Independent Studies 1.   Matteo Ionta

University of Parma; University of Northumbria

Language, Communication and Social Representations

Index:

Introduction

One of the new roles of the teacher, whether in the humanities or in the scientific, is to provide students with useful tools that allow them to do good literature reviews before starting their work. My topic here is the literature review, in the field of **Language, Communication and Social Representations.** I am investigating more than one field because nowadays many subjects are linked and the outcomes are kinds of cyborg –subjects or hybrid subjects.

My cyborg here is the internet, which simulates a real setting for language discourse. The amazing thing is that this cyborg or electronic setting which reproduces reality becomes as real as the latter. For the field of communication, the subject I have chosen is **the relationship between the addressers and the speech acts of the addresses.**

The first thing to do is to build up proper parameters for my topic research. Then I can start to construct my map which will show my view of literature. Finally I will justify my approach to the topic.

I have decided to review these three subjects as I am doing research in these fields. My method will be to select and then to read electronic or paper books in my chosen field, then I will quote them and provide a small abstract which will be more useful to readers. I will handle the information and turn it into concept maps. Finally I will evaluate the strong and the weak points of the concepts I derive from my review.

Literature Reviews on Language, Communication and Social Representations.

Serge Moscovici: "*The phenomenon of social representations*". Farr ed., 1984

Moscovici is one of the fathers of Social psychology, and in this work for postgraduate students he described the milestones of this discipline which includes the social representation phenomenon.

I will try to write a detailed summary of the entire book. Before starting I want to quote from Christ Hart: *New, interesting and potentially useful ways of looking at some aspects of the world can be generated at all levels in all subject fields.(Chris Hart, 1998, doing a literature review, chapter five, Organizing and Expressing Ideas* p.110.

Social psychology postulates that:

1) normal individuals react to phenomenon as scientists do

 2) understanding consists in information processing.

 Yet we are often unaware of things before our eyes. Some of our perceptions are illusions. We also come to similar conclusions of reality based on our **social information.** Our reality is based on social representations. Perceiving representations is as important as perceiving objects. All objects include a social representation. Social representations conventionalize objects, persons, and events

we encounter. Even new things are categorized into some representation. Each experience is added to a reality predetermined by conventions. Reality for the individual is, to a high degree, determined by what is socially accepted as reality.

Representations are also prescriptive-based on the collectivity of past social conventions. Changing the definition of words can change our collective thoughts. Moscovici's thought implies that individuals and groups create representations in the course of communication and co-operation. Representations are born, change, and in doing so change other representations. Moscovici explained that the task of social psychology is to study these representations. According to Moscovici, the roots of social representations lie in the thinking society, which is the result of the development of social intercourse. Groups and individuals are always under the sway of a dominant ideology imposed by their very social class. Individuals and groups "think for themselves," creating spontaneous ideologies with each new stimuli. In the conclusions, Moscovici explained that social representations should be seen as a specific way of understanding and communicating what we already know.

Shlomit Levy, Dov Elizur: *Facet Theory: Towards Cumulative Social Science.*

In the methodological framework of a comparison between Multiple Correspondence Analysis(ACM), the authors are presenting a study conducted within a project of meta-theoretical analysis on the entire body of Social Representations(S.R.) literature launched by Annamaria de Rosa in 1994, which is meant to provide an organic, comprehensive understanding of the overall development of this theory over time and across continents. The objectives of this work are: **to map the theory and its application around the world and over the time; to bring some brightness in the SR galaxy, by reconstructing analytically the complexity of its various theoretical and methodological approaches.**

An Open Distant Learning networking for co-operative international research programme review the whole literature on Social Representations and Communication (S.R. and C.). The database of the literature on SR and C receives the input from young researchers, who insert the data on-line through the website and it is periodically updated after a double quality control filter. The database can be consulted (using a password) by professors, researchers, or students working on SR and on C, who will act both as users and co-producers of the database. The work goes on and it explains the definition of area and fiel inquiry. They showed two ways of approaching to data-analysis: 1) **A factorialist approach**, that is based on the identification of factorial dimensions and focuses on the absolute contribution of any variable and any modality, thus taking into account mainly the bigger contributions.

