

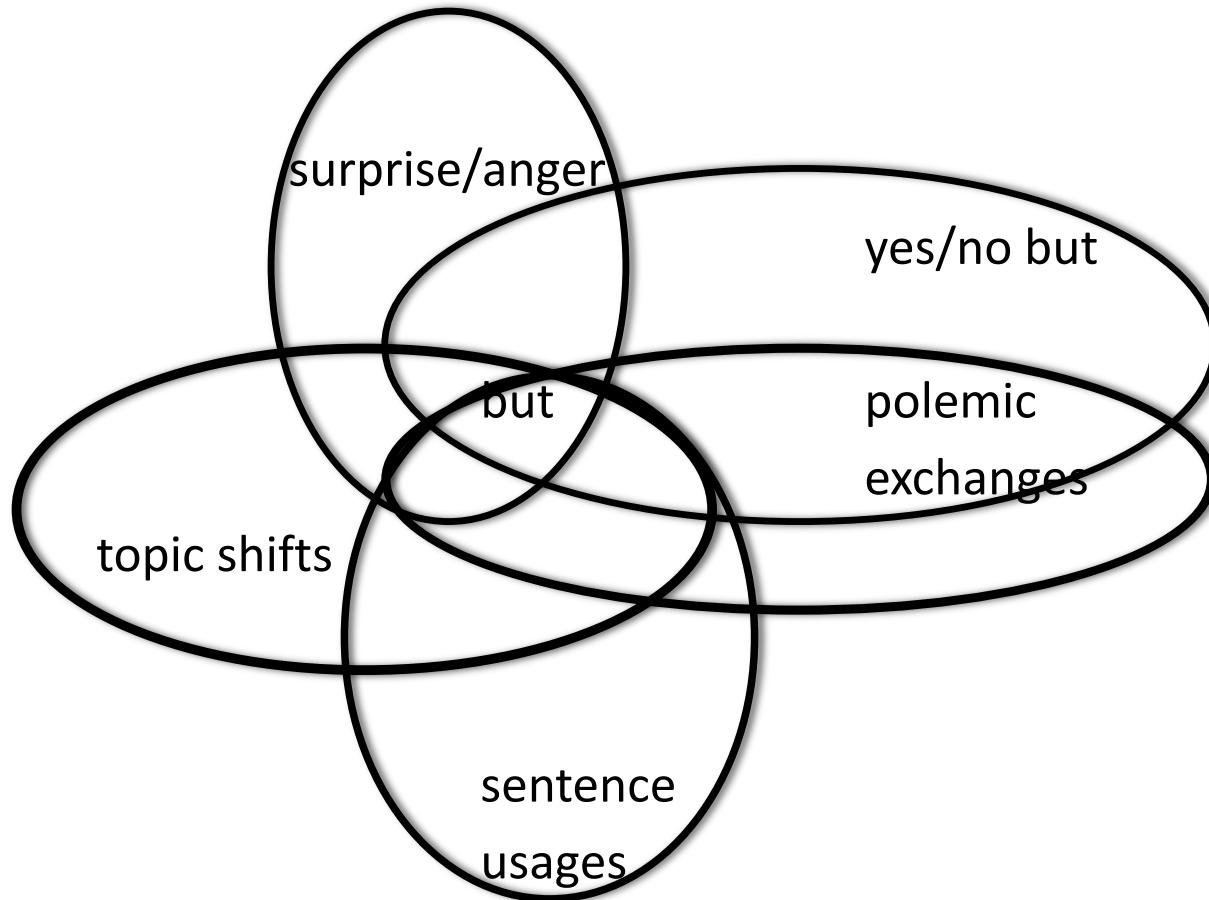
DISCOURSE MARKERS: A TUTORIAL FUNCTIONS AND POSITIONS IN THE STUDY OF DISCOURSE MARKERS

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1. TUTORIAL

I. SOME PROBLEMS REGARDING DISCOURSE MARKERS

BUT	Descriptive grammar	Conjunction
	Text Grammar	Enlace extraoracional
	Argumentation Theory	Connettivo interfrasale
	Pragmatics	Connecteur argumentatif
	Partikelforschung	Connecteur interactif
		Discourse marker
		Modalwört



- | | |
|----------------------------------------------------------------------------------------------|-----------------------------------------|
| 2. CONNECTIVE | Van Dijk (1977) |
| | Blakemore (1987) |
| 3. CONNECTION | -Logic-based relation: sentence, clause |
| | -Binding relation chunks of talk |
| | -Argumentative arguments |
| | -thoughts propositions |
| 4. DISCOURSE PARTICLE, DISCOURSE RELATIONAL DEVICE
(connective < DM < DP ?< DRD... < ...) | |

4. A historical problem on the name

- U.S.A. Discourse markers
- Europe Connectives

5. A double reduction in the treatment of connectives:

- X is a connective $\rightarrow X$ is only a connective (type level reduction)
- X_n is a connective $\rightarrow X_n$ is only a connective (token level reduction)

6. Connectives can perform different levels at the type *and at the token* levels

- (V. and S. are arguing for and against the legality of a new law discussed in the Spanish Parliament. V argues that illegality must be established with regard to a particular interpretation of the Spanish Constitution)

V: [¿estás o no estás?]

