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## Plugging the argumentative stance in monologic texts: PALM-UP functions from the sentence type perspective

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Svetlana Dachkovsky<sup>1,2</sup>, Rose Stamp<sup>3</sup>, Shirit Cohen-Koka<sup>1</sup> & Bracha Nir<sup>1</sup>

<sup>1</sup>University of Haifa, <sup>2</sup>Gordon College, <sup>3</sup>Bar-Ilan University

dachkov@yahoo.com, rose\_stamp@hotmail.com, [shirit83@gmail.com](mailto:shirit83@gmail.com),

bnir123@gmail.com

The present study focuses on one of the most pervasive discourse markers (DMs) in sign languages, PALM-UP. Previous studies have suggested a number of PALM-UP functions, ranging from gestural expressions of uncertainty [1] or obviousness [2] to highly grammatical functions of interrogativity and epistemic modality in signed languages [3].

Here we investigate syntactic contexts of PALM-UP in Israeli Sign Language, and illustrate how the interpretation of this DM is constrained by the type of unit in which it is used. We explore the role of this DM in two text types [4] – personal narrative and expository discussion. Detailed analysis of 165 PALM-UP tokens [n = 10 ISL signers] demonstrate that this DM usually co-occur with specific, yet not mutually exclusive, clausal environments. 1) Listing (Fig.1), 2) negation, 3) clauses with *verba dicendi*, and 4) rhetorical questions constitute the most common PALM-UP environments. They are characteristic of an **argumentative stance**, where the general statement is supported, compared or contradicted.



**Fig 1. PALM-UP in the listing sequence:** *I did not understand what it meant, what the context was **PU**, how to understand things thoroughly and discuss the text **PU**.*

[1] Cooperrider, K., Abner, N., & Goldin-Meadow, S. (2018). The palm-up puzzle: Meanings and origins of a widespread form in gesture and sign. *Frontiers in Communication*, 3, 23. [2] Inbar, A. & Maschler, Y. 2023. Shared Knowledge as an Account for Disaffiliative Moves: Hebrew *ki* 'Because'-Clauses Accompanied by the Palm-Up Open-Hand Gesture. *Research on Language and Social Interaction*, 56, 141-164. [3] Engberg-Pedersen, E. (2020). Markers of epistemic modality and their origins: Evidence from two unrelated sign languages. *Studies in Language*. [4] Berman, R. A., & Nir-Sagiv, B. (2007). Comparing narrative and expository text

construction across adolescence: A developmental paradox. *Discourse Processes*, 43(2), 79-120.