Adaptative behaviors in aphasic conversational breakdown

Beatriz Gallardo-Paúls

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MODIS - The seminar on discourse and interaction at the Department of Modern Languages

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   – Agreement impairment
   – Order impairment
   – Integration impairment

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1.1 THEORETICAL AND METHODOLOGICAL CONTEXT

Pragmatic approach in Clinical Linguistics and Aphasiology

- Context: since 2000, linguistic study of language pathologies, with special attention to APHASIA
- Aphasia: linguistic impairment due to brain injury in the left hemisphere
### Adaptive behaviors in aphasic conversational breakdown (2013)

Beatriz Gallardo-Paúls
Universitat de València

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<td><strong>Articulatory effort</strong></td>
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<td><strong>Very short and simple sentences</strong></td>
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<td><strong>Lesion in the posterior part of the left third frontal circumvolution</strong></td>
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<td><strong>Agramatism</strong></td>
<td>Paragramatism</td>
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</table>

**BROCA aphasia**

- Expressive impairment
- Non fluent aphasia
- Trouble with speech production
- Articulatory effort
- Very short and simple sentences
- Decreased production
- Problems specially with “grammatical” and “functional” words
- Locutive acts (more than propositional acts)
- Lesion in the posterior part of the left third frontal circumvolution
- Agramatism

**WERNICKE aphasia**

- Receptive impairment
- Fluent aphasia
- Trouble with speech comprehension
- Normal articulation
- Long sentences, sometimes without sense; disordered speech
- Problems with coherence
- Severe cases: jargon
- Lesion in temporal lobe
- Paragramatism

**REDUCTIONIST CLASICAL OPOSITION**
**Pragmatic approach in Clinical Linguistics and Aphasiology**

- The need of pragmatic approaches:
  
  "language use is not an exhibition of linguistic competence but a behavior primarily oriented toward communication. In normal conditions, the ordinary use of language in natural settings has as a major goal to make contact with other individuals." (Patry and Nespoulous, 1990: 21)


**Aphasic conversation**

- Conversational interaction with aphasic participant: aphasia ceases to be an exclusive feature of this subject
- Adaptation
- Conversational Guides for KCP
**Aphasic conversation**

- Cooperative principle (Grice 1975):
  
  "Make your contribution such as it is required, at the stage at which it occurs, by the accepted purpose or direction of the verbal exchange in which you are engaged."

**Aphasia:**

speaker / interaction

---

**Aphasic conversation: Adaptation**

- Adaptation to the context → **compensatory** adaptation to the aphasic impairment.
- Two participants: the aphasic speakers and their conversational partners

"aphasic conversation", as the impairment conditions all the participants' behaviour.
Key Conversational Partner (KCP)

• Concept of Withworth, Perkins & Lesser: introduction of Conversational Analysis in language assessment
• Concept of Key Conversational Partner


Whitworth, Anne; Perkins, Lisa; Lesser, Ruth (1997): Conversational Analysis Profile for People with Aphasia, Whurr Publ., London

Key Conversational Partner (KCP)

• Goodwin and collaborators: importance of collaborative construction of meaning in aphasia;
• it is not only the aphasic speaker who adapts to their own limitations but so do all those involved:

“Rather than affecting him alone, his inability to produce speech leads to changes in the ecology of sign systems used by multiple participants within conversation to accomplish meaning and action” (Goodwin, Goodwin y Olsher 2002: 3)

Goodwin, Charles; Goodwin, Marjorie Harness; Olsher, David (2002): “Producing Sense with Non-Sense Syllables: Turn and Sequence in Conversations with a Man with Severe Aphasia”, en Ford, Cecilia E.; Fox, Barbara; Thompson, Sandra A. (Eds): The Language of Turn and Sequence, Oxford Univ. Press
Key Conversational Partner (KCP)

- Goodwin and collaborators
  
  "His power to say something relevant and consequential resides not within himself alone, but instead is embedded within a social ecology of meaning making practices organized through ongoing processes of human interaction." (2000: 76).

