

Sixth Meeting of the Language and Social Interaction Working Group (LANSI)
 (All presentations take place in Grace Dodge Hall 179)
 Updated 9/23/2016

Friday, October 7

8:00 – 8:30	Registration and Welcome to the Conference
8:30 – 8:55	<p style="text-align: center;">Stylizing L2 and Performing Masculinities: An Immigrant Adolescent Boy’s Identity Negotiation and Language Learning in One ESL Classroom</p> <p style="text-align: center;">Kongji Qin New York University</p> <p>Using interactional sociolinguistics and poststructuralist discourse analysis to analyze one immigrant boy’s stylized use of L2 in the ESL classroom, I illustrate his masculinity performance was intertwined with language learning. However, his discursive identity performance, conflicting with his teacher’s instructional goal of socializing students into being “good learners,” complicated his learner identity.</p>
9:00 – 9:25	<p style="text-align: center;">The Systematic Role of Unsolicited Teacher Talk in Small-Group Activities</p> <p style="text-align: center;">Drew Fagan University of Maryland, College Park</p> <p>While learner interaction in small-group activities is well-documented, minimal research has investigated teacher interaction. Utilizing a conversation analytic lens, this paper examines one ESOL teacher’s unsolicited talk in these activities by specifically marking the sequential environments in which teacher self-selected turns emerge, their construction, and their influences on activity progression.</p>
9:30 – 9:55	<p style="text-align: center;">Translanguaging, Code-Switching, or Just Doing ESL Teaching? Teachers’ “Translation” Turns in Response to Learner Questions in a Multilingual ESL Classroom</p> <p style="text-align: center;">Erica Sandlund Pia Sundqvist Karlstad University</p> <p>With an interest in the pedagogical and interactional implications of ESL teachers’ language selections in task-based classroom interaction, we analyze teachers’ responses to student-initiated questions and the orientations to the local context displayed in such language choices. The</p>

	study is based on recordings from a multilingual ESL classroom in Sweden.
9:55 – 10:10	Coffee/Tea Break (GDH 177)
10:10 – 10:35	<p>Clients' Requests for Medication Changes in Psychiatry</p> <p>Galina Bolden Beth Angell Alexa Hepburn Rutgers University</p> <p>We examine the negotiation of treatment decisions in consultations between a psychiatrist and their clients with severe mental illnesses (schizophrenia, bipolar disorders, etc.). Using CA, we analyze how clients request changes in their medication regimen, e.g., requests to eliminate or lower dosages of psychotropic medications.</p>
10:40 – 11:05	<p>Laughter and the Navigation of Score Challenges in Peer Review Meetings</p> <p>Joshua Raclaw West Chester University Cecilia Ford Elizabeth Pier University of Wisconsin-Madison</p> <p>Using CA, we examine how participants in grant review meetings challenge scores that other reviewers have assigned. We focus on the organization of shared laughter in response to challenges and the potential for laughter to not only manage episodes of disagreement, but to also motivate score change.</p>
11:10 – 12:10	<p>Invited Lecture</p> <p>Enacting Connection: An Emergent Collection</p> <p>Cecilia Ford University of Wisconsin-Madison</p>
12:10 – 2:10	Lunch in the Neighborhood
2:10 – 2:35	<p>Physical Abuse and the Discursive Construction of Morality</p> <p>Kristen Lindblom University of California, Los Angeles</p>

	<p>This study investigates the discursive construction and negotiation of moral accountability in the context of physical abuse among recovering heroin addicts. Using discourse and conversation analytic methods, this research illustrates the on-going management of self-representation with an orientation towards the constant goal of building oneself as a moral and rational actor.</p>
2:40 – 3:05	<p>Knowing More or Less? The Problematic Distinction between Epistemic Status and Epistemic Stance</p> <p>Michael Lynch Cornell University</p> <p>This paper critically re-examines transcribed conversations used for documenting a recent and highly influential treatment of the role of “epistemics” in the organization of conversational interaction. The focus is on the application of a distinction between “epistemic stance” and “epistemic status” in analyses of fragments of recorded conversation.</p>
3:10 – 3:35	<p>Assessment Sequences in Epistemic CA</p> <p>Doug Macbeth Ohio State University Jean Wong The College of New Jersey</p> <p>This paper examines the play of “assessments” in the Epistemic CA literature for its continuities and innovations. We find continuities in the general orientation to adjacently paired turns, but striking departures in the re-assignment of the objects of upgraded and downgraded assessments to the speaker’s epistemic entitlement to produce them.</p>
3:35 – 3:50	Coffee/Tea Break (GDH 177)
3:50 – 4:15	<p>Knowledge and Recognitional Reference in Professional Colloquy</p> <p>Jonas Ivarsson University of Gothenburg</p> <p>This paper targets matters of knowledge in professional colloquy by focusing on the deployment of recognitional reference in design work. Different reference forms are used as an entry point into what is treated as shared or not shared between interacting parties. Data comes from</p>

