Record Nr. UNINA9910787002703321 **Titolo** Certainty-uncertainty - and the attitudinal space in between / / edited by Sibilla Cantarini, Werner Abraham, Elisabeth Leiss Pubbl/distr/stampa Amsterdam, Netherlands;; Philadelphia, Pennsylvania:,: John Benjamins Publishing Company, , 2014 ©2014 **ISBN** 90-272-6914-9 Descrizione fisica 1 online resource (375 p.) Collana Studies in Language Companion Series Disciplina 302.23/019 Communication - Psychological aspects Soggetti **Psycholinguistics** Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Note generali Description based upon print version of record. Nota di bibliografia Includes bibliographical references at the end of each chapters and index. Nota di contenuto Certainty-uncertainty - and the Attitudinal Space in Between; Editorial page: Title page: LCC data: Dedication page: Table of contents: Preface: Introduction: 1. Foreword: 2. The concept of 'Certainty': 3. Certainty between truth ascription and truth negotiation; 4. The Mood/Modality differential; 5. The contents of this volume; References; Additional topically selected references; Certainty; 1. Foreword; 2. 'Certainty' as a concept in accessible world semantics; 2.1 Intersubjectivity/IS; 2.2 What is Certainty?: 3. Types/categories and degrees of Uncertainty?: 3.1 German modal verbs 3.2 German modal particles4. The axiomatics for (I)S and FCA? UG and Reference?: 5. Shift of responsibility: Modalization in the finite predicate/VP by source type and assessor type.; 6. Modalization in the lexical predicate/V by modal type and force; 7. Challenging reliability; 7.1 Double transitivity; 7.2 Establishing common ground: Double transitivity; 7.3 Lexical modalizers; 8. Summary and conclusion; References; Modes of modality in an Un-Cartesian framework; 1. Introduction; 2. Modality and the different qualities of 'double displacement'; 3. Subjectivity warranting certainty? 4. Different types of long-term memory and the coding of different grammars of the possible5. Summary and outlook: The linguistic basis

of a non-naive realism; References; Counter-argumentation and modality; 1. Introduction; 2. Argumentation and modality; 3. Emotions and modality; 4. Inferential activities; 5. Argumentative modal operators; 6. The modal levels and degrees; 6.1 First level; 6.2 Optional categories: The second level; 6.2.a At the sentence level; 6.2.b At discourse level: The counter-argumentative chain; 6.2.b1 REINFORCER; 6.2.b2 REBUTTAL; 6.2.b3 ALTERNATIVE 6.2.b4 PRECISERS or CONDITIONERS7. Conclusion; References; Explanation as a certainty marker in persuasive dialogue; 1. Argument and explanation; 2. Hempel's models of scientific explanation; 3. Trouble with inductive-statistical explanations; 4. More on epistemic relativity: 5. The rhetorical use of explanation: 6. Two illustrations: References: How to deal with attitude strengt in debating situations: 1. Introduction; 2. Background; 3. Strategies; 3.1 Strategy 1: Avoid forewarning opposition: 3.2 Strategy 2: The strength of the arguments: 3.3 Strategy 3: The repetition of reasons 3.4 Strategy 4: Exerting credibility4. Conclusion; References; The role of subjective certainty in the epistemology of testimony; 1. Subject and aim; 2. Opening remarks; 3. Argument; References; Uncertainty in polar questions and certainty in answers?; 1. Introduction; 2. Beliefs, desires, intentions; 3. Reciprocal and lifelong interpretation system; 4. Question types; 4.1 Degree of certainty: Low; 4.2 Degree of certainty: Medium; 4.3 Degree of certainty: Great; 4.4 Degree of certainty: Maximum; 5. Answer types; 5.1 Guessing at the belief: The particle is 5.2 Guessing at the intention: The -ni construction

## Sommario/riassunto

Religious belief is an emotional attitude that is not based on a "certain" experience. Adolescence is a very uncertain stage of life and an unstable faith can mirror this turbulence. The aim of this work is to investigate the discursive construction of religious experience in late adolescence. We asked 230 university students to write about their religious views. Their texts were analyzed using content analysis and critical discourse analysis. We divided the responses into four groups: believers, atheists, doubters and agnostics. The different rhetorical strategies arising from the contrast be