---

After several months of intense work with therapists there, he learned to walk with a brace, and to speak three words: Yes, No, and And. (...) Of all the words in a language why these three? Note that all three presuppose links to other talk. And ties other units of talk, such as clauses, to each other. Yes and No are prototypical examples of second pair parts (Sacks, 1992; Sacks, Schegloff and Jefferson, 1974; Schegloff and Sacks, 1973), used to build a response to something that someone else has said. Unlike the isolated island chosen by the Greek king as the primordial site for the observation of language in its pure state, (or the brain as an isolated, self-contained entity that was the focus of the neurosurgeons’ attention), this vocabulary set presupposes that its user is embedded within a community of other speakers. His talk does not stand alone as a self-contained entity, but emerges from, and is situated within, the talk of others, to which it is inextricably linked.

1.2 DATA AND CORPUS

Data

- In order to develop clinical linguistics, we must have real speech samples from people with disorders.
- Conversational records (digital video camera) in a familiar context
- Now: aphasia (35 records), right brain damage (28), alzheimer disease (22), attention deficit and hyperactivity disorder (33), Asperger Syndrome (24), Williams Syndrome (6)
Empiric requirements in treatment of data

- Individual accessibility of the social fact: it is understood that the social dimension of language emerges "insofar as the social can be processed 'on an individual scale'". The cognitive dimension of language is necessarily personal, individual.
- The perspective and internalising nature of the listener: These facts, as dialogic facts, will always involve a minimum of two individuals: speaker and receiver.
- Orality: When researching clinical linguistics it must be clear that writing (and its syntactic models) constitutes a secondary system of representation.

Natural and ecological data

- the study of speech in people with a pathology needs to incorporate the pertinence of context and of concepts such as encyclopaedic knowledge, shared knowledge, relevance, inference, etc.; in other words, it should take a pragmatic stance not centred just on "formal linguistic skills" but on the subject's social and communicative efficacy.
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Universitat de València

<table>
<thead>
<tr>
<th>Broca</th>
<th>Wernicke</th>
<th>Conducción</th>
<th>Global</th>
<th>Anómica</th>
<th>Transcortical Mixta</th>
<th>Transcortical Sensorial</th>
<th>Sensitivo</th>
</tr>
</thead>
</table>

Localización
Área 44 clásicamente; región perisilviana prerolandica frontal lateral y se extiende a área de Broca. Principalmente en tercio posterior de circunvolución temporal superior (área de Brodmann 22 del Brodmann), en el territorio de la rama inferior de la arteria cerebral media. Suele extenderse a áreas 39 y 40 y por debajo hasta el área 37.

*Frecuencia*
- 20% 10 - 15%
- 10 - 20% 20 - 25%
- 5 - 8% 2 - 5%
- 1 - 2%

*Examen*  
- No: Sí

*Fonación*  
- Alterada: No realizaba sonidos simples
- No alterada: Realizaba sonidos simples

*Calcular*  
- Alterado: Incapaz de realizar operaciones simples
- No alterado: Realizaba operaciones simples

*Mutis*  
- Alterada: Explotaba, hay tarareo
- No alterada: Realizaba sonidos simples

Different speakers/ different brains

Representativity of the sample

• "An initial approach to the subject of verbal pathologies shows us the huge heterogeneity with which impaired linguistic behaviour can manifest itself. (...) the heterogeneity of impaired linguistic behaviour does not refer only to the many syndromes through which it shows itself, but also to the unanimously accepted fact that individual behaviours can show a high degree of inconsistency or mood swings". (Hernández 2002: 175)
Corpus

- Broad corpus as possible
- Typical situation: the aphasic speaker and the "key conversational partner" (Whitworth, Perkins and Lesser 1997)
- Researchers: intention of playing as small a role as possible, but the situation is completely unpredictable
- Expectations: interview

The transcription

- Transcription: adaptation of CA’s ethnomethodological system (Gail Jefferson)
- Cosnier and Kerbrat-Orecchioni (1987: 371): there are two imperatives for a transcription:
  - readable
  - and accurate.
Publications based on PerLA Corpus (PERception, Language & Aphasia)