2)**A structural geometric approach**, which focuses on the "shape" of the cloud of points, looking at the modalities and distances within them, with a particular attention for the squared cosines, that are considered as an indicator for how well points are represented on the axes. In the conclusions the two authors compare and contrast the results obtained from the two analyses.

John P. Hewitt: *Self and Society. A Symbolic Interactionist Social Psychology.*

What is Social Psychology? That was the question I had in mind when I was browsing through book shelves in a large library in Rome. I had already found something on Social Representations browsing Science Direct database, but what I was really looking for was a complete book which could introduce the reader to the differences between Sociology an Social Psychology. I thought this was the book every non-professional lover of psychology had to know. Now, I am not sure this book is reccomendable either for udergraduate students of Clinical Psychology or for any postgraduate individuals in the humanities. The book is badly translated into Italian and turned out to be very difficult for the

reader. The purpose of the author was to make clear the differences between Social Psychology and Symbolic Interactionism.

As a matter of fact symbolic interactionism adds something to the general theory of social psychology and I think that this very addition is the heart of Moscovici's Social Representations' theory. In the first chapter the author tries to explain the attitude of the "Psychological" Social Psychologists and the "Sociological" Social Psychologists. I had the opportunity to discuss my views with some professional Social Psychologists who did agree with me that those differences aren't so well established and definite as it may appear. I am not going to say this chapter is a bag of wind, but that was what I thought for a few minutes. After the first chapter the book is more logical and through various stages it explains the different theories on *Self*. However before the Self discourse there is a wide explanation of Mead's theory on Symbolic Interactionism. The author through Mead and other scholars tries to explain how the pair *Stimuli-Answer* associated to behaviour is too reductive. Hewitt thinks an act is a single and complete unit of behaviour. Every unit should make sense in itself and it must be coherent with the other units of behaviour of the same subject.

Mead's discourse is functional to the roots of our acts. From now on, Hewitt starts to write about the *Self* in regards to control on behaviour. His analysis include the Self as an object; the Self as a process. After this he traces the general setting for these processes including the importance of the **Social Roles and Definition of a situation.** The main theories withinh this subject are two: **Role Making** and **Role Taking**.

1)*Role Making*. Role Making concerns the execution of the individual's own role. The individual build his/her activity adapting it to the definition of the situation and/or adapting to his/her role and to other people's activities.

2) *Role Taking*. Role Taking concerns the imaginary(fancied) taking up of the role of the other. This is the process in which

another person imagines taking another person's role and sees the *Self* and the situation from that point of view in order to give birth to *Role Making.*

The two processes are deeply linked together. Role Making cannot exist without the Role Taking. However Hewitt thinks that Role Taking is the most central of the two activities as the individual can imagine a situation using a different perspective from the perspective that his/her role allows him/her to do. In conclusion, we can say it is impossible to read this book without respecting the order given by the author. The only chapter we might try to read and analyse without a clear skill in psychologyis the last one, chapter number five, which is about the relationship between Social psychology and Society.

Hongyin Tao and Sandra Thompson: *English backchannels in Mandarin conversations: A case study of superstratum pragmatic 'interference'.*

Most studies of language transfer have focussed on interference from a speaker's first language to his or her second language. Hongyin tao and Sandra Thompson worked on the opposite direction.

This phenomenon has so far not received much attention from scholars. I think it is important to complete the studies on backchanelling or tokens which are one of the most interesting sphere of psycholinguistics and communication. Although their work is now thirteen year old, I think it is of high importance. This was the reason why I have chosen to present their work in my literature review. I think some of my ideas for a thesis whcih will follow this exam paper derives from the works on backchannelling.

The purpose of their paper was to address the issue of what happens when bilingual speakers who live in an environment in which their second language has become dominant speak their first language.The corpus proposed by the two authors consists of conversations in mandarin betweenn native speakers of Mandarin.It ranges from a conversation in Mandarin which took place between a male professor who had lived in the Sates for seventeen years and a male college student from Shangai to other type of conversations. There were other eight interview-style conversations about Chinese culture. All the data sets are 'monolingual', one for Mandarin and one for English. Each data set includes about five minutes of conversation.

