Repetition of Signs in French Belgian Sign Language (LSFB) and in Flemish Sign Language (VGT)
Typology and Annotation Protocol
Handout with definitions and examples for the function grid

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Domain	Sub-domain	Function (tag)	Definition	Example
Grammatical	Level of the sign	\<G:Intensity\>	The internal repetition of the movement of the sign gives the meaning of "very" or "totally".	PT:1 REMEMBER **PAST**+++ *I remember that was a very long time ago.*
		\<G:Plural\>	The repetition of the sign gives the meaning of plurality (of an action or of an actor, a patient, an object, etc.)	STORE STUDY VOCABULARY **SENTENCE**++ WORD NEXT-TO DEFINITION PLUS **EXAMPLE**+++ CONTEXT LINK TRAINING++++ *They memorize and study the vocabulary within sentences. Next to the word there are the definition and examples linked to the context. They practice a lot.*
		\<G:Reiteration\>	The internal repetition of the movement of the sign gives the meaning of an action completed several times.	FS:DELA NOTHING **REMOVE**+++ *There are no linking words like « de », « la ». They are removed.* ALSO FS:Ã THIS-IS-MEAN FS:EN OR FS:AN HEARING ALWAYS **MISTAKE**++ *Besides, the hearing students struggle with the sound "ã" that can be written "en" or "an".*
		\<G:Duration\>	The internal repetition of the movement of the sign gives the meaning of an action that takes a long time.	WAIT START FIRST DS:MOBILE PT:DET DS:AH THAT-IS SIGN **DISCUSSION**++++ *"Wait, you start first. Ah, this message means…" He signs and they discuss for a while.*
		\<G:Reciprocity\>	The sequential backward reduplication gives the meaning of a reciprocal relation where each participant is typically agent and patient (based on Pfau and Steinbach 2010).	PT:2 PROBLEM TRANSLATION **SAY**++++ PT:2 PROBLEM *Your problem is the translation when the person says something to the interpreter that she says it to you in return and so on. That is your problem.*
	Level of syntax: framing the next higher syntactic unit	\<G:Phrase\>	A sign is repeated at the beginning and at the end of a phrase.	PARENT HEARING PT:DET **COKE DRINK COKE** UNABLE SAY **BLACK DRINK BLACK** *The hearing parents are unable to say to their child "drink coke". Instead, they say "drink black".*
		\<G:TemporalClause\>	The repeated signs both frame a temporal complement and have a temporal meaning.	**PAST HOLIDAYS PAST** HOLIDAYS LAST-YEAR SEPARATE *They broke up during the last holidays, during holidays last year.*
		\<G:Question\>	The Wh-sign appears at the beginning and at the end of the question.	UNDERSTAND-NOT CLEAR **WHAT SAY WHAT** REPEAT IMPOSSIBLE *I don't well understand. What did she say? It is impossible to ask her to repeat.*

		<G:ClauseEmbedding>	An embedded clause is framed with a quoting marker indicating who is speaking or thinking; or with a mental verb of saying, thinking or seeing.	PT:1 **THINK WHAT** MY UNCLE GIVE GOOD MEMORIES **WHAT-2H THINK** *I am thinking about the good memories that my uncle gave me.*
		<G:Quote>	The repeated signs open and end a constructed action or a reported speech in a quote. The repeated signs are part of the constructed action or part of the quote.	ONE PERSON DEAF SAY **STOP** COME DS:MEET HOME **STOP** *One deaf person says: "This is enough. You come and meet at home. This is enough."*
		<G:Causality>	(Part of) a clause is repeated with other clauses in between that express causality with respect to the information of the repeated clause.	**PT:3 KNOW TWO DIFFERENT SIGN RICH** FUTUR MEET DEAF FROM NS:NAMUR NS:LIEGE **PT:3 KNOW DIFFERENT SIGN RICH** BETTER KEEP *She knows that having two sign languages is rich because in the future she will meet deaf from different regions. So she knows that it is better to keep different sign languages.*
