed institutional cost. His theory of share tenancy has enhanced the understanding of contractual arrangement, which was largely ignored by neo-classical economists. According to Cheung, sharecropping is not necessarily exploitative. It will achieve the same efficient allocation as labor markets under competition and zero transaction costs Cheung, This implication is revolutionary; sharecropping was perceived as an inferior arrangement for years. After the publication of *The Fable of The Bees* , our perception of externalities is no longer the same: In , Cheung published probably his most important journal article, "The Contractual Nature of the Firm". While a firm cannot be defined easily, Cheung interprets it as a kind of contractual arrangement being used to replace the market i. Cheung once stated that when he finished writing the article, he knew that it would become a work that will last generations, and still be read a hundred years later. Thus, "[he] beheld the sky and laughed. He is also known for his famous wit; in he wrote an article "Irving Fisher and the Red Guards", published in the renowned *Journal of Political Economy* , arguing ironically that the activities of the Red Guards in China stemmed from their use of a "refined concept of capital". Unbeknownst to the readers, the article was written under considerable emotional pain; his close friend, the table tennis champion Rong Guotuan , had just committed suicide after being tortured by the Red Guards. Cheung maintained a lifelong friendship with former mentors Ronald Coase and Milton Friedman , the latter of whom officiated his wedding. Cheung was also an avid photographer. Stiglitz [5] have acknowledged intellectual provocation by Cheung in their respective Nobel lectures. Practical research[edit] Steven Cheung is highly respected for his deep devotion to his research. In order to understand real life phenomena, he personally engaged in numerous economic activities, such as fish farming, selling citrus fruit, inspecting the petroleum industry, and haggling over the price of antiques. He has criticized the isolation of most economists from real life problems. Neoclassical tradition, theories must be potentially refutable but not yet refuted Cheung considers many mainstream concepts not observable, leading to the non-refutable nature of many theories such as utilities, welfare focus on capturing the underlying and relevant constraints to explain economic phenomena that might seem odd and strange on the surface.

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Chapter 3 : Metapragmatics in Use (Pragmatics and Beyond New Series) - PDF Free Download

Anna Ciliberti and Laurie Anderson Metapragmatic expressions in physics lectures: Integrating representations, guiding processing, and assigning participant roles.

No part of this book may be reproduced in any form, by print, photoprint, microfilm, or any other means, without written permission from the publisher. John Benjamins Publishing Co. Metapragmatics in educational use Metapragmatic comments in institutional talk: Special thanks are also due to Gudrun Nelle for helping us with the proofreading. Approaching metapragmatics This volume examines the concept of metapragmatics from a new perspective in that it focusses on the pragmatics of metacommunicative utterances in use. Rather than reflecting on how metalanguage is used as a means of topicalizing, theorizing or simply talking about language as system or in use, we investigate how interactants actually employ meta-utterances to intervene in ongoing discourse. Accordingly, we are interested in the pragmatics of meta-utterances being put to communicative practice, or, in short, in metapragmatics in use. While metalanguage is a long-standing and concordantly used notion in linguistics, metapragmatics is a fairly new term, which still allows for a number of variant readings. Any attempt at disentangling even the most prevalent of these readings in order to arrive at our understanding of metapragmatics has to be preceded by a brief look at its constitutive elements meta and pragmatics and at some conceptualizations of metalanguage. Being polysemous itself, the affix meta invites different readings of the concepts it premodifies. The capacity of detaching oneself from the object use of language is placed on a higher level of communication, it is a function of a different kind in that it is not used to communicate propositional meaning but to explain, gloss, comment on, predicate about or refer to such propositional meaning. It is thus indispensable because it enables or at least helps the interlocutor to understand how what is said is meant. For overviews both in logic and mathematics as well as in language philosophy cf. The use of language to refer to language itself is seen, then, as a higher order or iterative use worthy of special attention. Language referring to language in this way is called metalanguage and the ordinary language referred to is called object language. Instead, he looks upon metalanguage as a kind of virtual tool geared towards the systematics of object language, i. But even though its significance is out of the question, this is just one side of the coin. In this volume, we are interested in the other, the practical side. Our interest is geared towards metalinguistic means as manifestations of such virtuality, i. For his use of the concept code cf. Jakobson and , where he argues for four different types of about-relations between messages and codes. Metapragmatic acts, inter alia, assign either explicitly or implicitly particular pragmatic functions to speech acts or discourse types. This reflexivity is so pervasive and essential that we can say that lan Lucy The focus of such metacommunicative framing was later extended from discourse types or speech activities proper such as jokes, discussions, chats, interrogations etc. Introducing metapragmatics in use understands reflexive language in a very broad way as embracing the entire immensely rich and variant range of metalinguistic means and strategies that interactants may choose from when referring to, making evaluative judgments about or commenting on any kind of system- or use-related phenomenon of language. Following this view, we can say that the means and functions of metapragmatics that we focus on in this volume, are a sub-category of reflexive language. But even though reflexive language is described as such a very wide concept, it has its limits and is by no means all-inclusive: Explicit reflexive statements, whether about the code structure, rules of use, specific speech events, or particular utterances, all tend to be limited by the formal devices available to speakers to engage in such explicit discourse and by the sorts of formal and functional aspects of speech which are readily recognized. Only a few aspects of speech may receive formal recognition whereas others may remain unlabeled. Even though pragmatics seems to invite various readings, we believe that most of them fall into two types only. There is a wide reading, according to which pragmatics is best regarded as a general theory of any kind of language use. Such a broad approach lacks methodological homogeneity and controllability and is in danger of producing impressionistic and ad-hoc-descriptions only