[do you agree or not?]

S: [sí que lo había oído]// cuando hay§

[yes I knew it]// when there is

V:

§ entonces§
then

2. SOME QUESTIONS

1. What is the difference –if any- between connectives and Discourse Markers?
2. Are DMs a word class?
3. Are DMs a formal or a functional word class?
4. What relationship exists between form and function in the study of DMs?
5. What does it mean *to mark a discourse*?

3. SOME ANSWERS

1. What is the difference – if any – between connectives and discourse markers?

DISCOURSE MARKERS: broad functional word class whose only common feature is not to be included in the syntactic and/or semantic structures of a sentence/proposition

CONNECTIVES: subset of discourse markers comprising the items whose main function is to bind elements together.

Relation HYPONYMY – HYPERONYMY

2. Are DMs a word class?

Yes, DMs are a word class.

However, commonality cannot be established on formal traits:

Adverbial *well* ~ DM *well*

Adverbial *entonces* ~ Connective *entonces* ~ Modalizer *entonces*

If the link between DM and non-DM uses of a same form is broken (RT, descriptive grammar), then a diachronic approach becomes impossible

Conclusion: attention should be turned not to the procedures encoded by a DM (monosemy), but to the different functions performed by the DM

3. Are DMs a formal or a functional word class?

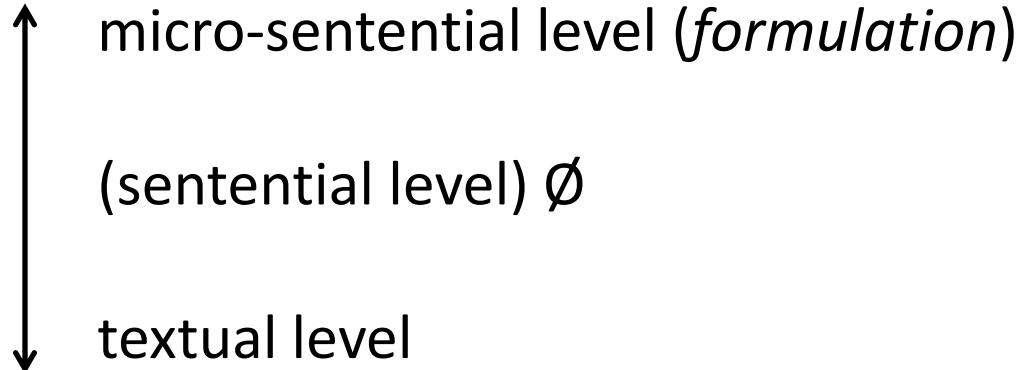
A definition in terms of sufficient and necessary conditions does not provide an accurate account of the flexibility of connectives

X is a connective → *X is only a connective*
→ *X cannot be a conjunction*

Connectives are a prototype category, whose linking point is functional:

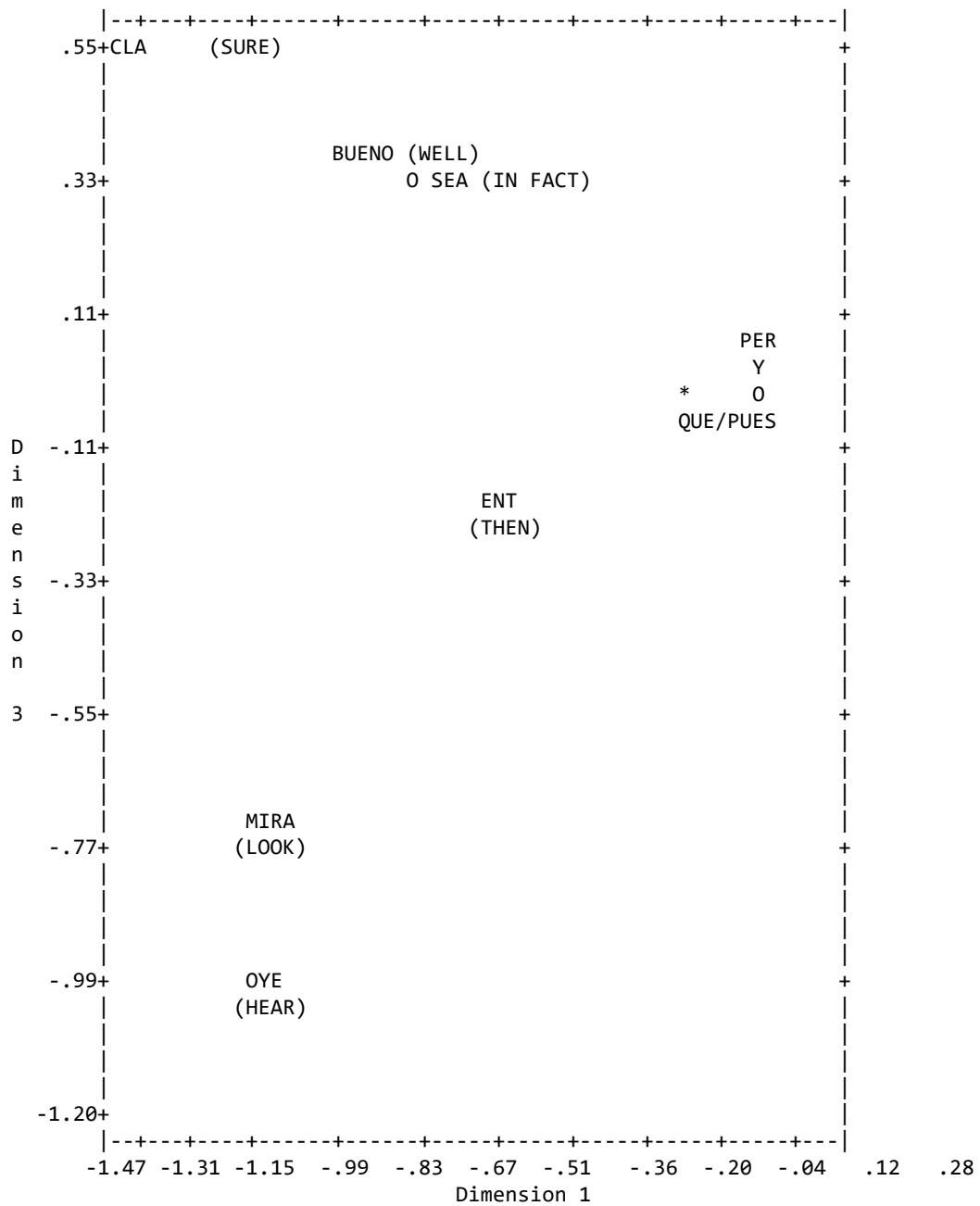
Centrality: ability to link in the sentence/utterance level

Peripherality: lack of it. A peripheral connective can perform union functions at two levels:



4. Corollary: preference for a function-based explanation

The connective value of an item should be first functionally established



4. What relationship exists between form and function in the study of DMs?

In order to study connection, it is necessary to describe connectives

but

connectives are a crossroad of functions

Therefore,

the study of connectives is related to other pragmatic categories as well

Extracting generalizations of what connection is from the behavior of a connective provides a distorted version of the category,

but

it is (almost) impossible to define the class without reference to its components.

Alternative: a functional approach:

From connectives to connection:

Function is a gradient category:

the more occurrences of an element accomplishing the function of connection, the more central that connective is

b) the more prototypical the functions, the greater its centrality.