What were their findings? However their work constitues a background work which will be followed by a wider corpus, yet I am able to select at least four findings. First of all the authors found a striking difference between Mandarin and English in frequency of backchannels. They found that 63 out of 271(25%) of the speaker changes in the English data were backchannels responses, while in the Mandarin data only 10 out of 119(8%) of the Mandarin speaker changes were backchannels responses. These findings suggest that English makes much more frequent use of backchannels as a conversation strategy than does Mandarin. Their second findings concerned the **position of backchannels and overlaps**. Of the 63 backchannels in their English data, **51% occurred in overlap**. However, in Mandarin, **none** of the 10 backchannel responses that **occurred** was in **overlap**. From this they could infere that whereas English speakers often overlap other speakers' turns with their backchannel tokens, mandarin speakers do so rarely if at all. Let's say that about half of English speakers' backchannel occur within the other speaker's turn, the other half occurring at the end of the other speaker's turn, while mandarin speakers nver in their data use a backchannel token within another speaker's turn.

Their third finding was a difference between backchannel functions in the two languages. In the English data, 12 out of the 63

backchannels(19%) were continuers. According to Schegloff definition(1981): continuers are typically uttered at points where the listener considers the other speaker not to have reached a transition relevant point, and signals that the non-primary speaker expects the primary speaker to continue talking. Again, none of the 10 Mandarin backchannel tokens was a continuer; instead, the Mandarin backchannels functioned as claims of understanding(7), signals of confirmation(2), or acknowledgement of agreement(1). It is possible that the Mandarin speakers were producing continuers non-verbally. The audiotaped data didn't let the authors determine this, however, their impression was that **Mandarin speakers do not use non-verbal backchannels**.

The fourth finding was related to the second and the third ones: the 60% of the Mandarin backchannels were preceded by a noticeably long pause(**longer than 0.3 seconds**). This is consistent with the fact that mandarin speakers, unlike English speakers, tend not to use backchannels as continuers and tend not to overlap their interlocutor's turns. All these findings despite their clear limits played a role in accounting for the superstratum influence in the backchannel behaviour of English-dominant speakers.

Paul J.Hopper and Sandra A.Thompson: *"Language Universals, Discourse Pragmatics, and Semantics."*

I went on with my choice of focusing on the semantics related field. In fact I think the field of Semantics is very wide and difficult, starting from its explanation. Within 'functional linguistics,' semantic explanations have often been offered for cross-linguistic grammatical generalizations. These explanations have been based on such semantic properties as animacy, volitionality, referentiality, and Fillmorean case roles. Dixon(1984) has expressed the relationship by proposing that 'grammar is frozen semantics'. As a matter of fact grammar cannot be autonomous, and a natural direction in which to seek motivation for grammatical

regularities is in the area of meaning. The forms of a language are associated with constant meanings corresponding to mental representations. Speaking involves organizing these mental representations or 'meanings' into higher level meaning units that are constrained by the intrinsic semantic content of the forms themselves.

Patricia Clancy M., Sandra A. Thompson, Ryoko Suzuki, Hongyin Tao, "*The conversational use of reactive tokens in English, Japanese, and Mandarin*."

This study carries on the backchanelling and Tokens issue which had been objects of Sandra A.Thompson's study since the early '90s. In her studies on "**English backchannels in Mandarin conversations**", Sandra Thompson claimed that: "Mandarin speakers hardly ever(never in our data) use a backchannel token within another speaker's turn."(Thompson et al.1991). Now in this work of the 1996, Clancy, Thompson et al. write that **English** could be said to occupy a position **between Japanese and Mandarin with respect to Reactive Token use**. The authors made many applied researches on conversational language on the basis of the works of Sacks et al.(1974), Oreström(1983), Schegloff(1982) [1]. They found that in conversational language when one speaker projects an extended turn, other speakers may produce small bits of vocal behaviours which exhibit an understanding that an extended turn is in progress on the part of the first speaker.