		<G:Result>	(Part of) a clause is repeated with other clauses in between that express result with respect to the information of the repeated clause.	**COLLAPSE** DISAPPOINTED PT:1 **COLLAPSE** SILENT *I was disappointed when the race collapsed and showed no signs of life any more.*
		<G:Simultaneity>	(Part of) a clause is repeated with other clauses in between that express simultaneity with respect to the information of the repeated clause.	**PT:1 SIGN** ATTRACT **PT:1 SIGN** *I was signing while she looked at me.*
Semantic	Sequential ordering	<S:Redundancy>	The repetition conveys the meaning of "again and again". (Attention: not to be confused with the grammatical (morphological) repetition within a sign)	**LITTLE MISTAKE ACCUSE LITTLE MISTAKE ACCUSE++** *Each time there is a mistake, I am accused.*
		<S:Chronology>	The same sign is repeated to describe a chronological series.	**YEAR FOLLOW** PT:1 THIRD RELEASE DS:YES **YEAR FOLLOW** DS:SHOULDERS_DOWN ACCIDENT DS:SHOULDERS_DOWN DISAPPOINTED *The following year, I was the third one. What a relief! Yes! The following year, I had an incident, I dislocated my shoulder. I was disappointed.*
	Change of meaning	<S:Specification>	The repetition is used as a step towards the narrowing of the topic.	**PT:1 OK PT:1** ON TIREDNESS **OK** PT:1 GOOD SIGN GOOD *It is ok. When I am tired, it is ok, I sign well.* PAST **HOLIDAYS** PAST **HOLIDAYS** LAST-YEAR SEPARATE *They broke up during the last holidays, during holidays last year.* DATE_1 FUNERAL FIRE DATE_2 **PT:DET++++** *The day of the funeral, that exact day.*
		<S:AffectiveMeaning>	The repetition conveys an implicit affective meaning, expressing a positive or negative affective judgment towards a state of affairs.	LIKE SHIT **THROW+++** PERSON NO *You cannot treat a person like a piece of shit and throw him in the face orders.*
		<S:Approximation>	The repetition gives an additional meaning of "about, approximately". Signer repeats the same information to express his uncertainty.	PAST++++++ **SEVEN-YEAR++** PAST+++ About seven years ago

	Coherence	<S:CohesiveTopic>	In a "paragraph-like" stretch, all the (near-) contiguous fragments related to the same "agent-as-topic" are related by the repetition of the name of the agent.	**PT:1** TALL **PT:1** FRIEND SIGN MEET NEVER PT:3 **PT:1** SIGN UNDERSTAND NOTHING **PT:1** NOT-KOWN **PT:1** USED-TO GROUP **PT:1** CHANCE **PT:1** OPEN-MIND **PT:1** MEET *Growing up, I was used to sign within my group of friends. I never met other deaf persons and I didn't understand what they signed. I didn't know because I was used to my little group. But I am lucky because I have an open mind and later I met a lot of new people.*
		<S:CohesiveDevice>	The repeated signs only have a referential and tying function, and the repetition is caused by the topic of the turn or the task.	PARENT HEARING PT:DET **COKE** DRINK COKE UNABLE SAY BLACK DRINK BLACK CHILD KNOW THAT-IS **COKE** DRINK BLACK *The hearing parents are unable to say to their child "drink coke". Instead, they say "drink black". But the child knows that "drink black" means coke.*
		<S:Development>	The first occurrence of the repeated signs is used as an introduction that the next occurrence develops later in the turn.	EXAMPLE SITUATION **TEACHER STUDENT** DS:MEET **PT:DET STUDENT** WANT EXPRESSION ON THING NOT-OK **PT:DET TEACHER** UNDERSTAND NOT *For example, there is a situation where a professor and a student meet. The student wants to express on something that is not going well. The teacher doesn't understand.*
