

Table of Contents

| | | |
|----|----------|--|
| 11 | 1 | Introduction |
| 11 | 1.1 | Problem |
| 13 | 1.2 | Aims |
| 13 | 1.3 | Questions |
| 14 | 1.4 | Hypothesis |
| 14 | 1.5 | Method |
| 14 | 1.6 | Outline of this book |
| 15 | 2 | On the scope of genre theory and the phenomenon of aphasia |
| 15 | 2.1 | On genre theory |
| 15 | 2.1.1 | Cognitive genre schemas |
| 17 | 2.1.2 | Concrete genre events |
| 20 | 2.1.3 | Summary |
| 21 | 2.2 | Aphasia |
| 22 | 2.2.1 | What do aphasic symptoms represent? |
| 26 | 2.2.2 | Conceptual ability |
| 29 | 2.2.3 | Agrammatism |
| 32 | 2.2.3.1 | Topic Comment structure |
| 33 | 2.2.3.2 | Interactive structure |
| 36 | 2.2.3.3 | Formulaic structure and speech automatisms |
| 37 | 2.2.4 | Narration |
| 42 | 2.2.5 | How does aphasia affect personal communicative interaction? |
| 47 | 2.3 | Non-aphasic expectations of personal interaction with aphasia |
| 49 | 3 | A genre analytical approach to discourse analysis |
| 49 | 3.1 | Methodological basis |
| 51 | 3.2 | Data, analytical scope and procedure |
| 54 | 3.2.1 | Transcription rules |
| 55 | 3.3 | Analytical procedure: Definitions and demonstration |
| 56 | 3.3.1 | Context level analysis |
| 56 | 3.3.1.1 | Situations and settings |
| 58 | 3.3.1.2 | Participants: Their roles and relations |
| 61 | 3.3.1.3 | Goals and functions |
| 63 | 3.3.1.4 | Domains |
| 66 | 3.3.1.5 | Medium |
| 66 | 3.3.2 | Text level analysis |
| 66 | 3.3.2.1 | Content |
| 69 | 3.3.2.2 | Type |
| 71 | 3.3.2.3 | Form |
| 74 | 3.3.2.4 | Structure |

| | | |
|------|----------|--|
| 75 | 3.3.3 | Code level analysis |
| 76 | 3.3.3.1 | Modality |
| 76 | 3.3.3.2 | Language |
| 77 | 3.3.3.3 | Register |
| 80 | 3.3.3.4 | Style |
| 84 | 3.3.3.5 | Rhetoric |
| 86 | 3.3.3.6 | Summary |
| | | |
| 89 | 4 | A personal interview with Sara |
| 89 | 4.1 | Data specifics |
| 91 | 4.2 | Context level analysis |
| 91 | 4.2.1 | Situation and setting |
| 98 | 4.2.2 | Domains |
| 103 | 4.2.3 | Participants: Their relation and role(s) |
| 112 | 4.2.4 | Goals and functions |
| 114 | 4.2.5 | Conclusions |
| 116 | 4.3 | Text level analysis |
| 116 | 4.3.1 | Content |
| 122 | 4.3.2 | Type |
| 127 | 4.3.3 | Form |
| 133 | 4.3.4 | Structure |
| 136 | 4.3.5 | Conclusions |
| 138 | 4.4 | Code level analysis |
| 138 | 4.4.1 | Register |
| 140 | 4.4.2 | Style |
| 146 | 4.4.3 | Rhetoric |
| 149 | 4.4.4 | Conclusions |
| 150 | 4.5 | Summary |
| | | |
| 153 | 5 | A personal interview with Ben |
| 153 | 5.1 | Data specifics |
| 156 | 5.2 | Context level analysis |
| 156 | 5.2.1 | Situation and setting |
| 157 | 5.2.2 | Domains |
| 163 | 5.2.3 | Participants. Their relation and role(s) |
| 169 | 5.2.4 | Goals and functions |
| 170 | 5.2.5 | Conclusions |
| 171 | 5.3 | Text level analysis |
| 175 | 5.3.1 | Content |
| 182 | 5.3.2 | Type |
| 186 | 5.3.3 | Form |
| 188 | 5.3.4 | Structure |

| | | |
|-----|----------|---|
| 194 | 5.3.5 | Conclusions |
| 196 | 5.4 | Code level analysis |
| 196 | 5.4.1 | Register |
| 197 | 5.4.2 | Style |
| 207 | 5.4.3 | Rhetoric |
| 210 | 5.4.4 | Conclusions |
| 211 | 5.5 | Summary |
| 213 | 6 | A personal interview with Ronald |
| 214 | 6.1 | Data specifics |
| 214 | 6.2 | Context level analysis |
| 214 | 6.2.1 | Situation and setting |
| 217 | 6.2.2 | Domains |
| 220 | 6.2.3 | Participants. Their relation and role(s) |
| 227 | 6.2.4 | Goals and functions |
| 229 | 6.2.5 | Conclusions |
| 230 | 6.3 | Text level analysis |
| 230 | 6.3.1 | Content |
| 236 | 6.3.2 | Type |
| 240 | 6.3.3 | Structure |
| 245 | 6.3.4 | Form |
| 249 | 6.3.5 | Conclusions |
| 251 | 6.4 | Code level analysis |
| 251 | 6.4.1 | Register |
| 252 | 6.4.2 | Style |
| 254 | 6.4.3 | Rhetoric |
| 258 | 6.4.4 | Conclusions |
| 259 | 6.5 | Summary |
| 261 | 7 | Discussion |
| 266 | 7.1 | Adaptation strategies |
| 269 | 7.2 | Mixed aphasic/non-aphasic interaction is a reflexive genre model |
| 269 | 7.3 | Has genre theory been helpful in answering these questions? |
| 270 | 7.4 | To conclude |
| 271 | 8 | References |
| 289 | | Summary |
| 295 | | Curriculum Vitae |