The relatively high frequency of Reactive Tokens suggests a strongly interactional style with numerous reactions on the part of non-primary speaker. Reactive Tokens in the English data are usually produced at points of grammatical completion. On the other hand, several bilingual Mandarin speakers seem not to infringe on the other's 'turn space' during a conversation. In particularly the Reactive Tokens use without waiting for a transition point, is seen

as presumptuous, intrusive, and even rude or impolite. The authors also made reference to Philips work(1983), who reported that in the Warm Springs community, Native American listeners indicate their attention to the speaker by very subtle movements of the muscles around the eyes, and use fewer backchannels than Anglo Americans.

Paul Thibault and Theo van Leeuwen: *Grammar, Society, and the Speech Act. Renewing the connections.*
Journal of Pragmatics 25, 1996, pp.561-585

In this work Paul J.Thibault and Theo van Leeuwen try to overturn the usual and widely accepted division of language into syntax, semantics, and pragmatics on the basis of lexicogrammatical criteria. Van Leeuwen and Thibault want to separate each context of language use. As we see from earlier and subsequent works, Professor van Leeuwen believes in a 'natural' model of language. This paper examines the classic speech acts theorists and some recent developments in linguistic pragmatics.

The authors explain how the traditional Language Theory mainstream has always tended to represent language as a formal, autonomous system of internal sense relations, and focus primarily on the orthographic formalism of the sentence. Semantics becomes a system for constructing representations of the world. In this way semantics is seen as job for philosophers. Van Leuwen and Thibault think that language is not only semantics but a system for constituting social interactions as a resource for creating texts larger than the unit provided by the sentence. The authors show us that the division between semantics and pragmatics should no longer be considered as axiomatic. According to Thibault and van

---

[1] Clancy Patricia M, Thompson Sandra A., Suzuki Ryoko, Tao Hongyin, "The conversational use of reactive tokens in English, japanese and Mandarin", in

Leeuwen the majority of the scholars assign to the language a role independent from the context; this role is called "a social cognitive competence[2]", like the traditional distinction in 'Langue' and 'Parole', where the 'Langue' is a system of signs for making meanings which is arbitrary and socially given, rather than biologically motivated and individual, and the latter is the individual's use of this system. The performing characteristics of a language are embedded in a separate domain. This create a fragmentation in the studies of language. Van Leeuwen here tries to create an "all-inclusive" theory, with interesting results. Another point to take into consideration is the "importing" model. Here van Leeuwen and Thibault explain the differences between syntax and semantics, which are the domain of human rational and cognitive faculties, and pragmatics, which is the domain of the subjective, the emotional, the interactive, and the ethical. Pragmatics is concerned with principles of a non-conventional nature, dealing with continuos, indeterminate values, whereas syntax and semantics are conventional.

The "**importing model**" is a systemic-functional model that views linguistic meaning not as a matter of referring-and-predicating only, but as ideational and interpersonal and textual. Van Leeuwen's theory is all founde on Halliday's three 'metafunctions'. Yet, Halliday's views have been criticized as overgrammaticalizing phenomena which are claimed to belong to the domain of pragmatics.

The best part of this work, which will also help my future research in the field of linguistics is to be found in chapter five. Here van Leeuwen and Thibault compare and contrast the speech acts and **Habermas's spheres of social action.**

According to Habermas, speech acts coordinate addressers and addresses in a dialogic orientation to the validity claims of

utterance. Mood, according to Halliday, is the grammatical resource for coordinating the clause as dialogic exchange.

Theo Van Leeuwen, Gunther Kress: *Reading Images, The Grammar of Visual Design*, London, Routledge

In speech visual language helps the speaker to check and have some control over someone else's speech. According to van Leeuwen & Kress[3] :

writing itself is of course a form of visual communication. Indeed and paradoxically the sign of the fully literate social person is the ability to treat writing completely as a visual medium-for instance, not moving one's lips and not vocalizing when one is reading, not even 'subvocalizing'(a silent 'speaking aloud in the head', to bring out the full paradox of this activity). Readers who move their lips when reading, who subvocalize, are regarded as still tainted with the culturally less advanced mode of spoken language.