Goal: to define connection and other neighbouring functions

5. What is the relationship between forms and functions?

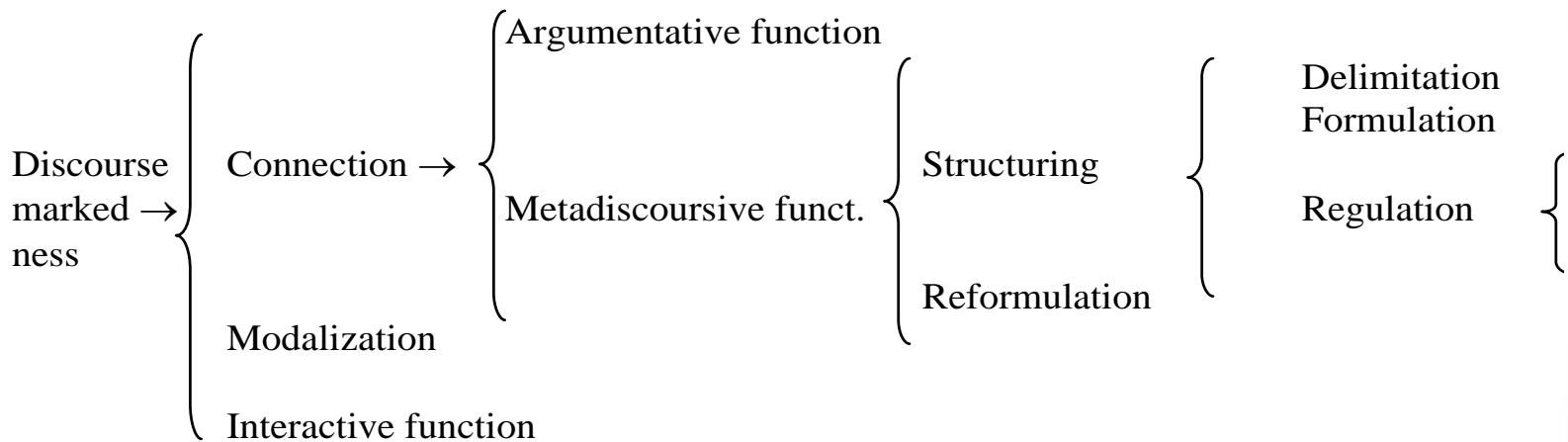


FIGURE 2: Functions involved in the treatment of DMs

3. PROVISIONAL CONCLUSION

Connectives and conjunctions are two sides of the coin:

Connectives are elements whose main function consist of linking discourse segments.

This linking function can also be performed in the sentence level

Category ascription is a radial prototype

Double and triple ascriptions are permitted; the same word can be a prototypical connective and a peripheral modalizer.

Connective and non-connective functions of a DM are linked by a family resemblance relationship. This provides a diachronic link between them (contra RT).

2. Double categorial center in the category

Basic conjunctions

Unstressed

Incl. in the tone unit of the utter. Own tone unit

“Fixed” position (initial)

Short

Invariable

Not in core synt struct

grammaticalization processes

Grammatical meaning

Textual and pragmatic values

#Wide range of values

Intercombin, very restricted

Adverbials

Stressed

Tendency to a fixed position

One word/ More than one word

Degrees of lexicalisation

(*por tanto ~ por lo tanto*)

From grammar to discourse thr.

Traces of lexical meaning

Predominance of textual values

#More reduced range of values

(form-function relation more restricted)

Combinable with conjunctions

(C.conn + ilat, but *llat + c.conn)

2. FUNCTIONS AND POSITIONS IN THE STUDY OF DISCOURSE MARKERS

1. INTRODUCTION

Model developed by the Val.Es.Co Research Group

Since 1990, study of colloquial conversations in Spanish

Own corpus (<http://www.valesco.es/?q=es/corpus>)

200 000 words

Secret recordings

Participant observer method

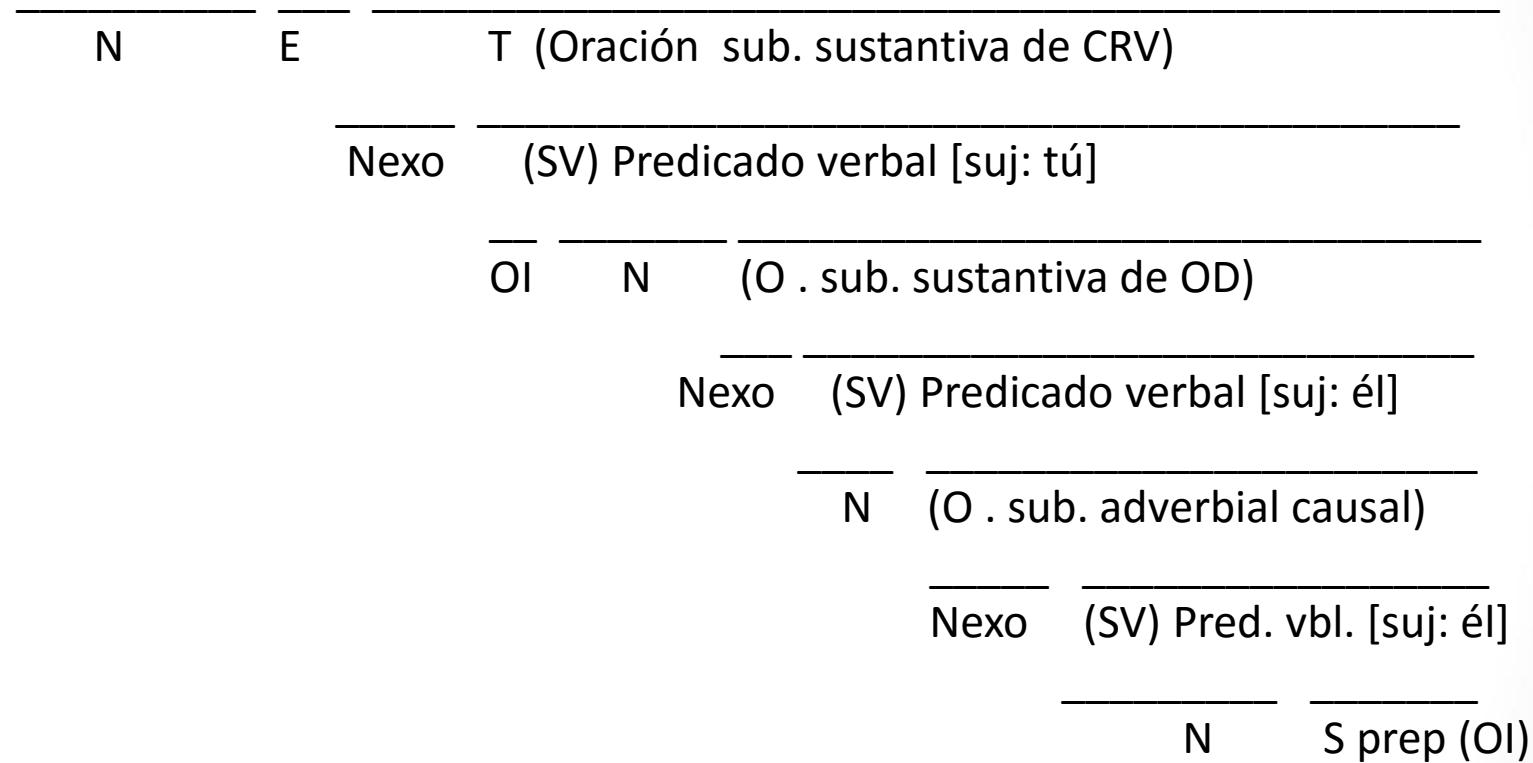
Transcription follows the CA system, adapted to Spanish