epitomizing the pragmatist as an artist rather than a scientist. Keeping this reading of pragmatics in mind, we can now investigate the somewhat enigmatic notion of metapragmatics with its various facets. In fact, the vagueness of the notion and the diversity of its characteristics, which are a challenge to any linguist, were originally among the driving forces behind our interest in metapragmatics. We will especially focus on metapragmatics as the pragmatics of actually performed meta-utterances that serve as means of commenting on and interfering with ongoing discourse or text. Text books on pragmatics are exercises in metapragmatics. We are not interested in a discussion of metapragmatics in this sense. In this reading, metapragmatics as a methodological reflection on pragmatics is analogous to approaches like metaphonology, metasyntax or metasemantics, of which the first two appear not to exist but are readily imaginable. Taking this general assortment of issues as a springboard, we suggest a distinction between system- and competence-related aspects, on the one hand, and instance- and performance-related aspects, on the other. And it is the latter applied and data-based reading which puts the stamp on the general theoretical alignment of this book and the specific orientation of each contribution. The papers in the present volume can all be attributed to this reading. Linguists are, of course, well aware of the remarkable fact that language, as a self-reflexive and self-referential system, can monitor, control, edit and refer to itself and that speakers act accordingly. As has been pointed out repeatedly especially by Lucy, cf. They then function as means of explaining and modifying, exemplifying and glossing, repairing and evaluating, which, inter alia, help to infer entailed, presupposed and implicated meaning, handle the current discourse topic, secure functional illocutionary as well as perlocutionary uptake and establish a net of cohesive connections and thus suggest coherence. Furthermore, our focus is mostly on those meta-utterances that evoke some kind of communicative disturbance. For contextualization cues cf. Gumperz and for matters of reflexivity the reader by Lucy That is, when we listen with one another in our everyday encounters, we routinely listen from our speech to the thought so intended. Inversely, when a foreign tongue is used, a language we are unable to transcend, we explicitly attend to the speech itself. And this, we believe, is where meta-utterances come in. Induced by such discernable or possibly only assumed communicative disturbances, they attend to them by topicalizing them why are you getting so aggressive all of a sudden? Such utterances are used as metapragmatic means when the speaker is no longer holding but breaking the line, as it were. Not in the sense that the linear order is not respected and kept, but in the sense that there is, e. Such meta-utterances reflect a hitch or an obstruction in the smooth flow of discourse. Forms of practice of metapragmatics Our focus on the pragmatics of actual meta-utterances as discourse data leads to two lines of investigation, which are partly connected. On the one hand, we consider utterances that are reflexively used in an automatic way, without actually reflecting on their use , and on the other hand utterances that are used in a goal-oriented way for practical purposes. Further specifications, however, have to be made. Introducing metapragmatics in use 2. Their literal meaning consists in the negation of the possibility to verbalize what is due for description. Seen grammatically, this class of adjectives is somewhat anomalous. According to Zimmer they have to be characterized as derivations from contrary positive adjectives together with which they form complementary pairs. Their positive counterpart, however, shows highly restrictive conditions of use, because it is only [â€¦] in contexts where the describability of an object or state of affairs contrasts with the indescribability of another object or state of affairs, that their application is fully acceptable. It is, actually, one of the basic tenets of pragmatics; Searle While 1 provides an illustration of how such metapragmatic acts of expressing inexpressibility can become subject to topicalization, 2 represents the metapragmatic acting out the inexpressibility. Both examples are taken from the context of mysticism and esoterics, but the experience of lacking words for talking about some extraordinary experience is certainly something we all are familiar with. That this is not a unique case can easily be proven by a second set of examples, this time centering around a text-pragmatic issue, which is less elementary but still vital for any text as text: How to begin and how to end. The task of beginning and ending may become a problem for writers of everyday texts and public speakers with little practice, but even for poets and novelists. The conventional novel, which extracts a coherent and complete unit from the flow of life, presumes to accompany its heroes