This kind of attitude towards visual literacy does not exist anymore. It's time to give back to writing and reading its visual component. It was just like when we moved from Dos to Windows, the only thing that puts users at ease, and actually makes things easy, is by visualizing it. Interactive or interpersonal resources construct the nature of relationships between the interactive participants: producers and viewers of images. Interactive participants are real people, but they rarely know each other. Given the fact that producers are not present where the viewing takes place, social relations can only be represented. The interactive part of this theory examines three dimensions of the image, all borrowed from face to face communication: contact, social distance and attitude.

Albert Pepitone: *Historical sketches and critical commentary about social psychology in the golden age*

I have decided to close my review with a "classic" by Albert Pepitone, a milestone of American social psychology. I will focus on the historical perspective of Pepitone's work in the sub-branch of the Social Psychology of Social Influence.

In its broadest meaning, social influence deals with the effects that people have on one another. When one begins to specify the social sources of these effects and the variety of the effects in terms of behaviour, cognition, and emotion, the field of inquiry that is mapped covers much of what we define as the discipline of social psychology. In this work, Pepitone tries to narrow his focus. In fact he concentrates mainly on a body of experimental research about the sources and limits of social influence, including studies of conformity, compliance, majority amd minority influence, obedience, and related phenomena. Pepitone thinks that this area of research has been no longer pursued programmatically since the 1980s. According to the author, the short life of experimental research programs is characteristic of social psychology. Not all the reasons for this have to do with their scientific merit but with assorted variables such as the death of a leader, the drying up of funds, problems of publication, etc. Pepitone wants to make clear that when programs die the accumulation of knowledge stops. Those who come into social psychology after research programs are gone will have no contact with the findings and theories, and

---

[3] Theo van Leeuwen, Gunther Kress, *Reading Images, The Grammar of Visual Design*, London, Routledge, 1996, p.4.

will be unable to advance any potential scientific conclusions within that work. My position is divergent form Pepitone's because I think that research-methods can be taught also in Europe and nobody can be sure that European institutions have run out of funds.

Conclusions:

Method Used: reflect on the Information Seeking strategies and use of the resources.

I didn't have much difficulty to find the materials I was looking for, as I had clearly in my mind the kind of literature I wanted to download. I needed something quite new, therefore I tried not to browse too many articles issued before 1992. However there are some "classics" of literature in the communication, language and social representations fields. The rule here is that there are no fixed rules, but the validity I decided to assign to a work was author based.

Some references, such as Moscovici's work and a small number of abstracts were abstracted from the Eric database.However many of the resources I browsed in Eric database were abstracts which weren't exactly was I was looking for. I prefer whole artivles therefore Science Direct was my favourite resource. Another important resource were abstracts, articles and data I could download form the European Phd virtual library at www.europhd.net. I must therefore thanks Professor A.S. de Rosa for her comprehension. Her center for research in Social Representations and Communication had access to many important multimedial sources for my research purpose.

There were some authors of whom I knew at least twenty works, that was the case of the most important author in my review, Professor Theo van Leeuwen. Van Leeuwen is one of the most

important communication and media studies scholars in the U.K. As a first step I made a rough concept map. I was looking for something which could relate more than one single subject in the field of communication. I collected more than 150 between articles and books, but soon I decided to concentrate on those containing the strongest themes. Although I could not be as comprehensive and accurate as a professional researcher in the field of literature review, yet, I tried to be comprehensive in the field of Language and Communication because this subject will be further developed in my Msc dissertation and further on in my PhD dissertation. I tried to provide good notes on the articles I had chosen, that of linguistics and communication in spite of them being professional and wide themes, I have provided about six written notes on my articles. The main obstacle is reducing a work without neglecting important parts. Anyway there are some important parts we could not report. For example in Paul J.Hopper and Sandra Thompson's "language Universals, Discourse Pragmatics, and Semantics," as well as in Hongyin Tao and Sandra Thompson's "English backchannels in Mandarin conversations: A case study of superstratum pragmatic 'interference' ", I could not give specific examples of grammatical phenomena because I would have to report many dialogues which the authors reported both in English and in Mandarin languages. The part in Mandarin was adapted to Western ears, that means the spoken language was written down more or less using Western alphabet. I could not really be sure of this entire process as I don't have a PhD in Chinese and English linguistcs. For this reason, I had often to adapt the works widely.

