Record Nr. UNINA9910781729603321 Conversation [[electronic resource]]: cognitive, communicative and **Titolo** social perspectives / / edited by T. Givon Pubbl/distr/stampa Amsterdam; ; Philadelphia, : John Benjamins Pub. Co., c1997 **ISBN** 1-283-31234-4 9786613312341 90-272-7579-3 Descrizione fisica 1 online resource (310 p.) Collana Typological studies in language, , 0167-7373;; v. 34 Altri autori (Persone) GivonTalmy <1936-> Disciplina 302.3/46 Soggetti Conversation analysis Oral communication Discourse analysis Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Note generali Papers; all except one were originally presented at the Symposium on Conversation held July 1995 at the University of New Mexico. Nota di bibliografia Includes bibliographical references. CONVERSATIONCOGNITIVE, COMMUNICATIVE AND SOCIAL Nota di contenuto PERSPECTIVES; Editorial page; Title page; Copyright page; Table of contents: Editor's Preface: Dialoguedespite Difficulties A Study of Communication between Aphasic and Unimpaired Speakers; Polyphonic Topic Development: The Construction of a Collaborative Floor in Women's Friendly Talk; Memory and Conversation Toward an Experimental Paradigm: The Occasioning and Structure of Conversational Stories; Coherence in Multi-Party Conversation Episodes and Contexts in Interaction; Choosing the Right Quantifier Usage in the Context of Communication Conflict Talk Understanding and Resolving ArgumentsCommunicating **Evaluation in Narrative Understanding** Sommario/riassunto The papers in this volume were originally presented at the Symposium on Conversation, held at the University of New Mexico in July 1995. The symposium brought together scholars who work on face-to-face communication from a variety of perspectives: social, cultural, cognitive

and communicative. Our aim for both the symposium and this volume has been to challenge some of the prevailing dichotomies in discourse

studies: First, the cleavage between the study of information flow and the study of social interaction. Second, the theoretical division between speech-situation models and cognitive model