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until the completion of their adventures. Two conceptions of an ending, two sides of the unfinishable: Example 4, however, represents at least in some respects a metapragmatic case in actu, consisting of the aposiopesis of the final sentence together with the subsequent explicit metanarrative ending qua literally announcing the end. The act type is more pervasive. Of the two forms of For a second, additional reading, see Gutbrodt Introducing metapragmatics in use metapragmatic practice, only the act type will be further pursued at length. The pertinent examples so far given 2 and 4 represent just one, viz. Comparing 6 and 7 with 2, 4 and 5, the modal difference is obvious: We know this type of differentiation from ordinary speech act theory. A warning, for example, can be performed in explicit or implicit terms by version 8 or 9 respectively. They are used to explicitly or implicitly perform a metapragmatic act. Explicit metapragmatic acts seem to be the preferred because easier and more readily available option. It may not be by chance, after all, that the implicit examples given are all from up-scale literature. The examples of the explicit and implicit metapragmatic performative type so far considered share one particular functional characteristic. They perform simultaneously what they state as problem, i. In one way or another, they articulate a difficulty and in doing so overcome it. They serve the actual, current communicative purpose, viz. There is an alternative, which we have already briefly mentioned: Here is a fabricated example. Really, you have to. Here, the problem triggering the metapragmatic act does no longer concern the ongoing activity itself, but consists in something extraneous, though linked to it. Instead of continuing the discussion about the best line of action to be taken, B addresses the way in which A tries to persuade him into taking action. We may call this the off-line type and contrast it with the on-line type encountered previously. Combining the two alternatives systematically results in four options: Introducing metapragmatics in use c While the implicit off-line type is not represented at all, d the explicit off-line type is the topic of the majority of contributions to the present volume. Type c may not even exist or at least be hardly observable. Type d is the type, actually, which formed the focus of the panel on metapragmatics at the 9th International Pragmatics Conference in Riva Data of this sort abound. Metapragmatic acts of the explicit off-line type, it seems, are ubiquitously in use.

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Chapter 4 : Pragmatics & Beyond New Series Metapragmatics in Use - è-ç”â-!â•šâ@çš,,æ—¥â¿— - ç½‘

Ciliberti, Anna, and Laurie Anderson "Metapragmatic Comments in Institutional Talk: A Comparative Analysis Across Settings." In *Metapragmatics in Use*, ed. by Wolfram.