Bibliography.

Alstete, Jeffrey W., "Alternative uses of electronic learning systems for enhancing team performance" in *Team Performance Management : An International Journal*, volume 7, n°3/4, 2001, pp.48-52.

Antonelli, Giuseppe *Sintassi e stile dela narrativa italiana dagli anni Sessanta a oggi,* in *Storia generale dela letteratura italiana,* diretta da N. Borsellino e W. Pedullà, vol. XII, Milano, Motta, 1999, pp. 682-711

Attili, Grazia, *Introduzione alla psicologia sociale.* Seam Grafica, Roma Formello, 2000.

Austin J.L., *How to Do Things with words,* The William James Lectures at Harward University, 1955, a cura di Urmson J.O., London, Oxford University Press (Trad. It. 1974 a cura di A. Pieretti, Torino, Marietti; II ed. riveduta, 1975, a cura di Urmson J.O. e Sbisà M

Baricco, Alessandro, F. Taricco, G. Vasta, D. Voltolini, *Punteggiatura,*Milano, Scuola Holden-Bur, 2001. Vol. *I. I segni;* vol. II. Francesca Serafini, *Storia, regole, eccezioni.*

Bhatt Ganesh D, "Knowledge management in organizations: examining the interaction between technologies, techniques, and people" in *Journal of Knowledge Management*, volume 5, n°1, 2001, pp.68-75.

Clancy M. Patricia, Thompson Sandra A., Suzuki Ryoko, Tao Hongyin, "The conversational use of reactive tokens in English, Japanese, and Mandarin." In *Journal of Pragmatics* n°26, pp.355-387, 1996.

Collins, Catherine; Buhalis, Dimitrios; Mike Peters, "Enhancing SMTE's business performance through the Internet and e-learning

platforms" in *Education & Training*, volume 45, n°8/9, 2003, pp.483-494.

Corno Dario, 1995, "Teorie della scrittura. Tra psicologia e semiotica", in Bereiter C.-Scardmalia *M., Psicologia della composizione scritta,* trad it., Firenze, La Nuova Italia, pp. IX-XXXIX

Cresti E, Maraschio N, Toschi L, *Storia e teoria* del'interpunzione, Roma, Bulzoni, 1992.

de Beaugrande R. A., 1984, *Text production. Toword a Science of Composition,* Norwood, NJ, Ablex Publishing Corporation.

de Beaugrande R., (1984a), "Text Linguistics in Discourse Studies", in T. A. Van Dijk (a cura di), 1984, vol.1, pp. 41-70

de Rosa A.S. "Per un approccio multi-metodo allo studio delle Rappresentazioni Sociali," in *Rassegna di Psicologia* n°3, pp.101-152.

Dixon, R.M.W, "The semantic basis of syntactic properties" in *berkeley Linguistic Society proceedings* n°10, 1984, pp.583-595.

Du Bois, John W, "Transcription design principles for spoken discourse research." in *Pragmatics 1*, pp.71-106, 1991.

Du Bois, John W, Schuetze-Coburn Stephan, Paolino Danae and Cumming Susanna. "Outline of discourse transcription" in *Santa Barbara papers in linguistics, vol.4, 1993*, University of California; and in *talking data: Transcription and coding methods for languahe research*, Edwards jane A. And Lampert Martin D. Edition, pp.45-89, Hillsdale, N.J.:Erlbaum.

Ercolani A.P., *La ricerca in psicologia. Modelli di indagine e di analisi dei dati*, Roma, Carocci, 1999.