	recordings of architectural design meetings.
4:20 – 4:45	<p style="text-align: center;">Speakers' Responsive Behavior in L2 Conversation</p> <p style="text-align: center;">Carmen Taleghani-Nikazm Ohio State University</p> <p>The paper demonstrates how German L2 speakers' response turns to wh-questions contain the acknowledgement token <i>ja</i> (yes) in the initial position, even though the question does not elicit a yes/no answer. The analysis suggests that the token <i>ja</i> (yes) in turn-initial position functions as a discourse marker rather than an acknowledgement token.</p>
4:50 – 5:15	<p style="text-align: center;">Private Speech and Co-Construction of a Story in Bilingual Children's Peer Talk</p> <p style="text-align: center;">Younhee Kim National Institute of Education, Nanyang Technological University</p> <p>The study examines two Korean-English bilingual children's interaction in a play group collected over a one-year period. The data shows how the two children, engaged in a pretend play, traverse between private speech and conversation, whereby they build a collaborative story.</p>
5:20 – 5:45	<p style="text-align: center;">The Character of Disputing and Resuming Play in Pickup Basketball</p> <p style="text-align: center;">Michael DeLand Yale University</p> <p>This paper analyzes video data of a rule dispute during a pickup basketball game. It draws on conversation analytic techniques and immersive participant observation ethnography. I show how enduring characterological and interpersonal stakes are reflected in and shape the local sequential environment in which players collectively resume play.</p>
5:45 – 6:45	Reception (GDH 177)

Saturday, October 8

8:30 – 8:55	<p style="text-align: center;">Student Bodies as Accountable Signs in Activity-Bound Spatiotemporal Frames in a U.S. Classroom</p> <p style="text-align: center;">Adrienne Isaac</p>
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	<p style="text-align: center;">Georgetown University</p> <p>This paper explores the socialization of work-time behavior through two activity-bound spatiotemporal frames centered around an elementary school teacher’s monitoring of students’ displays of engagement in classwork at their workgroups. This research merges the notions of activities and frames with participants’ reflexive coordination of action within and across space and time.</p>
9:00 – 9:25	<p style="text-align: center;">Social Interactions and Language Courses for Specific Purposes: Data-Based Instruction for Spanish for Medical Professions</p> <p style="text-align: center;">Victoria Abad Rabat Luziris Pineda Turi Center for Languages and Intercultural Communication, Rice University</p> <p>The teaching of language courses for specific purposes can benefit from the use of naturally-occurring data in the teaching of interactional competence through guided language analysis. This pedagogical tool gives students access to data that is more closely related to the type of social interactions they will ultimately have to participate in within their field of choice.</p>
9:30 – 9:55	<p style="text-align: center;">Interventionist Conversation Analysis in Aviation: Improving Instructor Talk and Student Radio Skills</p> <p style="text-align: center;">William Tuccio National Transportation Safety Board Maurice Nevile University of Southern Denmark</p> <p>Joining interest in interventionist CA, recordings of people learning to fly are analyzed with the ultimate aim to improve flight instructor effectiveness, and build an interactive radio communications trainer for student pilots. The study uses the Conversation Analytic Role-play Method (CARM) (Stokoe, 2011) to create training interventions.</p>
9:55 – 10:10	Coffee Break
10:10 – 10:35	<p style="text-align: center;">“Students of Concern”: Enregistering Crisis on College Campuses</p> <p style="text-align: center;">Mariaelena Bartesaghi Zoe Fine Grace Peters University of South Florida</p>

