

11th Meeting of the Language and Social Interaction Working Group (LANSI)

(All presentations take place in Grace Dodge Hall 179)

Last updated: 10/03/23

Friday, October 13

8:00 – 8:30	Registration and Welcome to the Conference
8:30 – 8:50	<p>Portrayals of rurality in the coverage of crisis on local and national news: A critical discourse analysis</p> <p>Alison Harding</p> <p>University of Maryland, College Park</p> <p>This study utilizes a Critical Discourse Analysis framework to explore the news media's portrayal of rural Americans and how these portrayals support or reject historical classist views of rural identity. The work uses reporting on the train derailment and subsequent ecological disaster in East Palestine, OH as a case study.</p>
8:55 – 9:15	<p>A Multimodal critical discourse analysis of the unspeakable: The Tulsa race massacre</p> <p>Vivica Joines</p> <p>University of Maryland College Park</p> <p>Utilizing multimodal critical discourse analysis to examine the "Unspeakable: The Tulsa Race Massacre," I ask: How do written text and illustrations work together to communicate ideologies about Black people in picture books? Findings provide a practical way for teachers to examine their classroom reading materials.</p>
9:20 – 9:40	<p>Building criticisms and evading blame in U.S. Senate confirmation hearings</p> <p>Marissa Caldwell</p> <p>Rutgers University</p> <p>Using CA, this paper focuses on the ways Senators build criticisms through closed or polar questions, and how witnesses construct their answers to resist criticism. My findings illustrate (a) the potential of polar/closed questions; (b) the interactional deletion of type-nonconforming response/elaboration; (c) the use of ideologically fitted glosses by Senators.</p>
9:45 – 10:05	<p>The interactional organization of mundane diagnostics in adult-child interactions: Corporeal intersubjectivity and touch</p> <p>Asta Cekaite</p> <p>Linköping University</p> <p>This presentation examines the multimodal interactional organization of mundane diagnostic practices in situations when children show or claim pain and display distress. The interplay of various sensorial engagements in adult-child interactions is explored. Data involves video-recordings caregiver-child interactions in early childhood education settings in Sweden, children's ages 2-5.</p>

10:05 – 10:20	Coffee/Tea Break (GDH 177)
10:20 – 10:40	<p style="text-align: center;">Phonemic isolation in ASL vocabulary instruction</p> <p style="text-align: center;">Alyson (Lal) Horan</p> <p style="text-align: center;">Teachers College, Columbia University</p> <p>While the “what” of sign language instruction has a growing body of research, the “how” remains largely unexplored. This presentation begins to address this gap by exploring 4 instructional techniques American Sign Language (ASL) teachers use to isolate the phonemic properties of signs during in-class vocabulary instruction.</p>
10:45 – 11:05	<p style="text-align: center;">Building affiliation in the L2 classroom: The role of side sequences</p> <p style="text-align: center;">Tianfang Sally Wang</p> <p style="text-align: center;">Joan Kelly Hall</p> <p style="text-align: center;">Yingliang Elvin He</p> <p style="text-align: center;">Yuanheng Arthur Wang</p> <p style="text-align: center;">The Pennsylvania State University</p> <p style="text-align: center;">Shuyuan (Joy) Liu</p> <p style="text-align: center;">Brown University</p> <p style="text-align: center;">Su Yin Khor</p> <p style="text-align: center;">College of the Atlantic</p> <p>This study shows how teacher and students display affiliation while managing disaligning moments and epistemic relations in side sequences (Jefferson 1972), an under-explored topic in L2 classroom research. These affiliative moments create opportunities for student engagement in ways that instructional activities do not.</p>
11:10 – 12:10	<p style="text-align: center;">Invited Lecture</p> <p style="text-align: center;">To err is human but to persist is diabolical: Reproaching departures in social interaction</p> <p style="text-align: center;">Tanya Stivers</p> <p style="text-align: center;">University of California, Los Angeles</p>
12:10 – 2:10	Lunch in the Neighborhood