		<S:CohesiveReferenceCharacter>	The sign referring to the agent of a reported speech or a constructed action is repeated to introduce each part of the quote or of the enactment.	**PT:1** LOOK YES FINISH **PT:1** LOOK **FATHER** DS:YES **PT:1** CALL UNDERSTAND PT:3 **FATHER** YES PT:1 UNDERSTAND **PT:1** DS:GO LADY LOOK **PT:1** DS:GO **FATHER** SIGN YES UNDERSTAND NOTHING **PT:1** SIGN *I look the interpreter saying yes. Then I look aside. My father was nodding. I asked him if he understood the interpreter. My father answered me that he understood. I asked him to repeat. The lady was looking at us. I asked him to repeat. My father tried to sign and confessed me that he didn't understand. So I retold him.*
Pragmatic	Structuration	<P:Punctuation>	The repeated signs or sequence of signs act as a stimulus and impulse for the progression of the thoughts, stimulus/impulse that appears at different steps of the discourse, at transitional junctures to introduce new ideas, new examples, new information.	YES OBVIOUS OBVIOUS THIN FACIAL-EXPRESSION DIFFERENT FACIAL-EXPRESSION NOTICE FINISH **ALSO** SIGN PT:DET FAST SLOW OBVIOUS PT:BUOY2 EXPRESSION OBVIOUS EVERYTHING **ALSO** COLOR FACE DEGREE LEVEL CLEAR **ALSO** COLOR DIFFERENT BLUE JELLOW RED WHITE *Yes, this is obvious, this is obvious. The expressions of the face are refined and diversified. You noticed directly what they mean. Besides, there is the way of signing, speed or fast, that is obvious. The feelings are obvious in general. Besides, there are the colors of the face that vary from the lightest to the darkest. Besides, the colors are different (blue, yellow, red, white).*
		<P:ListLikeStructure>	The repetition of a sign and his rhythm produce the meaning of an enumeration (the repeated signs are close).	PT:1 GO NS:LIEGE **DIFFERENT** PT:1 GO NS:TOURNAIS **DIFFERENT** *I went to Liège and it was different. Then I went to Tournai and it was different.* PT:BUOY1 PT:BUOY2 **YEAR** PT:BUOY3 **YEAR** *The first, the second year, the third year*

	Informational level	<P:EmphasizingSpeakerStance>	The signer repeats his position, his opinion, or his perspective.	YES **OBVIOUS OBVIOUS** THIN FACIAL-EXPRESSION DIFFERENT FACIAL-EXPRESSION NOTICE FINISH ALSO SIGN PT:DET FAST SLOW **OBVIOUS** PT:BUOY2 EXPRESSION **OBVIOUS** EVERYTHING ALSO COLOR FACE DEGREE LEVEL CLEAR ALSO COLOR DIFFERENT BLUE JELLOW RED WHITE *Yes, this is obvious, this is obvious. The expressions of the face are refined and diversified. You noticed directly what they mean. Besides, there is the way of signing, speed or fast, that is obvious. The feelings are obvious in general. Besides, there are the colors of the face that vary from the lightest to the darkest. Besides, the colors are different (blue, yellow, red, white).*
		<P:GradingSpeakerStance>	The repetition allows the signer to upgrade or downgrade his position, his opinion, his disagreement or agreement.	PT:1 WHEN STRESS WHEN **ANGRY** REALLY **ANGRY** VOICE HARD YELL *When I am stressed, when I am angry, really angry, I use my voice and yell.* ELISA **CONFUSE** A LITTLE YES **CONFUSE** *Elisa was confused; yes she was a little confused.*
		<P:EmphasizingParallelism>	The repetition creates parallel structures to set up a paradigm and to focus on the similarities between two concepts.	STUDENT INSIDE FRUSTRATION **ON THING** NOT-COMMUNICATION […] BECAUSE PT:1 TOO NERVOUS HAPPY **ON THING** EXPRESS *A student is frustrated about something. [...] Because me too when I am nervous or happy about something I express myself.*
		<P:EmphasizingContrast>	The repetition emphasizes a contrast between opposite or different information. A paradigm can be repeated as a similar frame to stress the contrast between elements.	**NOT SCHOOL WORK NOT SCHOOL WORK** *I wasn't at school but at work. I wasn't at school but at work.* **THERE-IS PT:3** GOOD **THERE-IS PT:3** GS:MORE-OR-LESS *There are some good interpreters and there are some weak interpreters.*