Thanks

HOSPITAL UNIVERSITARIO LA FE DE VALENCIA
INSTITUTO VALENCIANO DE NEUROLOGÍA PEDIÁTRICA
HOSPITAL CLÍNICO UNIVERSITARIO UNIV. VALENCIA
INIA NEURAL NEUROREHABILITACIÓN
CENTRO CADAN NEUROPEDIATRÍA

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2 PERCEPTUAL APPROACH TO LINGUISTIC IMPAIRMENT

IMPAIRMENT CLASSIFICATION

Linguistic impairment types

- Perceptive approach to Linguistic Impairment (correspondence with Wertheimer’s Laws)
- Four levels in language (also in other approaches)
- Corresponding:
  - Government impairment
  - Agreement impairment
  - Order impairment
  - Integration impairment
Perceptive laws

1. **LAW OF CLOSURE**: stimuli tend to group together in closed sets. In the following picture, there "is" no square, but one is perceived:

![Perceptual Closure Example](image)

2. **LAW OF EQUALITY** or of **SIMILARITY**: in a complex perceptual universe, the same or similar stimuli tend to group together making a single figure. The top line is perceived as four groups of two whilst the bottom line makes four groups of two.

Perceptive laws

3. **LAW OF PROXIMITY**: stimuli that are close together tend to be seen as members of one figure, that is, of one coherent Gestalt.

   - The vertical lines are grouped together in three narrow vertical bands or strips, separated by two larger spaces.

   ![Perceptual Proximity Example](image)

4. **LAW OF GOOD-GESTALT**: stimuli tend to group together according to conventional models that establish "good forms" accepted by the community and can enable a certain hierarchy to be applied to the other laws when they come into conflict:

   ![Perceptual Good-Gestalt Example](image)
Language Levels

- **Law of closure**: logical subject: level of GOVERNMENT that approaches sentences as a complete unit ("closed") around the subject doing the action. A governing relation between two language units supposes the compulsory presence of one from the appearance of the other.

- **Law of similarity**: grammatical subject: AGREEMENT level, where the similarity of certain morphemes enables the functional alignment of several units (verb and its subject, nucleus and its determiner) to be recognised. In perceptual terms, the concordance relationship is that in which two terms are joined along a border shown by both of them.

Language Levels

- **Law of proximity**: psychological or topical subject: LINEAR or ORDER level, which adheres to formal criteria organising units according to their appearance in the chain (topical/comment). As is well known, linearity is a characteristic of the language sign, and is thus present of necessity in all components.

- **Law of 'Prägnanz' or good Gestalt**: pragmatic subject: ENUNCIATIVE or INTEGRATION level, in which the units are identified by reference to the context, that is, to the enunciation (focus or assertion, and presupposition).
### Government impairment

- **GOVERNMENT** relationship between two linguistic units: if there is one of them, the other’s appearance is mandatory
- In all the grammatical components
- **GOVERN IMPAIRMENT**: this relationship is broken
- Two manners:
  - Omission of one element
  - Substitution

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Semantic</th>
<th>Functional</th>
<th>Formal</th>
<th>Pragmatic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Logical</td>
<td>Grammatical</td>
<td>Psychological Topic</td>
<td>Emphatic Focus</td>
</tr>
<tr>
<td>Structure Generativist</td>
<td>Deep</td>
<td>Superficial</td>
<td>Linear</td>
<td>Enunciative</td>
</tr>
<tr>
<td>Jerendoff’s parallel architecture 1987*</td>
<td>Propositional structure</td>
<td>Syntactic structure</td>
<td>Phonological structure</td>
<td>Informative structure</td>
</tr>
<tr>
<td><strong>LINGUISTIC LEVEL</strong></td>
<td>Government</td>
<td>Agreement</td>
<td>Order</td>
<td>Integration</td>
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<tr>
<td><strong>Perceptual Law</strong></td>
<td>Closure</td>
<td>Similarity</td>
<td>Proximity</td>
<td>Good Form</td>
</tr>
</tbody>
</table>
Government impairment and AGRAMMATISM

• "Agrammatism in English manifests itself primarily as the omission of, or substitution for, functors. Agrammatic speakers of English preserve word order, but omit free functors, like 'is', and inflections, like '-ing', while retaining a telegraphic skeleton ('She speak'). The agrammatic speaker is thus able to produce a degree of connected speech but is missing some required grammatical information."