.xml files in Praat / Elan

1. INTRODUCTION

A: §y encima es el típico que se picaa↑ // que flipas↑ o sea que [se toma] las cosas en serio a lo mejor una persona que sabe que juega mal directamente juega de risa o eso no se dedica aa

¿te acuerdas [de] cuando me contaste que se picó porque había ganado a Gabi?
(SV) Predicado verbal [sujeto: tú]



A: §y encima es el típico que se pica ↑ // que
flipas ↑ o sea que [se toma] las cosas en serio a lo
mejor una persona que sabe que juega mal
directamente juega de risa o eso no se dedica aa

A: {_{SSD} §y encima es el típico que se picaa↑_{SSD}} // {_{SAM}
que flipas↑_{SAM}} {_{SAT} o sea_{SAT}} {_{sss} que [se toma] las
cosas en serio_{sss}} {_{sss} a lo mejor una persona que sabe
que juega mal_{sss}} {_{SSD} directamente juega de risa_{SSD}}
{_{SAM} o eso_{SAM}} {_{sss} no se dedica aa_{sss}}

Several models of DUs in Romance Languages:

Roulet et al. (1985, 2001), Jeanjean and Blanche-Benveniste (1987, 1990), Val.Es.Co. (2003, 2014), Cresti (2005), Ferrari (2005), Degand and Simon 2009.

Together in Pons Bordería (2014)

2. THE VAL.ES.CO MODEL OF DUs

2.1. Constituents of the Val.Es.Co model

Eight units	Three orders	Four positions
Subact	Informative	Initial
Act	Structural	Medial
Intervention/turn	Social	Final
Exchange/turn-taking		Independent
Dialogue		
Discourse		



2.2. System of units

- 2.2.1. The social and the structural organization:
- **intervention and turn**
- Uttering a chain of sounds does not necessarily mean participating in a conversation
- In order to participate, ACCEPTANCE must be reached (from other participants)
- Acceptance =
 - elaborate the topic initiated in the previous turn
 - lexical cohesion
 - Respond to the illocutionary force of the previous utterance

- Two levels must be distinguished:
 - Production of an utterance STRUCTURAL LEVEL
 - Production of an utterance which bears on the development of a conversation SOCIAL LEVEL
 - Two kinds of units must be distinguished
 - Structural units: uttering of sounds INTERVENTIONS
 - “Social” units: utterances with relevance TURNS

- Every turn is an intervention,
 - but not every intervention is a turn
 - Therefore:
- Change of speaker is not a sufficient condition to define a turn

1B1: §(()) es muy malo pero a voleibol↑ / malo que Flipes

bueno Pedro se defiende Pedro Albiol↓ / pero Jose↑

A1: imposible

2B2: pero MALO de que dices (*joder macho le tira cada una al dorsal y tira el pelotón*) te dará en la cabeza y no la ves tio

[((juega así y dices)) MAADRE] MIA

A2: [RISAS]

3B3: horrible ¿eh? §

1A3: §y encima es el típico que se picaa↑ //
que flipas↑ o sea que [se toma] las cosas en serio a lo
mejor una persona que sabe que juega mal directamente juega de risa o eso no se
dedica aa

2.2.2. Intervention

2.2.2.1. Definition

- **Maximal monological unit in the structural level of conversation.**
- **It is associated to the shift of speaker and can either be a linguistic reaction (to something) or provoke a linguistic reaction (from someone)**
- Basic notion: REACTION

