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| Altri autori (Persone) | Lorda MurClara Ubaldina <1947-><br>Zabalbeascoa TerranPatrick |
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| Nota di contenuto | Spaces of Polyphony; Editorial page; Title page; LCC data; Table of contents; Introduction; Part 1. Strategies in daily conversations; Chapter 1. Strategy and creativity in dialogue; 1. Strategy and creativity from a dialogical perspective; 2. Interactions as activities and the predictability of responses within them; 3. Intentionality; 4. Reprise; Appendix: Transcription symbols (from Fitch and Sanders, 2005); Chapter 2. Conversational irony: Evaluating complaints; 1. Introduction; 2. Data and methodology; 3. The complaint sequence; 3.1 The preface sequence: initiation of complaint/criticism |
| | 3.2 The telling sequence: Description of transgression3.3 The response sequence: Ironic evaluation; 4. Conclusion; Appendix I: Original examples; Appendix II: Transcription system; Chapter 3. Speaking through other voices; 1. Introduction; 2. The data; 2.1 The corpus; 2.2 Nature of the interactive setting; 2.3 The kind of humour evidenced in the data; 2.4 Questions of methodology; 3. Theoretical framework; 3.1 The double voicing theory; 4. Data analysis; 5. Conclusion; Appendix I: Data in French; Appendix II: Conventions of transcription |
| | Part 2.Plural identities and viewpoints in acquisition and language learningChapter 4. The self as other: Self words and pronominal reversals in language acquisition; 1. Introduction; 2. Children's self words; 3. Pronominal reversal; 3. The third person; 4. The second person; 5. Conclusion; Chapter 5. The function of formulations in polyphonic dialogues; 1. The concept of formulation; 2. Research data; 3. Analysis: Use of formulation in dialogue; 4. Structured sequences of actions including formulations; 5. Cultural presuppositions of formulations; 6. Consequences for polyphonic dialogue |
| | 7. ConclusionsTranscription conventions; Chapter 6. Observing the paradox: Interrogative-negative questions as cues for a monophonic promotion of polyphony in educational practices; 1. A new representation of education; 2. The relevance of intertextuality in educational discourse; 3. Method and data; 4. Observing the paradox, a monophonic approach to the promotion of polyphony; 4.1 Resisting the course of action: Non conforming-answers; 4.2 Playing with intertextuality. The failure of a rhetorical device; 5. Conclusions. On the limits of educating towards autonomy |
| | Annex 1: Italian originals of examples 1 & 2Annex 2: Transcription conventions; Chapter 7. Co-construction of identity in the Spanish heritage language classroom; 1. Introduction; 2. Background; 2.1 U.S. Spanish heritage speakers and linguistic identity; 2.2 Identity, discourse and context; 3. Research questions; 4. Ideologies of linguistic legitimacy and authenticity; 5. Co-construction of identities in the classroom; 5.1 The teacher-fronted context; 5.2 The small-group context; 4. Conclusion and implications; Appendix; Transcription conventions |
| | Part 3. The play of voices in mass media and politics |
| Sommario/riassunto | Spaces of Polyphony covers a lot of ground. It echoes the voices of researchers and their informants from many different places and backgrounds. Among the variety of languages under study and methodological approaches there is also a common ground and narrative thread underpinning the polyphonic chorus of the contributors. From a shared starting point of discourse analysis and inspiration from Bakhtin, the various authors span from East to West, from Moscow to Texas, from Romania and Czech Republic to Mexico. They look into all ages, starting from early childhood, and many walks of life |