Government impairment

Nenia (correct: Denia)
datación (correct: natación)

PHONEMIC SUBSTITUTION

bablar (correct: hablar)
poblecito (correct: pueblecito)
deIRgadita (correct: delgadita)
sroubrina (correct: sobrina)

PHONEMIC DISTORTION

gasto (correct: agosto)
etudar (correct: estudiar)

PHONEMIC OMISSION

Agreement impairment

• In AGREEMENT relationships one element changes its form depending on other(s) element(s) to which it relates
• DISAGREEMENT impairment: without formal evidence of certain grammatical relationship
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Universitat de València

**Agreement impairment**

I: cuando vienes/ María José/ y Raúl
I: when Maria José and Raúl/ come
[2nd plural person morpheme, not third]
PERSON DISAGREEMENT

**Morphology Agreement Impairment**

I: antes/ mucho hablar/ ¿no?/ pero era→/
I: before/ I speak a lot/ but I was
INFINITIVE (Correct: PAST TENSE)

I: És igual que l’altra que tenia (SEÑALA)
I: It is equal[masculine] than other[femenine] that I had
GENDER DISAGREEMENT

**Agreement impairment**

SAMPLES

I: cuando **vienen**/ María José/ y Raúl
I: when Maria José and Raúl/ come
[2nd plural person morpheme, not third]
PERSON DISAGREEMENT

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I: It is equal[masculine] than other[femenine] that I had
GENDER DISAGREEMENT
**Agreement impairment**

**SAMPLES**

**viene**

I: cuando **vienes**/ MaríaJosée/ y Raúl
I: *when Maria José and Raúl/ come* [2nd plural person morpheme, not third]

PERSON DISAGREEMENT

**Conversational Impairment**

I: antes/ mucho hablar/ ¿no?/ pero era→/
I: *before/ I speak a lot/* but I was

INFINITIVE (Correct: PAST TENSE)

**GENDER DISAGREEMENT**

I: És igual[masculine] que l’altra[masculine] que tenía (SEÑALA)
I: *It is equal[masculine] than other[masculine] that I had*

Morphology Agreement Impairment

**vien**

I: cuando **vienes**/ MaríaJosée/ y Raúl
I: *when Maria José and Raúl/ come* [2nd plural person morpheme, not third]

PERSON DISAGREEMENT

**Conversational Impairment**

I: antes/ mucho hablar/ ¿no?/ pero era→/
I: *before/ I speak a lot/* but I was

INFINITIVE (Correct: PAST TENSE)

**GENDER DISAGREEMENT**

I: És igual[masculine] que l’altra[masculine] que tenía (SEÑALA)
I: *It is equal[masculine] than other[masculine] that I had*
Order impairment

• Order impairment: breakdown of the normal order of the elements
• All the grammatical components
• Word order has different importance in every language
• Spanish and Catalan: more incidence in phonology than morphology or syntax

I: ¡ah! es donde están los Nóbel→dando
I: ah! it’s where they are giving the Nobels
[aux + object+ gerund, correct: aux+gerund+obj]
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**Order impairment**

I: ¡ah!/ es donde están los Nóbel→dando
I: oh!/ it’s where they are giving the Nobels
[aux + object+ participle, correct: aux+part+obj]

- Morphology Order Impairment

**Phonology Order Impairment (metathesis)**

- golopeda (correct: logopeda)
- aguímo (correct: amigo)

**Integration impairment**

- Integration level: pragmatic appropriateness of statements
- Informativeness of utterances (new and given information)
- INTEGRATION impairment: lack of adjustment between text and context
Adaptative behaviors in aphasic conversational breakdown (2013)

Integration impairment

- Language specialists in dementia have described the speech of persons with severe Alzheimer Disease as "dissolution" (Grodzinsky)
- Also in severe Wernicke Aphasia


<table>
<thead>
<tr>
<th>Impairment distribution in a Spanish corpus of aphasia (N= 700)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td>Non-fluents</td>
</tr>
<tr>
<td>Fluents</td>
</tr>
</tbody>
</table>
3