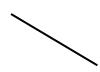
- 2.2.2.2. Initiative and reactive interventions
- Initiative intervention: generates further interventions
- Reactive intervention: is an answer to a previous intervention
- Reactive/initiative intervention: is an answer to and provokes other interventions

2.2.2.3. Graphic representation

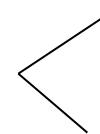
- Initiative intervention



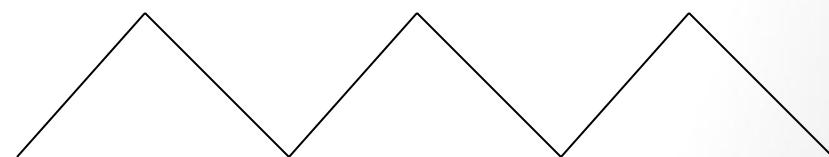
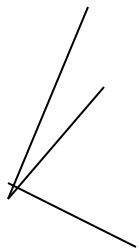
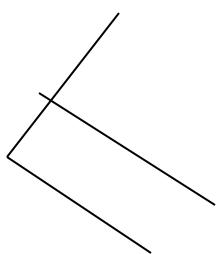
- Reactive intervention



- Reactive-initiative intervention



- Some structural possibilities:



Turns, accepted or not

Interventions, initiative or reactive

li – lr – l r/i

Acts

{ }

Subacts, substantive or adjacent

SS - AS

Substantive subacts, directive , subordinate
or topicalized

#DSS #

#SSS #

#TopSS#

Adjacent subacts, modal, textual
or interpersonal

MAS#

TAS

IAS

A: §y encima es el típico que se picaa↑ // que
flipas↑ o sea que [se toma] las cosas en serio a
lo mejor una persona que sabe que juega mal
directamente juega de risa o eso no se dedica
aa

A: #{_{DSS} §y encima es el típico que se picaa↑

{DSS}} // {{MAS} que flipas↑ _{MAS}} {_{TAS} o sea _{TAS}} {_{sss}

que [se toma] las cosas en serio _{sss}} #

#{_{MAS} a lo mejor _{MAS}} {_{DSS}una persona
que sabe que juega mal directamente juega
de risa _{DSS}} {_{MAS} o eso _{MAS}}#

{_{sss} no se dedica aa _{sss}}#

2.3. Discourse positions, a corollary of DUs

Unit Posit	Sub- act	Act	Intervention Init.	React	Exchange	Dialogue	Discourse
Initial							
Medial							
Final							
Indep							

3. DMs IN A THEORY OF DUs

Three issues:

- the type of DU a DM forms
- the DU to which a DM is attached
- the position of a DM within that DU

Hypothesis: the function of a DM can be predicted by

- unit
- position
- (meaning)

(Briz and Pons Bordería 2010, Estellés and Pons Bordería
2014)

3.1. DMs as discourse units

DMs, 3 different configurations:

- Act
- Subact
- Part of a subact

(1) A: do you want some wine?

B: #**sure**#

Act

(2) A: do you want some wine?

B: #{**well**}/ {I shouldn't}#

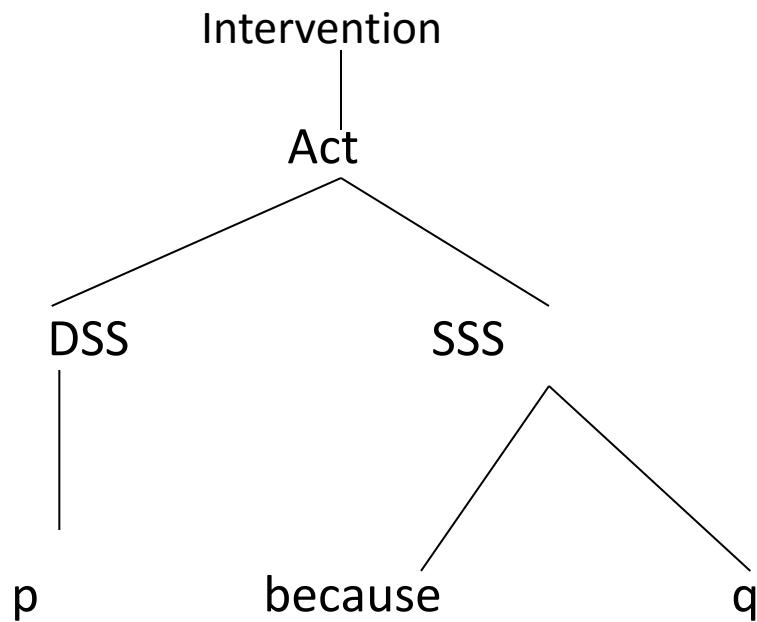
Subact

(3) A: do you want some wine?