Ferrari, Angela *Le ragioni del testo. Aspetti morfosintattici e interpuntivi del'italiano contemporaneo,* Firenze, Accademia della Crusca, 2003

Giovanardi, Claudio, *Interpunzione e testualità. Fenomeni innovativi del'italiano in confronto con altre lingue europee,* in *L'italiano oltre frontiera, V* convegno internazionale (Leuven, 22-25 aprile 1998), Leuven University Press, Franco Cesati, 2000, pp. 89-107

Grandi, Roberto, *I mass-media fra testo e contesto*, Lupetti, Milano 1994.

Halliday M. A. K., Hasan, R., 1976, *Cohesion in English,* London, Longman

Halliday M. *Language as Social Semiotic: The Social Interpretation of Language and Meaning*. Baltimore, University Park Press, 1978.

Halliday M. *Writing Science-litearcy and discursive power*. London, Falmer Press, 1993.

Halliday M. *Introduction to functional grammar*. London, Arnold, 1994

Hayes J., Flower L.S., 1980, "Identifying the Organization of writing Processes", in Gregg L.W., Steinberg, E.R. *Cognitive Processes in Writing,* Hillsdale, NJ, Lawrence Erlbaum.

Hayes J., 1996, "A new Framework for understanding Cognition and Affect inWriting", in Levy C.M., Ransdell S. (a cura di), *The Science of Writing, Theories, Methods, Individual Diferences and Application,* Mahwah, NJ, Lawrence Erlbaum

Hewitt, John P, *Sé e Società: Un'introduzione alla psicologia sociale*. Roma, Carocci, 1st Italian edition 1999-2000.

Hopper J.Paul, Thompson A. Sandra, "Language Universals, Discourse Pragmatics, and Semantics " in *Language Science*, Vol.15, n°4, pp.357-376, 1993.

Levy Shlomit, Elizur Dov, *Facet Theory: Towards Cumulative Social Science*, University of Ljubljana, Faculty of Arts, Center for Educational Development, 2003.

Mannetti, Lucia, *Strategie di Ricerca in Psicologia Sociale*, Roma, Carocci, 1998.

Maraschio, Nicoletta, *Grafia e ortografia: evoluzione e codificazione,* in *Storia dela lingua italiana,* in Luca Serianni and P. Trifone, vol. I *(I luoghi dela codificazione),* Torino, Einaudi, 1993, pp. 139-227

Merlyn P; Valikngas L., "From information technology to knowledge technology: taking the user into consideration" in *Journal of Knowledge Management*, volume 2, n°2, pp.28-35. se also Metaxiotis Kostas

Metaxiotis Kostas; Psarras John; Papastefanatos Stefanos, "Knowledge and information management in e-learning environments: the user agent architecture" in *Information Management & Computer Security*, 10/4, 2002, pp.165-170

Mortara Garavelli, Bice *La punteggiatura tra scritto e parlato,* in «Italiano & Oltre», I 1986, pp. 154-58.

Mortara Garavelli, Bice, *L'interpunzione nella costruzione del testo,* in *La costruzione del testo in italiano.*
Sistemi costruttivi e testi costruiti, a c. di M. Muniz e F. Amella, Firenze, Cesati, 1996, pp. 93-111.

Mortara Garavelli, Bice, *Prontuario di punteggiatura,* Roma-Bari, Laterza, 2003

Quinn J .B; Anderson P. "Managing professional intellect: making the most of the best" in *Harvard Business Review*, volume 74, n°2, pp.71-80.

Pepitone A. "Historical sketches and critical commentary about social psychology in the golden age" in Rodrigues & Levine ed, *Reflections of 100 years of experimental social psychology.* New York, basic Books, 1999.

Rumelhart D.E., Ortony A., 1977, "The Rapresentation of Knowledge in Memory", in Anderson R.C., Spiro R.J., Montague W.E. in *Schooling and the Acquisition ok Knowledge,* Hillsdale, NJ, Lawrence Erlbaum.