As they explore how to translate reported speech from Italian into English, students become aware of and develop strategies to deal with hypo-differentiation, i. Implications for the design and delivery of language and translation courses at the university level are discussed. The present contribution illustrates how this characteristic of literary texts can be exploited in the translation classroom as a catalyst to help students develop a metalinguistic awareness of differences between linguistic systems and stimulate a pragmatic perspective on language use. In it, role play and a task-based approach are exploited in order to vicariously involve students in the fictional world of the text. This paper aims to contribute to the current volume by engaging with and hopefully furthering three aspects of the wide-ranging legacy that Anna Ciliberti has bequeathed to those who know her or have had occasion to read her work: Rethinking translating towards the non-mother tongue in the language and translation classroom Traditionally, teaching translation towards the non-mother tongue has been viewed with a certain suspicion. Both psycholinguistic and cultural reasons are typically invoked: The argumentative line presented by C. First, where English is concerned, both practical considerations and questions of fairness are at issue: A second reason is that the concerns about style and register that are commonly raised are probably overstated: Such grounds are unnecessary, however, if one starts from the premise “ by now well-established in language teaching circles “ that helping students achieve communicative competence including developing adequate translational skills does not mean proposing only tasks that will be encountered in professional practice for a well-reasoned reflection on this issue, see Stewart, Rather, as I will highlight in what follows, what matters is engaging students in pedagogically effective language use that draws on and exploits their plurilingual repertoires. Theoretical and practical underpinnings of the pedagogical approach presented Over the last thirty years or so, linguistic pragmatics has clearly demonstrated that the locus of meaning-making is situated language in use. How broadly in translation theory and practice one may wish to frame such engagement “ rather restrictively, as in text linguistic approaches, or in wider cultural-semiotic terms “ remains an open question for a useful overview of the issue, see Hatim, A unique quality of literary texts, in particular fictional texts, is their capacity to imaginatively evoke other situations and contexts. This characteristic can be drawn on to help students problematize and rework existing cognitive schemes and modes of text processing. One important psycholinguistic obstacle that student translators and cross-cultural communicators in general need to overcome are deeply-entrenched ways of linguistically representing degrees of epistemic certainty and agency. The following pedagogic design, which builds on a contrastive linguistics approach developed by two colleagues, Piera Sestini and Irene Loffredo, and has gradually been refined over several years of teaching translation courses to upper-intermediate and advanced undergraduate language majors, aims to address this hurdle. But first, a brief note on the translation problem in question. A knotty translation issue: Translating narrative texts containing reported thought or speech can therefore prove particularly challenging, particularly where techniques such as free indirect discourse are employed, for two reasons. The first is that translating reported discourse requires an ability to recognize in reception and render in production a deictic system that exhibits properties of dual articulation. Person, time and spatial reference need to simultaneously accommodate the perspectives of both the narrator and the person s whose speech or thoughts are being narrated, what Mortara Garavelli , and Calaresu refer to as, respectively, locutore hic et nunc Lo and locutore citato L1: Nel discorso che riproduce al suo interno altri discorsi o parti di altri discorsi in forma diretta, si osserva [As communicative acts between writers and readers, all texts are characterized by deixis. In many text types, a single perspective may pervade the text as a whole: Deictic perspective can also change dynamically as the text evolves. In this regard, Richardson observes that narrative texts typically contain a