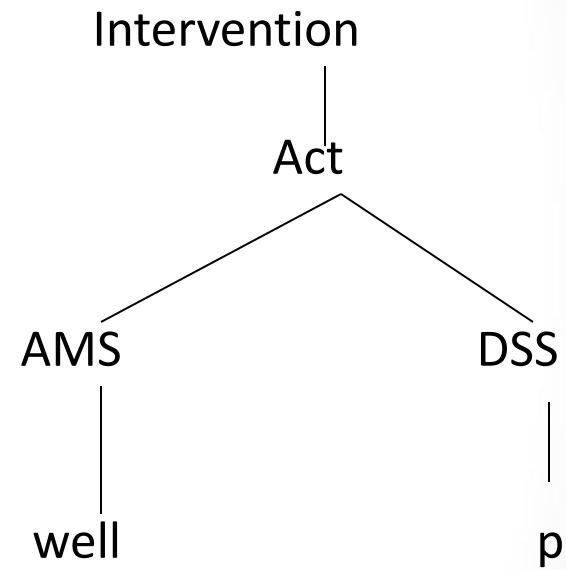
B: # I shouldn't {**because** I'm taking pills}#

Part of a subact

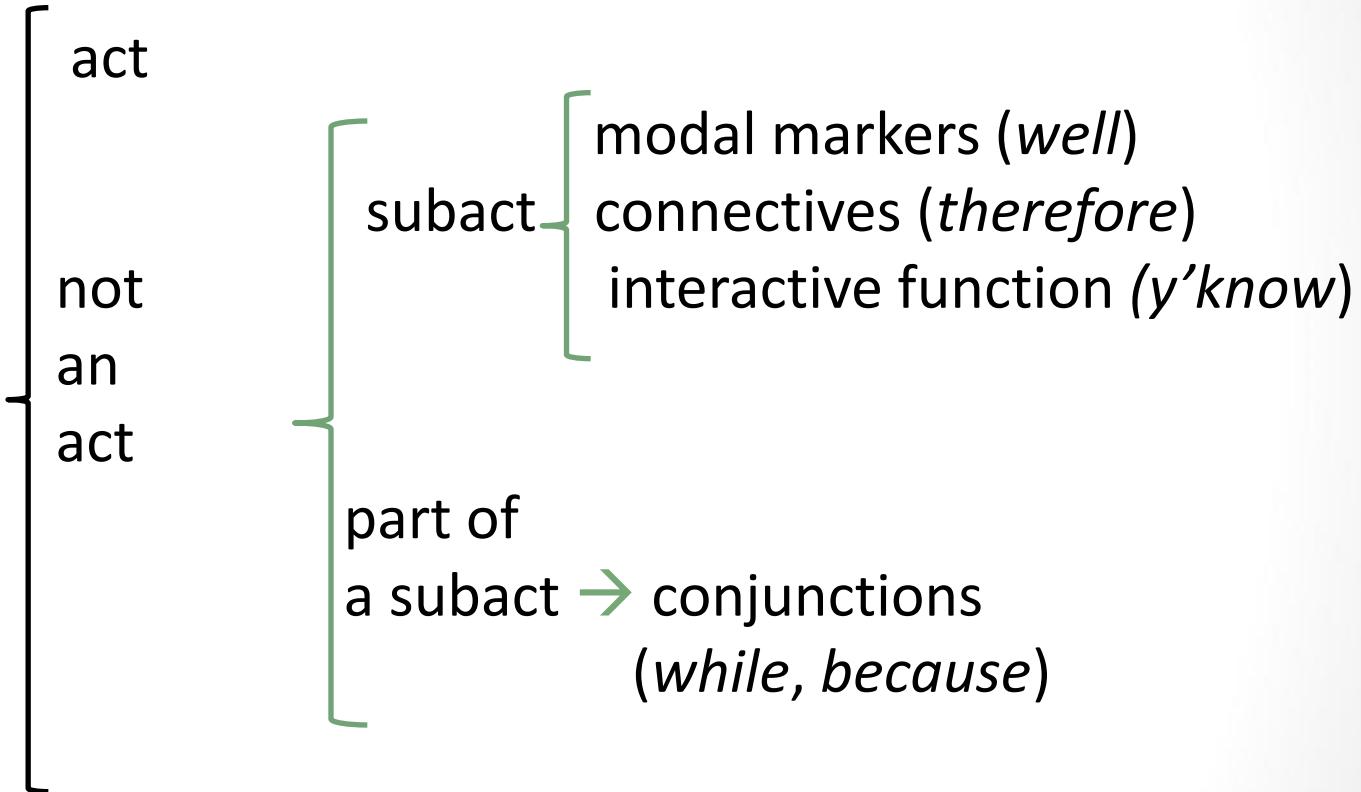
(3) B: I shouldn't because I'm taking pills