Rosenthal R. *Meta-analytic procedures for social research*, Thousand oaks, Ca, Sage, 2001.

Ryan, Steve, "Learning, teaching and course design with resource-based learning" in *The Virtual University: The Internet and resource-based learning*, Kogan page, 2000.

Sabatini, Francesco, Pause e congiunzioni nel testo. Quel ma a inizio di frase..., in Norma e lingua in Italia: alcune riflessioni tra passato e presente, Milano, Istituto lombardo di scienze e lettere, 1997, pp. 113-46.

Schank R.C., Abelson R.P., 1977, *Scripts, Plans, goals and Understanding,* Hillsdale, NJ, Lawrence Erlbaum.

Schegloff, Emanuel, "Discourse as an interactional achievement: Some uses of 'uh huh' and other things that come between sentences" in *Analyzing discourse: Text and talk*, Deborah tannen ed., 1981.

Searle J. R., "Indirect Speech Acts", in Cole P., Morgan J.L. in *Sintax and Semantics-Speech Acts,* NJ and London, Academic Press, 1975.

Serianni, Luca, *Grammatica italiana. Italiano comune e lingua letteraria,*Torino, UTET libreria, 1989. New edition: *Italiano. Grammatica, sintassi, dubbi,* Milano, Garzanti, 1997.

Serianni, Luca, *Sul punto e virgola nel'italiano contemporaneo,* in «Studi linguistici italiani», XXVII 2001, pp. 248-55.

Serianni, Luca, *Italiani scritti,* Bologna, Il Mulino, 2003.

Shirley, A, "E-learning developments and experiences" in *Education and Training*, volume 43, n°4-5, pp.240-8. see Metaxiotis Kostas.

Simone Raffaele, 1988, *Maistock, Il linguaggio spiegato da una bambina,* Firenze, La Nuova Italia.

Simone, Raffaele, *Riflessioni sula virgola,* in *La costruzione del testo scritto nei bambini,* in M. Orsolini and C. Pontecorvo, Firenze, La Nuova Italia, 1991, pp. 219-31.

Svoboda A., 1968, "The Hierarchy of Communicative Units and Fields as illustrated by
English Attributive Constructions", in *Brno Studies in English,* n.7, pp. 49-101

Tao Hongyin, Sandra A.Thompson, "English backchannels in Mandarin conversations: A case study of superstratum pragmatic 'interference' ", in *Journal of Pragmatics*, n°16, pp.209-223, 1991, North Holland.

Van Leeuwen T. "Genre and Field in Critical Discourse Analysis: A synopsis." In *Discourse and Society* 4,2, 193-225, 1993

Van Leeuwen T, Thibault P. "Grammar, society, and the speech act: Renewing the connections" in *Journal of Pragmatics*, volume 25, issue 4, April 1996, pp.561-585.

Van Leeuwen T. "It Was Just Like Magic-A multimodal Analysis of Children's Writing" in *Linguistics and Education*, volume 10, issue 3, February 1998, pp.273-305.

Van Leeuwen T. *Speech, Music, Sound.* Macmillan, 1999.

Van Leeuwen T., Jewitt C. *Handbook of Visual Analysis.* Sage, 2000.

Van Leeuwen T. *Multimodal Discourse-The Modes and media of Contemporary Communication.* Arnold, 2001.

Van Leeuwen T., Kress G. "Reading and writing with images: a review of four texts. Reading Images: The Grammar of Visual Design." In *Computers and Composition*, volume 18, issue 1, 1st Quarter 2001, pp.85-87.

Wang, Feng-Kwei, "Designing a case-based e-learning system: what, how and why" in *Journal of Workplace Learning*, volume 14, n°1, 2002, pp.30-43. see Quinn J.B

Wild, Rosemary; Griggs, Kenneth; Downing, Tanja. "A framework for e-learning as a tool for knowledge management" in *Industrial Management & data Systems* n°102/7, 2002, pp.371-380.

Yngve, Victor. "On getting a word in edgewise" in *Papers from the Sixth Regional Meeting*, Chicago Linguistic Society, pp.567-577. 1970.