		<P:FramingContrast>	The repeated signs assert an information while the non-repeated part rejects the opposite information.	**HIGH SCHOOL** NOT UNIVERSITY **HIGH SCHOOL** *He is at an institute of higher education, not at university.* **STRUCTURE SAME FRENCH** FS:DELA NOTHING REMOVE+++ ORDER **STRUCTURE SAME** SIGN **FRENCH** *The structure is the same as in French without the linking words like « de », « la ». But the structure and the organization of the signs is the same as in French.* ON **COURSE FRENCH FINISH SEPARATE** MATHEMATICS AWAKENING INTEGRATION BOTH EVOLUTION **COURSE FRENCH SEPARATE FINISH** DECIDE *Hearing and deaf students are separate for the course of French. For the courses of mathematics and awakening they continue to be together. But for the course of French, they decided to separate them.*
		<P:Foregrounding>	The repetition is a strategy of focalization. Here, we follow the hypothesis of Tannen (2007), i.e. both the repeated signs in periphery and the non-repeated signs in the center are foregrounded.	PT:1 PARENTS PT:1 **REGULAR** ASSOCIATION **REGULAR** *My parents went regularly to deaf associations.* PROBLEM **MISS** TEXT FEELING **MISS** PT:DET *The problem is the lack of feelings in the text.*
		<P:FramingComment>	The topic is repeated at the beginning and at the end of the comment (at the level of the clause).	**PT:2 PROBLEM** TRANSLATION SAY++++ **PT:2 PROBLEM** *Your problem is the translation when the person says something to the interpreter that she says it to you in return and so on. That is your problem.*

		<P:FramingThematicUnit>	The repetition bounds an episode. The development of an idea is opened and closed by repeating the main points or the main topic (at the level of the sentence).	*I have a **question**. In Europe, more in Belgium and in France, they are against the spelling; they prefer the iconicity of the signs. But in America, they use more spelling. But is there a deaf culture there? This is my **question**.* ***She is not a real interpreter. She is an accompanist.*** *If I have a problem with some papers, she helps me. I tell her the main points and she memorizes them. Then, she speaks in a verbose way to the interlocutor while I stay still. Then she gave me a summary of what the person explained to her.* ***She is not a real interpreter. She is an accompanist.*** [See videos for corresponding examples in LSFB]
		<P:Recapitulating>	Quite the same as framing thematic unit. But in this case, the first occurrence of the repeated signs appears in the middle of the expressed idea, and then is repeated at the end in a recapitulative way.	[At the end of an excerpt where the signer discusses about the influence of parents and school on the way of signing] SAY PT:1 **PARENTS DEAF PARENTS HEARING** INFLUENCE **DIFFERENT** CHILD PT:BUOY3 **SCHOOL** INFLUENCE ALSO GROUP FRIEND *I mean that deaf parents and hearing parents influence their children. Thirdly there is the school that influences and the group of friends too.*
	Discourse level	<P:ChangingPointOfView>	The repetition allows telling something twice near-contiguously with a change in the point of view: character-narrator, question-answer (asking to himself something and reformulating the question in an affirmative way to expand the answer); the same idea is expressed in different points of view.	**WHY** DIFFERENT PT:1 KNOW-NOT **WHY** *Why is it different? I don't know why.* THERE-IS PERSON FRIEND INVENT BOTH PT:1 WAIT PARENTS **SIGN OLD** SIGN PT:3 CALL BE-ABLE PT:2 **SIGN OLD** *Imagine that there is a friend of mine that is standing next to me while I am signing in an old way to my parents. She would call me and ask surprised: are you able to sign in an old way?*