	<p>I employ a diverse set of written discourse data to analyze how the phrase “students of concern” works intertextually and interdiscursively as an institutional register of crisis. “Concern” mobilizes a dynamic of flagging students on academic campuses for surveillance and intervention, rationalizing it in terms of academic success, and rational benevolence.</p>
10:40 – 11:05	<p>Personalizing the Help-Seeking Experience: Call Openings with “Regular” Callers on a Crisis Help Line</p> <p>Stephen DiDomenico State University of New York, Plattsburgh</p> <p>Using conversation analysis, we examine how callers to a crisis help line present themselves as “regulars” in call openings. We focus on how the organization of call openings embody more personal institutional relationships between callers and call takers and the relational aspects of this typically anonymous mental health institution.</p>
11:10 – 11:35	<p>Collaborative Turn Building and Categorization Work for a “Report” in Augmented Reality (AR) Games</p> <p>John Hellermann Steve Thorne Portland State University</p> <p>Conversation analysis methods from video-recorded interactions are used to illustrate sequential and membership categorization practices participants use to co-construct a hybrid genre of spoken text in an underspecified augmented reality game activity.</p>
11:40 – 12:40	<p>Invited Lecture</p> <p>Accomplishing “Socialization” in Family Mealtimes: From Asking to Admonishing</p> <p>Alexa Hepburn Rutgers University</p>
12:40 – 2:15	Lunch in the Neighborhood
2:15 – 2:40	Verbal and Bodily-Visual Practices of Displaying Solidarity and Colleague Support in the Staff Break Room

	<p style="text-align: center;">Maarit Siromaa Marika Helisten University of Oulu</p> <p>This study examines recurrent situated verbal and bodily-visual practices (e.g., collaborative departures, resonating tellings) as central elements in building colleague support and solidarity in the staff break room. Such multimodal practices facilitate synchronized collaborative achievements and shared experiences at the interface of work and leisure.</p>
2:45 – 3:10	<p style="text-align: center;">Incorporating Learner Interests into the Classroom: A Local Accomplishment Nadja Tadic Teachers College, Columbia University</p> <p>This paper examines one elementary school teacher’s attempt to appropriate students’ interests in an instructional task. The study shows that this attempt at blending the academic and the personal can engender a struggle between institutional task demands and real-life student concerns, simultaneously facilitating and hindering student participation and task completion.</p>
3:15 – 3:40	<p style="text-align: center;">Second Language Conversation in the Homestay: Managing “Expert” Candidate Solutions to Learner-Initiated Word Searches</p> <p style="text-align: center;">Christopher Van Booven New York University</p> <p>This paper examines ordinary conversations between a Spanish language learner and her Spanish-proficient host mother. Analyses focus on the sequential trajectories of learner-initiated word searches in which the host mother supplies an ill-fitting candidate solution for the searched-for word. During such sequences, participants often observably orient to differential language expertise.</p>
3:40 – 3:55	Coffee/Tea Break (GDH 177)
3:55 – 4:20	<p style="text-align: center;">Collaborative Identification by Coaches and Athletes in Nordic Ski Technique Analysis</p> <p style="text-align: center;">Edward Reynolds University of New Hampshire Raleigh Goessling</p>

	<p>In this paper we investigate the way in which athletes align with coaches' feedback, showing how athletes participate in their own instruction. Drawing on data of coaching feedback in Nordic ski training, we illustrate athletes' responses to coaching actions in low participation, co-participating, and high participation styles.</p>
4:25 – 4:50	<p>Stance and Affect in the Organization of Basketball Coaching Corrections</p> <p style="text-align: center;">Bryn Evans Auckland University of Technology</p> <p>Correction activities in basketball training sessions are designed to shape players' conduct on the court. At times, coaches produce corrections that are also hearable as rebukes or complaints. This study explores affective displays in correction sequences, showing how coaches display their stances toward triggering events and thereby attend to institutional tasks and local moral order.</p>
4:55 – 5:20	<p>Which Interactional Features May Be Identified as Indicators of Achieved Mutual Trust?</p> <p style="text-align: center;">Mie Femø Nielsen University of Copenhagen</p> <p>Mutual trust is an interactional achievement. This paper explores micro-level methods to build trust while interacting. We claim that smoothly and rapidly progressing interaction may indicate high mutual trust, while glitches and interactional cautiousness may indicate less trust. Different conversation analytic methods are applied to data collected at international companies.</p>
5:20 – 5:25	Closing