ADAPTATIVE BEHAVIORS

3.1

ADAPTATIVE BEHAVIORS IN APHASIC SPEAKERS
Adaptative behaviors in AP ("impairment traces")

1. Resorting to suprasegmental elements
   (intonation, intensity, syllabic length)

   44 L: ¿qué vas a hacer en vacaciones/ Carmen?
   45 C: no lo sé (NEGACIÓN)R
   46 L: ¿no?
   47 C: (NEGACIÓN)R no lo sé (2.0)
   48 A: e− es [que−]
   49 C: [Neniaa/] (m)e gus ta ria ir a ((Ne nia↑))
   50 L: ¿a dónde?
   51 C: ¡a NENIA!// (ASENTIMIENTO)R ¡DENIA!

   L: what will you do for holidays, C?
   C: I don’t know (NEGATION)R
   L: no?
   C: (NEGATION)R I don’t know (2.0)
   A: i-is [because−]
   49 C: [Neniaa] I would li ke to go to ((Ne nia↑))
   L: where?
   C: to NENIA!// (ASENT)R ¡DENIA!

   Loudly speaking, articulatory effort...

Adaptative behaviors in AP ("impairment traces")

2. Emphasis of gestuality, even in common cases of hemiplegia;
   - emblematic use of gestures that in other situations may act as illustrating or adapting;
   - emphatic use of some regulatory gestures in floor management
Adaptative behaviors in AP

3. Exploitation of the conversational partners' inferential ability, either by the use of non-explicit expressions or by recourse to sequential organisation of the conversation.

3.1. Dissociation between the purely locutionary dimension of the speech act and the propositional dimension, based on lexis and grammar: inference activator acts:
- interjections
- locutive acts

the dialogic, cotextual environment serves as a propositional frame giving meaning to utterances

<table>
<thead>
<tr>
<th>Location</th>
<th>Transcript</th>
</tr>
</thead>
<tbody>
<tr>
<td>0378</td>
<td>M: [a ver] qué te preguntaste a/ ¿te gustaba Australia?!!/ ¿eh? (she’s asking you, did you like Australia?)</td>
</tr>
<tr>
<td>0379</td>
<td>I: ((sarrf sarrf sarrf)) (MANO IZQUIERDA ⇝, RESOPLA)</td>
</tr>
<tr>
<td>0380</td>
<td>M: Frankfurt no (not Frankfurt)</td>
</tr>
<tr>
<td>0381</td>
<td>I: yaaa↓</td>
</tr>
<tr>
<td>0382</td>
<td>M: A de la de↓</td>
</tr>
<tr>
<td>0383</td>
<td>I: ahh (NEGACIÓN, SE GOLPEA LA PIerna CON LA MANO IZQUIERDA)</td>
</tr>
<tr>
<td>0384</td>
<td>M: tch (⇔E)</td>
</tr>
<tr>
<td>0385</td>
<td>E: ¿y en Alemanía— en Australia? en qué hablaban? (let's see, what language did you speak?)</td>
</tr>
<tr>
<td>0386</td>
<td>I: (2.0) ooh ooh (NEGACIÓN)</td>
</tr>
<tr>
<td>0387</td>
<td>M: a ver↓ / que? ¿cómo hablabamos!!!(2.0) ¿um? (let’s see, what, how we speak?)</td>
</tr>
<tr>
<td>0388</td>
<td>I: bff (NEGACIÓN, MOSTRATIVO)</td>
</tr>
<tr>
<td>0389</td>
<td>M: ¿cómo hablabamos en A– en Australia?!! // en ingléses↑</td>
</tr>
<tr>
<td>0390</td>
<td>E: (⇔ M) aaaa↑ aaaa→ [oh→]</td>
</tr>
<tr>
<td>0391</td>
<td>M: [hoy] también has hablado inglés?</td>
</tr>
<tr>
<td>0392</td>
<td>I: aah↓</td>
</tr>
</tbody>
</table>
### Locutive acts (without words)