		<P:FramingParenthetical>	The repeated signs open and end an aside to add a precision missing for the understanding of the message.	PT:1 EXAMPLE PT:1 **SIGN** PT:1 TALL INTEGRATION SIGN THIS-IS **SIGN** *For example, I am signing. I grew up in an integrated school, so I use the way of signing from this place. I am signing.*
		<P:WordSearch>	The repetition is used as a transition to retrieve the not-yet-available lexical item during a word search in order to save time for planning what to say next.	THERE-IS SEE FEEL **PT:3 PT:3** INTERPRETER RIGHT *There are things that I saw and that touched me. She she the interpreter goes straight.* PT:1 UNCLE **DEAD DEAD** [pause: crossed hands] PT:3 DEAD *My uncle died died [pause] He died.*
		<P:RepairingStoryline>	The repetition allows to maximize the continuity of the talk at the end of a word search after the searched-for-item has been retrieved and produced, and to minimize the disruptiveness of this hesitation.	**PT:3 LEARN SIGN** FS:R WORD FS:V **VOCABULARY** [pause: hands along the body] **VOCABULARY SIGN PT:3 LEARN** SIGN THERE-IS DIFFERENT+++ SIGN *She learns signs… [searched-for-item] vocabulary [pause] vocabulary… she learns signs. There are different signs.* PT:1 UNCLE DEAD **DEAD** [pause: crossed hands] PT:3 **DEAD** *My uncle died died [pause] He died.*
		<P:CorrectingChosenWord>	A sign is repeated in order to be deleted because it wasn't the right sign that the signer wanted to use.	STILL HOUSE **LIFE** JOINT NOTHING **LIFE** REMOVE NO STILL TAKE SLEEP POOR-THING JOINT *He still came and lived at home. Not really live, but the poor thing came and slept at our place.*

	Interactional level	<P:InteractionJunctures>	The repetition allows managing interactional places (without overlap) where transitions between turns take place, where the interlocutor intervenes (to start again the turn).	**SOUTH WARM SIGN NORTH COLD** [giving the floor to the interlocutor that interrupts the signer] **SOUTH WARM SIGN NORTH COLD** *In the South they sign in a warm way and in the North they sign in a cold way.* **WAIT WAIT** SPEAK JOURNAL TELEVISION PT:1 IMPOSSIBLE *Wait wait you are telling that you can't look the news on the television.*
		<P:FishingRecipiency>	The repeated sign presents information as a way to arise the reaction or the attention of the interlocutor by repeating this information.	BUT LIKE MEDIATOR INTERVENE WAIT PT:3 WANT SAY SENTENCE PT:DET **DS:PROOF**++++ *But I act as a mediator and I have to intervene to say: wait he wants to say that one thing, that one. Do you understand?* SWEET SIGN LOVELY SIGN SIMPLE ALSO SILENCE **HIDE** DS:SIGN-MUTTER **HIDE** THERE-IS SEE NOT-SEE *Signs are sometimes sweet, sometimes lovely or simple. Besides you can sign secrets by muttering in your hands. There are secrets in sign, you know.* **MOTHER** BROTHER **NEXT-TO MOTHER NEXT-TO** DEAD *The brother of my mother died. The brother of my mother. Ok?*
		<P:LexicalConvention>	A sign is repeated to establish a lexical convention with the interlocutor.	PT:DET LIKE **FS:C** LIKE LONG-SPELLING **FS:C** *That [the name of the game] is like the letter C like a very long name. Let's call it C.*
		<P:Overlap>	The repeated signs recycle the overlapped signs.	GSM TERRIBLE [the interlocutor looks away] **RECTANGULAR** OLD DS:HEY [the interlocutor looks to the signer] **RECTANGULAR** ANTENNA *The mobile phones were terrible, big rectangles very old… Hey, they were big rectangles with an antenna.*
Other	Without a specific function	<Nothing>	A sign is repeated with no added value nor particular other function identified.	
		<TIC>	A sign is repeated with no added value, nor particular construction or function, nor particular cohesion or coherence. But the repetition seems to be a language mannerism (tic) specific to the signer.	

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