**‘Ela’ + (re) + name: defending ones position**

**Angeliki Balantani**

**University of Essex**

**Email:** [**abalan@essex.ac.uk**](mailto:abalan@essex.ac.uk)

This study examines responses to informings in naturally-occurring Greek interaction. Despite the growing literature on the examination of practices that are being used by English speakers to respond to an informing, little work has been done to study their use in the context of Greek conversations. By informing we mean any utterance that conveys information; for example, “I bought a new house with my husband” is a simple example of an informing. Work on English has suggested that informings can be challenged (Drew, 2003), receipted with surprise (Wilkinson & Kitzinger, 2006) or merely be accepted. The present analysis addresses the use of the practice ‘ela’ + (re) + name in managing those particular actions aiming to provide insights into the practices Greek speakers use in asserting authority over co-participants.

The method employed to conduct the research for this study is conversation analysis, “…the study of recorded, naturally occurring talk-in-interaction” (Hutchby & Wooffitt, 1998: 14). The data selected and utilized for the specific study consists of audio- and video-recordings of naturally occurring talk among friends and family members from diverse age groups and socioeconomic backgrounds of 17 and a half hours in total.

Preliminary results indicate that, ‘ela’ in conjunction with the use of a name, and in some cases also preceded by the Greek particle ‘re’, is often used as a practice in the environment of disagreements, which are triggered by an initial assertion or observation. ‘Ela’ + (re) + name appears as a response to a battle of epistemic authority over a matter and is closing implicative.

References

Drew, P. (2003) Precision and exaggeration in interaction. American Sociological Review, 68(6), 917-938.

Hutchby, I. & Wooffitt, R. (1998) Conversation Analysis. Cambridge: Polity Press.

Wilkinson, S., & Kitzinger, C. (2006) Surprise as an interactional achievement: Reaction tokens in conversation. Social Psychology Quarterly, 69(2), 150-182.