<p>2:10 – 2:30</p>	<p>Multimodal dynamics of student bids for assistance in an advanced Arabic media course</p> <p>Seth McCombie</p> <p>Khaled Al Masaeed</p> <p>Carnegie Mellon University</p> <p>Language learners often make bids for assistance (BfA) from the instructor during group work. This study analyzes how Arabic students achieve joint attention with their teacher when making BfA. It shows how they orient, linguistically and bodily, to cues that may signal the teacher’s availability.</p>
<p>2:35 – 2:55</p>	<p>Other people and places: Cross-case analysis of location indexing and perspective taking in argumentation</p> <p>Sarah Radke</p> <p>Concord Consortium</p> <p>Lauren Vogelstein</p> <p>New York University</p> <p>We investigated location indexing as a form of perspective taking in argumentation using multimodal interaction analysis, positioning theories, and embodied points of view. Analysis revealed how youth used the invocation of “they” with location indexing that produced an “other,” separate from the participants and their experiences, to drive their arguments.</p>
<p>3:00 – 3:20</p>	<p>Reported speech and perceptions of care in obstetric interactions</p> <p>Christine Jacknick</p> <p>Borough of Manhattan Community College, CUNY</p> <p>Daniella Yurich</p> <p>Brooklyn College, CUNY</p> <p>Drawing from a corpus of 40 narrative interviews with patient care providers, we use conversation analysis and stance analysis to examine how participants’ use of reported speech allows them to not only recount their own feelings and thoughts, but also speculate about those of their interlocutors.</p>
<p>3:20-3:35</p>	<p>Coffee/Tea Break (GDH 177)</p>
<p>3:35 – 3:55</p>	<p>Unwrapping the gift of life: How the newborn’s gender is constructed outside of the delivery room</p> <p>Wan Wei</p> <p>Pennsylvania State University</p> <p>Drawing on a corpus of 77 recorded interactions between health professionals and families awaiting outside the delivery room in Chinese hospitals, this conversation analytic research investigates the special moment when a newborn is initially presented to their family, focusing on how the infant's gender is constructed during this interactional ritual.</p>

<p>4:00 – 4:20</p>	<p>Approximators como (que) and com (que) in Spanish and Catalan amongst young bilinguals in improvised TV</p> <p>Natàlia Server Benetó</p> <p>The Ohio State University</p> <p>This research examines the approximators 'como' and 'como que' in the unexplored variety of young, bilinguals of Catalan and Spanish. The results align with previous studies, showing preference for 'com(o)' as an attenuator. Two new variants are also identified, 'com(o) de'.</p>
<p>4:25 – 4:45</p>	<p>“Pop-off” as an involvement strategy in collaborative video game play</p> <p>Cicely Rude</p> <p>Teachers College, Columbia University</p> <p>Based on video recordings of two adults playing a single-player video game, I explore what involvement looks like in collaborative play by describing a multimodal strategy called the "pop-off." The pop-off creates connections between player and player, player and game, game and other media, and the game and real world, fostering rapport and engagement. Findings suggest potential applications to second language instruction.</p>
<p>4:50 – 5:10</p>	<p>Interviews on Tik-Tok: The pseudo- and quasi-interviews for engagement goals</p> <p>Alina Ali Durrani</p> <p>Gonen Doru-Hacohen</p> <p>University of Massachusetts Amherst</p> <p>In TikTok interviews, questions are not used for information-seeking; instead, they serve “online audience engagement.” We propose that they take two forms: pseudo- and quasi-interviews; both frequently present the Interviewee as a “dupe.” The study demonstrates the interactional and institutional aspects of TikTok interviews, specifically how they (ab)use question-answer-(response) sequences at the interviewees’ expense for their audience-driven nature.</p>
<p>5:10-6:10</p>	<p>Reception (GDH 177)</p>

Saturday, October 14

<p>8:30 - 8:50</p>	<p>Epistemics and Third Party Involvement in Extended Repair by Speakers with Dysarthria</p> <p>Sasha Kurlenkova New York University Antara Satchidanand University at Buffalo (SUNY)</p> <p>In multiparty extended repair sequences, the speaker with dysarthria may act as an agentive figure through inviting a more knowledgeable (K+) party to provide repair initiations on their utterances. By capitalizing on knowledge base and communication modalities shared with different orally speaking communication partners, speakers with dysarthria orchestrate the repair sequence to arrive at mutual understanding.</p>
<p>8:55 - 9:15</p>	<p>"Say gong gong first": Getting a young heritage language speaker to greet her grandparents in Facetime calls</p> <p>Carol Lo New York University</p> <p>Using CA, this paper examines how adult members of a Chinese family display and enforce expectations that a young child should greet her grandparents (i.e., jiao ren, "call people"). Based on the family's Facetime calls, the analysis illustrates practices that the mother and the grandparents engage in eliciting kinship terms.</p>
<p>9:20 - 9:40</p>	<p>Doing mental-health support amidst a summons: Managing call-intake protocol & methods for closing down calls on a telephone help line</p> <p>Stephen M. DiDomenico West Chester University</p> <p>In this paper I examine how callers and call takers orient to incipient calls (prompted by a phone-based summons) and potentially move to close the interaction. Data are drawn from a corpus of 120 calls made to a telephone help line dedicated to crisis intervention and mental health support.</p>
<p>9:45 - 10:05</p>	<p>Invoking time limitations as an interactional device in Senate Judiciary Committee nomination hearings</p> <p>Kristella Montiegel University of Colorado, Boulder</p> <p>I use conversation analysis to explore questioning and answering practices during United States Senate Judiciary Committee nomination hearings, focusing on the ways interactants invoke time limitations during a hearing's designated question-answer round. Data is drawn from nearly 13.5 hours of question-answer rounds across 11 nomination hearings in 2020 and 2022.</p>