dual perspective: Quoting Segal, a key figure in deictic shift theory, he notes that: The three examples presented in tab. In Italian, instead, neither of these distinctions is obligatorily encoded: III type He said that he would buy a flat if his pay were raised, and since he was optimistic about it, he started looking into prices. Disse che avrebbe acquistato un appartamento se avesse ricevuto un aumento, ma purtroppo il suo datore di lavoro aveva rifiutato ogni tipo di trattativa sindacale. III type He said that he would have bought a flat if his pay had been raised, but unfortunately his employer had refused to negotiate with the unions. And this is in fact the case. Doing so requires making inferences about cognitive or affective states that may have been specified elsewhere in the original text or been deliberately left underspecified vague, a procedure that in turn involves a close reading of the original. The following pedagogic sequence supports this inferencing process by introducing an experiential component into the translation process [6]. In the following pedagogic sequence, the role play is preceded by two preparatory phases, one oriented towards helping students identify the context evoked by the text, the other focusing more specifically on the segments in reported speech in the Italian original. It is followed by the translation phase proper; in this fourth and final phase, metalinguistic labelling of what one is doing plays a prominent part: Guided observation of the original Italian text or text excerpt: Asking individuals or pairs of students the more extrovert or theatrically inclined to stand up and perform the equivalent versions generated in direct speech, first in Italian and then in English, can have a powerful impact in highlighting the key role played by contextual expectations. Buzzati, *Il deserto dei tartari* Tab. In the Cassola passage, a close reading of the surrounding co-text not included here for reasons of space reveals that the protagonist continues to daydream and does not actually go out; this circumstance suggests that the use of the second conditional in the direct speech version is probably most appropriate. Both these texts are in the past tense, the thoughts of the characters are in fact reproduced in the past tense so erm: Although the process of deictic re-anchoring required to vicariously imagine themselves in the narrative context evoked can be difficult for some students, generally speaking the pedagogic sequence proposed or variants thereof, which likewise draw on the performative opportunities offered by literary texts proves useful in the translation classroom because of its capacity to systematically leverage the pragmatic dimension of texts. Conclusions This brief contribution has aimed to share with practitioners teachers of translation and language teachers and scholars researchers in translation studies a replicable heuristic that has proved successful in the classroom for solving a well-known difficulty encountered by novice translators: It was also intended to provide a concrete illustration of how the analytic tools of linguistic pragmatics in the present case, the notion of deictic re-anchoring can be usefully incorporated into course design in language and translation studies, thus contributing to bridge the theory-practice divide. Constructivist approaches to classroom interaction have shown that involving students more actively in their own construction of meaning can facilitate more effective learning. Drawing on pragmatics to reconceptualise the use of literary texts in the translation classroom is one way to achieve this goal. An approach to the description and pedagogy of interactional speech. *La dimensione pragmatica e testuale del discorso riportato*, Franco Angeli, Milano. *Discorso, apprendimento, socializzazione*, Carocci, Roma. Axes for a target language, in Grosman M. *English translation in* Chesterman A. *An integral theory of translation*, Bloomsbury, London. Theoretical bias and practical results, in Grosman M. *Challenges and opportunities*, Benjamins, Amsterdam: Implications for translator and interpreter training. Clearly, as in all non-experimental modes of educational research, there are a number of other variables that could have influenced this result; my colleagues and I feel, however, that at least part of the effect can be attributed to the refinement of the teaching strategies adopted. An applied linguist B. She is currently vice-director of AIM, an interuniversity centre dedicated to the analysis of spoken interaction in institutional settings and collaborates with the Max Weber Post-doctoral Programme at the European University Institute Florence as a member of the FIESOLE Group, a network of applied linguists from various European institutions dedicated to developing reflexive, transnational approaches to training for academic practice.

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Chapter 5 : Table of Contents: Metapragmatics in use

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Chapter 6 : Steven N. S. Cheung - Wikipedia

This collection of papers fills a gap in current research on both metapragmatics and pragmatics in that it combines data-based pragmatic analysis with metapragmatic theory and focuses on the ways in which metadiscourse is actually used.

Chapter 7 : Cirillo article

Part B. Metapragmatics in educational use Metapragmatic comments in institutional talk: A comparative analysis across settings Anna Ciliberti and Laurie Anderson Metapragmatic expressions in physics lectures: Integrating representations, guiding processing, and assigning participant roles Sara W. Smith and Xiaoping Liang.

Chapter 8 : Kansas State University

Metapragmatic comments in institutional talk: A comparative analysis across settings Anna Ciliberti and Laurie Anderson. Metapragmatic expressions in.

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