(2)
A: do you want some wine?
B: well I shouldn't



Discourse markers



3.2. Scope and positions: a grid

Unit Posit	Sub- act	Act	Intervention Init.	React	Exchange	Dialogue	Discourse
Initial							
Medial							
Final							
Indep							

Unit Posit	Sub-act	Act	Intervention Init.	React	Exchange	Dialogue	Discourse
Initial							
Medial		Equals to initial of subact	Equals to initial/final of an act		Equals to the same position in interventions		
Final				Id. to final of init. int			
Indep			Only possibility				

Unit Posit	Sub-act	Act	Intervention		Exchange	Dialogue	Discourse	
			Init.	React				
Initial					Equals to the same positions in interventions	NRI	Absolute beginning	
Medial		Equals to initial of subact	Equals to initial/final of an act			NRI		
Final				Id. to final of init. int		NRI		
Indep			Only possibility					

Unit Posit	Sub- act	Act	Intervention Init. React	Exchange	Dialogue
Initial	Connection	Connection Modal	Interactive Modal Conne ction		
Medial					
Final			Interactive Modal		
Indep			Interactive Modal		

¿EH?	Act	Intervention		Dialogue
		Inic.	React	
Initial	∅	∅	∅	∅
Medial	Formulative	∅		∅
Final	Stress	Apelative		∅
Indep	∅	Request for information		∅

Data extracted from DPDE (online since 2008)

BUENO	Sub-act	Act	Intervention Inic.	React	Dialogue	Discourse
Initial	Reformulation	Stress	∅	Agreement/ <i>disagreement</i>	Topic shift	Absolute beginning
Media	∅	Formation	∅	∅	∅	
Final	∅	Stress/ hedging	∅	∅	∅	
Indep	∅	∅	<i>Agreement/</i> disagreement		∅	

Data extracted from DPDE (online since 2008)

3.3. The diachronic evolution of DMs

Can this model be applied to grammaticalization studies?

Can an oral-based model be applied to written data?

Case study: the diachronic evolution of Sp. *o sea*

3.3.1. Case study: Sp. *o sea*

Unit	Subact	
Position	DSS	SSS
Initial		 Paraphrastic reformulation P OS q 1379-1753

Table 1: the rise of reformulative values

Unit	Subact	
Position	DSS	SSS
Initial	<p style="text-align: center;">Conclusion</p> <p style="text-align: center;">P OS que q</p> <p style="text-align: center;">1613</p> 	<p>Paraphrastic reformulation</p> <p>P OS q</p> <p>1379-1753</p>

Table 2: development of conclusive values

Unit	Subact	
Position	DSS	SSS
Initial	Conclusion $p \text{ OS que } q$ 1613 Non-paraphrastic reformulation $p \text{ OS } q$ 1705-1743	Paraphrastic reformulation $p \text{ OS } q$ 1379-1753

Table 2: development of non-paraphrastic values

Unidad	Subact		Act
Position	DSS	SSS	
Initial	Conclusion $p \text{ OS} \text{que } q$ 1613 $p \text{ os...}$ 1831	$\xrightarrow{\quad}$ Paraphrastic reformulation $p \text{ OS } q$ 1379-1753	$\xleftarrow{\quad}$ Paraphrastic reformulation $P. \text{ OS } q$ 1868

Table 4: syntactic freedom and increase of scope in the 19th century

Unit	Subact		Act	Intervention	
Position	DSS	SSS		Initiative	Reactive
Initial	Conclusion p OS que q 1613 p os... 1831	Paraphrastic reformulation P. OS q 1868		Heteroreformulation A: p B: OS q 1926	
	Non paraphrastic reformulation p OS q 1379-1753 1705-1743			A: p B: OS...q 1957	

Table 5: dialogical uses (20th century)

Unit	Subact		Act	Intervention	
Position	DSS	SSS		Initiative	Reactive
Initial	Conclusion p OS que 1613 p os... 1831	Paraphrastic reformulation p OS q 1379-1753	Paraphrastic reformulation P. OS q 1868 Hedging OS, p.		Heteroreformulation A: p B: OS q 1926
	Non-paraphrastic reformulation p OS q 1705-1743				A: p B: OS...q 1957
Medial			Formulation p OS p' (1940-1970?)		
Final			Stressing 1978 p. OS.		

Table 6: the end of the road. Development of modal values

The study of changes in discourse positions unveils different diachronic movements:

Connection > connection

[I, Sa] > [I, A] > [I, I] > [I, Dil] > [I, Dis]

Fr. Allors, It. Allora ~ Sp. Entonces

Sp. Bueno ~ Fr. Bon, It. Bene

Connection > modality

Subact > Act > Intervention > Dialogue > Discourse

[I,A], [I, I] > [F, A], [F, I]

Not a single “increase of scope”, but different “paths of grammaticalization”

(yet to be studied)

Thank you

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