**Man with Broca Aphasia**

<table>
<thead>
<tr>
<th>Time</th>
<th>M:</th>
<th>I:</th>
</tr>
</thead>
<tbody>
<tr>
<td>0378</td>
<td>(a ver) qué te preguntabas? ¿te gustaba Australia? ¿eh? (she's asking you, did you like Australia?)</td>
<td>((taar fuhh fl)) (MANO IZQUIERDA el↓, RESOPLA)</td>
</tr>
<tr>
<td>0379</td>
<td>I:</td>
<td>(faarf fuuh ff) (MANO IZQUIERDA el↓, RESOPLA)</td>
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<tr>
<td>0380</td>
<td>M:</td>
<td>(not Frankfurt)</td>
</tr>
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<td>I:</td>
<td>yaaa↓</td>
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<td>0390</td>
<td>I:</td>
<td>(⇒ M) aoooo↑ ooooh→ [ooh→]</td>
</tr>
<tr>
<td>0391</td>
<td>M:</td>
<td>hoy tambien has habla'o inglés</td>
</tr>
<tr>
<td>0392</td>
<td>I:</td>
<td>aah↓</td>
</tr>
</tbody>
</table>

Aparently, there is no language, but there is CONVERSATION

### Adaptive behaviors in AP

3.2. **Overlapping turns**, that is, simultaneous speech with partner’s turn, and recourse to repetitions.

Goodwin (2000: 74): ability to use the distributional environment to infer meanings = “anchoring”.

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Universitat de València
Adaptative behaviors in AP

3.3. Use of the direct style (over-exploitation of Grice maxims)

0035  E: cuando las demás personas hablamos contigo ¿qué notas que hacemos mal→? ¿o a ti qué te gustaría que no hiciéramos→?

0036  I: hablar hablar

0037  E: explicame más

0038  I: buff ¡venga! ¡venga! hablar hablar

0039  E: ¿darte prisa meterte prisa?

0040  I: sí

0035  E: when other people talk to you, what do you note we do wrong? Or what do you wish we did not?

0036  I: to speak/ speak

0037  E: tell me more

0038  I: buff come on!, come on! Speak!, speak!

0039  E: to urge you?, to rush you?

0040  I: sí

Adaptative behaviors in AP

4. Lastly, in the specific sphere of conversational turn taking, we find strategies such as

4.1. a generalised slowing down of turn taking (Turn Taking Agility, TTA)

<table>
<thead>
<tr>
<th></th>
<th>TTA Colloquial Spanish Corpus</th>
<th>TTA Fluent Aphasia</th>
<th>TTA non Fluent Aphasia</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 speakers</td>
<td>14,9 turns/minute</td>
<td>5,5 turns/minute</td>
<td>23,5 turns/minute</td>
</tr>
<tr>
<td>4 speakers</td>
<td>16,1 turns/minute</td>
<td>11,1 turns/minute</td>
<td>16,9 turns/minute</td>
</tr>
</tbody>
</table>
Adaptative behaviors in AP

4.2. the emphatic recourse to **appendices and tag questions**, often as fillers inside the turn and at other times as passing the turn.
3.2

ADAPTATIVE BEHAVIORS IN KEY CONVERSATIONAL PARTNERS

Adaptation in KCP: prejudices

- Aphasia: relatively frequent pathology, but almost unknown.
- Identification of the communicative impairment with a cognitive or mental impairment.
Adaptation in KCP: prejudices

- Negative situation for aphasic speakers
  - “Interaction with a person with severe aphasia also has a moral dimension. It would be easy to treat someone who can’t speak as something less than a full fledged person, someone whose efforts to communicate can be dismissed or not taken seriously.” (Goodwin, Goodwin y Olsher 2002: 32)

Goodwin, Charles; Goodwin, Marjorie Harness; Olsher, David (2002): “Producing Sense with Non-Sense Syllables: Turn and Sequence in Conversations with a Man with Severe Aphasia”, en Ford, Cecilia E.; Fox, Barbara; Thompson, Sandra A. (Eds): The Language of Turn and Sequence, Oxford Univ. Press.

Adaptation in KCP: minorization

- Gumperz: Minorization = to build derogatory cultural stereotypes from misunderstandings in communication
- Impaired speech is interpreted in terms of specific characteristic of the other speaker; even mental characteristic
- Pejorative effect on the development of the interaction.

