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The key words given are free terms.

Reproduction of the index and the abstracts is permitted.

7-8 **Melissa G. Moyer**
Foreword

Articles

11-28 **Auer, Peter** (University of Hamburg)
From Context to Contextualization. *Links & Letters*, 1996, no. 3, p. 11-28, 65 ref.

A distinction is made between the notions of context and contextualization. The difficult question of deciding what and how much of language is context dependent is discussed in relation to the context-text link and how this notion should be conceptualized in theoretical terms.

Key words: Language and Context, Interactional Linguistics, Pragmatics.

29-38 **Espinal, Maria Teresa** (Universitat Autònoma de Barcelona)
On the contribution of lexical meaning to utterance interpretation.
Links & Letters, 1996, no. 3, p. 29-38, 16 ref.

The role of the lexicon in utterance interpretation contributes to understanding the interface between linguistics and pragmatics. It is argued that certain types of information encoded on lexical items should be understood as a set of constraints on the way the language system interacts with the conceptual-intentional system assumed in a theory of language computation.

Key words: Linguistic-Pragmatic Interface, Lexicon, Theory of Language.

39-48 **Itani, Reiko** (Kanagawa University)
What is the Literal Meaning of a Sentence? *Links & Letters*, 1996, no. 3, p. 39-48, 10 ref.

The notion of literal meaning is examined in the work of both Katz and Searle. These two conceptions are contrasted with a Relevance Theory notion of literal meaning which can account for both figurative and a loose non-figurative language use.

Key words: Literal Meaning, Relevance Theory, Utterance Interpretation.

49-60 **Lakoff, Robin** (University of California, Berkeley)
Many Stories, Multiple Meanings: Narrative in the O.J. Simpson Case as a Cultural Discourse Event. *Links & Letters*, 1996, no. 3, p. 49-60, 24 ref.

The O.J. Simpson trial, prior to the final verdict, provides a clear example of the interconnections between language and culture. The discourse of the American people, the US judicial system and the press illustrates how politically sensitive issues of race and gender are avoided.

Key words: Narrative, Media Analysis, Language and Law, Language and Culture.

61-76 **Calsamiglia, Helena** (Universitat Pompeu Fabra)
Multifaceted Dimensions of Self-reference. *Links & Letters*, 1996, no. 3, p. 61-78, 22 ref.

The dialogic nature of language interaction and aspects of Benveniste's Enunciation Theory provide a useful framework for understanding the multiple forms of self-reference in written texts.

Key words: Enunciation Theory, Text Analysis, Deixis.

77-101 **Cots, Josep Maria** (Universitat de Lleida)
Bringing Discourse Analysis into the Language Classroom. *Links & Letters*, 1996, no. 3, p. 79-103, 30 ref.

Discourse analysis in the classroom provides a new perspective for language teaching. Detailed examples are provided where several notions from discourse analysis are applied to classroom interactions.

Key words: Discourse Analysis, Language Teaching, Pragmatics, Language Awareness.

Annotated Bibliography

105-123 **Curell, Hortènsia** (Universitat Autònoma de Barcelona) & **Moyer, Melissa G.** (Universitat Autònoma de Barcelona)
A Selected and Annotated Bibliography on Pragmatics. *Links & Letters*, 1996, no. 3, p. 107-125.

Interview

127-140 Pragmatics, the State of the Art. A Talk with Jef Verschueren.
(By Melissa G. Moyer, Universitat Autònoma de Barcelona)

Reviews

143-145 Norman Fairclough. *Discourse and Social Change*. (By Joan Pujolar, Lancaster University)

145-146 Jan Renkema. *Discourse Studies. An Introductory Textbook*. (By Ester Baiget i Bonany. Universitat de Lleida)

147-149 Deborah Schiffrin. *Approaches to Discourse*. (By James L. McCullough. Universitat Autònoma de Barcelona and Universitat Pompeu Fabra)

149-151 Alessandro Duranti & Charles Goodwin. *Rethinking Context. Language as an Interactive Phenomenon*. (By Ignasi Clemente. University of California, Los Angeles)

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155-157 Raymond W. Gibbs. *The Poetics of Mind. Figurative Thought, Language and Understanding*. (By Begoña Vicente. Universidad del País Vasco, Vitoria)

157-159 Michael McCarthy. *Discourse Analysis for Language Teachers*. (By John Bradbury. Universitat Autònoma de Barcelona)

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167-175 Notes and News