10:05 – 10:20	Coffee/Tea Break (GDH 177)
10:20 – 10:40	<p style="text-align: center;">Beyond grammatical complexity: The pseudo-cleft as a projective resource to manage common ground in spoken English</p> <p style="text-align: center;">Florine Berthe Université de Pau et des Pays de l'Adour</p> <p style="text-align: center;">Isabelle Gaudy-Campbell Université de Lorraine</p> <p>This paper takes an interactional approach to pseudoclefts, considering them as projections motivated by reference to upcoming segments. The data shows that the syntactic complexity of these projections results from the fact that speakers, while projecting, update the common ground to ensure the propositional content is well-received by the addressee.</p>
10:45 – 11:05	<p style="text-align: center;">Managing progressivity in small group discussions in ITA classrooms on Zoom</p> <p style="text-align: center;">Yingliang Elvin He UCLA; Pennsylvania State University</p> <p>This conversation analytic study investigates how students maintain a forward progression in small group discussions and how they regain progression when trouble occurs in ITA classrooms. Student practices include: letting the information request go; borrowing institutional authority; and negotiating relative epistemic stance among group members.</p>
11:10 – 12:10	<p style="text-align: center;">Invited Lecture</p> <p style="text-align: center;">CA/MCA for DEI: A case for motivated looking</p> <p style="text-align: center;">Steven Talmy The University of British Columbia</p>
12:10 – 2:10	Lunch in the Neighborhood

<p>2:10 – 2:30</p>	<p style="text-align: center;">‘We’re all gonna get shingles’: Participatory engagement in vaccine discussions with older adults</p> <p style="text-align: center;">Staci Defibaugh Old Dominion University</p> <p>Taking a theme-oriented discourse analysis approach, I examine how a physician assistant discusses vaccine hesitancy with an older adult. Through participatory language, the PA elicits and then addresses the patient’s concerns, and educates the patient on the necessity of the vaccine all while taking the patient’s perspective into account.</p>
<p>2:35 – 2:55</p>	<p style="text-align: center;">General Practitioners’ reciprocal laughter in lifestyle behaviour consultations</p> <p style="text-align: center;">Binh Ta Averil Grieve Elizabeth Sturgiss Monash University Lauren Ball University of Queensland</p> <p>This conversation analytical study investigates how general practitioners reciprocate patient laughter in behaviour change consultations. It is concluded that GP reciprocal laughter may work to build patient-doctor relationship when patients display their evaluative stance. Reciprocating laughter may be problematic when the patient’s evaluative stance is not revealed.</p>
<p>2:55 – 3:10</p>	<p style="text-align: center;">Coffee/Tea Break (GDH 177)</p>
<p>3:10 – 3:30</p>	<p style="text-align: center;">Competency to report symptoms: Pursuing symptom reports from children in pediatric encounters</p> <p style="text-align: center;">Aleksandr Shirokov Rutgers University</p> <p>Drawing on video recordings of Russian-language pediatric consultations and conversation analysis, this talk examines how, in questioning children, doctors and parents pursue the particular response of symptom confirmation. The analysis shows that children often do not orient to the task of reporting medically relevant information and that what constitutes such information may be unclear to children and require scaffolding through follow-up questions.</p>

<p>3:35 - 3:55</p>	<p style="text-align: center;">Disclaimers in broadcast talk</p> <p style="text-align: center;">Matthew Butler</p> <p style="text-align: center;">University of York</p> <p>This paper analyses instances of speakers in broadcast talk disclaiming a topic. It shows how these disclaimers enable speakers to index that a topic is ostensibly off limits – and that the design of these disclaimers is produced and targeted for an overhearing audience.</p>
<p>4:00 - 4:20</p>	<p style="text-align: center;">Signature habits and "strict rules": Positioning candidates as mothers of color in a mayoral election</p> <p style="text-align: center;">Jennifer Sclafani</p> <p style="text-align: center;">Nasiba Norova</p> <p style="text-align: center;">University of Massachusetts, Boston</p> <p>This study examines how mayoral candidates who are positioned as immigrant-background mothers of color respond to “possible -isms” in their responses to questions in political debates by providing “transformative answers.” In doing so, they problematize presuppositions of cultural homogeneity, and reorient to generic cultural and immigrant-adjacent ethnolinguistic membership categories.</p>
<p>4:20 - 4:40</p>	<p style="text-align: center;">Closing</p>