Adaptation: conversational management

- Gricean Cooperative principle: conversational partners adapt to the difference in abilities assuming that non-aphasic speakers should be the ones to take charge of dialogue management (Ferguson 1996).


Adaptation in KCP: gloss function

- Basic function assumed by the KCP in our recordings: gloss
- He/She repeats the message of the aphasic speaker (expanding, repairing, “translating”)
- Sometimes, they also gloss the message of non aphasic person
Adaptative behaviors in aphasic conversational breakdown (2013)

Beatriz Gallardo-Paúls
Universitat de València

Gloss for non aphasic speaker

0328 N: ¡mira!/ ¡la perra↑!// ¡la perra↑!
0329 I: mira tú!/ mira tú uuh (MIRADA REPROBATORIA, EL GESTO DE RECHAZO Y LA ENTONACIÓN DE RIÑA AL NIETO)
0330 N: ¡la perra!
0331 M: (⇒N) quiere decir que te vayas↑ que está hablando con ella// (⇒I) ¿uh um?

Gloss for both participants

0016 E: ¿cuándo tiene que ir al logopeda?
0017 I: aah
0018 M: mañana// Antonio→/ ¡ANTONIOO! (PONE LA MANO EN SU HOMBRO)
0019 I: aah↑ (⇒M)
0020 M: al logopeda/ (SE SEÑALA LA BOCA) mañana// cuando tienes que ir↑// mañana/ te está preguntando↑(2.0)
0021 I: aah (EXPRESIÓN CONFUSA)
0022 M: que cuándo tienes que ir [al Clínico↓]
0023 I: [aah– ah]
M: a la logopeda/// (SE SEÑALA LA BOCA) mañana (INDICA POSTERIORIDAD CON LA MANO)
0024 I: aah (ASENTIMIENTO)

⇒Gaze intonation
I: aphasic speaker
M: wife of aphasic speaker

0016 E: when do you have to go to the speech therapist?
0017 I: aah
0018 M: tomorrow// Antonio→/ ¡ANTONIOO! (SHE PUTS HER HAND ON HIS SHOULDER)
0019 I: aah↑ (⇒M)
0020 M: to the speech therapist/ (SHE POINTS TO HER MOUTH) tomorrow// when must you go↑// tomorrow/ she is asking you↑(2.0)
0021 I: aah (EXPRESIÓN CONFUSA)
0022 M: that when you have to go to [the Clínico↓]
0023 I: [aah– ah]
M: = to the speech therapist/ (SHE POINTS HER MOUTH) tomorrow (HAND GESTURE FOR “LATER”)
0024 I: aah (ASENT)
Adaptation in KCP: prompter function

- Second function: toward aphasic speaker
- KCP act as a **prompter**, helping the aphasic speaker

```plaintext
I: entoncess// el martes↑/ (SEÑALA LA SALA EN LA QUE ESTÁN) quee- / noo→
M: no vinimos
I: no *mimi mos*
```

Adaptation in KCP: prompter function

- Lexical level (phonemic cues)

```plaintext
I: (MIRANDO AL SUELO) lunes ↑ martes ↑ miércoles ↑
    jueves ↑ sab→
M: viern→
I: ssann
M: viernes
I: sábaado ↑ domingo
M: ya está [ya estáa =]
I: [domingo]
```

- Repair Sequences
Adaptative behaviors in aphasis conversational breakdown (2013)

Beatriz Gallardo-Paúls
Universitat de València

5

CONCLUSION
Conclusions

• Finally, aphasia is an element that causes conversational breakdowns in normal interaction, which the aphasic speakers and their partners must cope with.
• Clinical linguistic investigates this situation in order to
  – provide strategies and resources to both kinds of speakers.
  – provide tools to speech therapists, in assessment and rehabilitation.

Images references

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Beatriz Gallardo-Paúls
Universitat de València

Research Project:
"Ampliación y adaptación del corpus PERLA de datos clínicos en el marco del proyecto internacional Childes/Talkbank: perfiles pragmáticos y propuestas de intervención" (Ref. FFI2012-39325-C03-01)

Tack så mycket för er uppmärksamhet
-Gracias por su atención-

Beatriz.Gallardo@uv.es