

***Tipa* and *vrode*: a case of pragmaticalization¹**

The development of prepositional and particle uses of Russian *tipa* and *vrode* has been associated with the crosslinguistic tendency of grammaticalization of type nouns (or taxonomic nouns) documented so far for Germanic, Romance and Slavic languages (e.g. Russian *rod*, *tip*, *vid*, and their counterparts *kind*, *type*, *sort* in English, *typ*, *sort*, *slag* in Norwegian and Swedish, *genre*, *espèce*, *sorte* in French, *tipo* in Spanish, Italian and Portuguese; see, inter alia, Kolyaseva 2017, Kolyaseva & Davidse forth.; Denison 2011, Brems 2011, Davidse et. al 2013, Odden 2016, Mihatsch 2007, Voghera 2013).

Triggered in their emergence by analogous semantic-pragmatic shifts, prepositions *tipa* and *vrode* in the construction N1 *tipa/vrode* N2 coincide in their functions to the extent of being fairly interchangeable, as in (1).

- (1) Если почитать упоротых тюрконационалистов **вроде** тебя... (= **типа** тебя)
'If you read stoned Turkic nationalists **like** yourself ...' (Overheard at MSU, 2016)

Back in 1983, Lapteva (1983: 46) hypothesized, mainly based on examples of the prepositional use, that *tipa* would oust *vrode* from oral discourse. However, the most recent data suggests that the two items have undergone further pragmaticalization, and though certain particle uses of *tipa* and *vrode* show functional resemblance (approximation and hedge uses related to marking the speaker's uncertainty) and they are both driven to some extent by face saving purposes, their functions are far from being identical, as in (2).

- (2) Я тоже как-то в шараге завалил сессию, ни че, **вроде** удался как личность)))
(≠ **типа**)
'I also flunked an exam session in a Mickey Mouse university once, and ok, [**vrode**] succeeded as a person :)' (Overheard at MSU, 2016)

In this talk, I will focus on the use of *tipa* and *vrode* in informal student discourse in an attempt to address their functions in terms of pragmaticalization. The analysis is based on conversations retrieved from an online student forum, which (i) represents spontaneous, everyday speech in writing and in this regard is comparable to the oral data in Lapteva (1983), and (ii) allows the analyst to document and examine the most recent innovative language use.

Sources:

«Подслушано в МГУ» [‘Overheard at MSU’], a student online forum

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