

Seventh Meeting of the Language and Social Interaction Working Group (LANSI)
 (All presentations take place in Grace Dodge Hall 179)
 Updated 9/17/2017

Friday, September 22

8:00 – 8:30	Registration and Welcome to the Conference
8:30 – 8:55	<p style="text-align: center;">Using Discursive Psychology to Unearth the Development of Preservice Teachers' Critical Language Awareness in Written Self-reflections</p> <p style="text-align: center;">Lijuan (Rachel) Shi Kellie Rolstad University of Maryland</p> <p>Drawing from discursive psychology, this study explores how preservice teachers' critical language awareness developed as different discourse practices were constructed in the teachers' written reflections. The results offer critical insight for teacher educators to help preservice teachers develop written self-reflections, critical thinking, and academic praxis.</p>
9:00 – 9:25	<p style="text-align: center;">Interpreters' Stance in Chinese Political Press Conferences: Translating the Institutional <i>We</i></p> <p style="text-align: center;">Ruey-Ying Liu University of California, Los Angeles</p> <p>Focusing on the case of China, this study examines the stance that interpreters take in international, dual-lingual political press conferences by analyzing how they translate the institutional <i>we</i>. Interpreters' institutional identity becomes manifest as they deploy different strategies when translating politicians' and journalists' uses of <i>we</i>.</p>
9:30 – 9:55	<p style="text-align: center;">"Sorry (to Interrupt)": Apology and Turn-taking During Workplace Meeting Interactions</p> <p style="text-align: center;">Innhwa Park Margo Duey West Chester University</p> <p>Using CA, this study analyzes how the participants use explicit apology (e.g., "I'm sorry"; "I'm sorry to interrupt") for turn-taking during multi-party workplace meetings. The explicit apology acknowledges that a (possible) offense (i.e., interruption) has occurred, while indicating that the self-selected current speaker will keep the turn.</p>

9:55 – 10:10	Coffee/Tea Break (GDH 177)
10:10 – 10:35	<p>Alignment in Police Traffic Stops: The Omnirelevance of Prebeginnings</p> <p>Mardi Kidwell University of New Hampshire</p> <p>The prebeginning phase of police traffic stops, unlike that of many other sorts of encounters, is potentially available to both parties to the interaction, officer and citizen alike. This paper examines the reason for the encounter as an important site of alignment that connects prebeginning activities to ratified interaction. Getting citizens on board with the business of what is essentially a coercive encounter is important police work, especially in the early moments of interaction, but later in the interaction as well.</p>
10:40 – 11:05	<p>Subversive Completions in Interaction</p> <p>Alexa Hepburn Galina Bolden Jonathan Potter Rutgers University</p> <p>This paper illustrates the practice of “subversive completions,” whereby Speaker B produces a grammatically fitted completion of Speaker A’s unfolding turn, subverting both its projectable action and the ongoing sequence. We discuss how this practice advances a competing agenda under the guise of collaborating with A’s word search.</p>
11:10 – 12:10	<p>Invited Lecture</p> <p>Constructing Apologies: On the Reflexive Relationships Between Apologies and (Virtual) Offenses</p> <p>John Heritage University of California, Los Angeles</p>
12:10 – 2:10	Lunch in the Neighborhood
2:10 – 2:35	<p>A White Shirt, Blue Shirt, Yellow Shirt, and Two Jeans: Analyzing How Second Graders Solve a Math Problem, and Making a Case for Hybridizing Discourse Analysis Tools</p> <p>Zoe Fine University of South Florida</p>

	<p>Victoria Krupnik Kara Teehan Rutgers University</p> <p>In this study, we not only analyze how three second-grade students solve a math problem, but also build a case for scholars to use hybridized discourse analysis tools in investigations of how learning, and especially learning math, happens through social (inter)action.</p>
2:40 – 3:05	<p>Respecifying Mathematical Competence through a Discursive Psychological Lens</p> <p>Suraj Uttamchandani Kylie Pepler Indiana University</p> <p>This study uses discursive psychology and conversation analysis to respecify mathematical in(competence) as jointly achieved in talk. We draw upon interviews with women crafters (e.g., those who sew, knit, crochet). Findings reveal how speakers lexically and paralinguistically position themselves as against an unstated “bad-at-math” narrative.</p>
3:10 – 3:35	<p>Navigating Epistemic Asymmetries in the Formulation of Place Reference in Kula</p> <p>Nicholas Williams University of Colorado, Boulder</p> <p>This paper argues that epistemic asymmetry, among other interactional principles, plays a role in the formulation of reference to place in Kula (Indonesia) conversation. It addresses the ongoing debate on epistemics in CA, contributes to a theory of reference in conversation, and works to distinguish language-specific from general interactional principles.</p>
3:35 – 3:50	Coffee/Tea Break (GDH 177)
3:50 – 4:15	<p>Transglossic Practices of Young Adults in the Peripheral Contexts of Asia</p> <p>Sender Dovchin The University of Aizu, Japan</p> <p>Based on a transglossic discourse analysis framework, this paper examines casual conversation amongst young adults in the peripheral contexts of Asia from Mongolia and Japan. The study shows how young people are able to</p>

	<p>roam widely in their use and take-up of a variety of cultural and linguistic resources in their daily linguistic practices.</p>
4:20 – 4:45	<p style="text-align: center;">Development of L2 Interactional Competence: A Twice-Told Story</p> <p style="text-align: center;">Piibi-Kai Kivik Indiana University</p> <p>This paper analyzes conversational telling of the same story by a foreign language learner at two times nine months apart. The development of interactional competence is located in the methods of (co)constructing the narrative in the social context, none of which had been explicitly targeted by instruction.</p>
4:50 – 5:15	<p style="text-align: center;">Embedded Footing: An Exploration of a Korean Livestream of Cats Eating</p> <p style="text-align: center;">Hanwool Choe Georgetown University</p> <p>Building on Goffman’s (1974, 1981) concepts of footing, lamination, and frames, and Gordon’s (2009) notion of embedded frames, I examine how footings are laminated, or embedded, in the online context of cats <i>mukbang</i>, a Korean livestream where people watch stray cats eating while communicating to each other via live chat.</p>
5:20 – 5:45	<p style="text-align: center;">Language, Embodiment, and Participation Framework in a Presidential Meeting</p> <p style="text-align: center;">Joshua Raclaw West Chester University Rich Sandoval Metropolitan State University of Denver</p> <p>This paper provides a conversation analytic perspective on presidential meeting interaction. We examine how Donald Trump coordinates language, bodily resources, local objects, and the multi-party embodied participation framework to manage topics of conversation, allowing him to promote his own political viewpoints while displaying (dis)affiliation with other meeting participants.</p>
5:45 – 6:45	<p>Reception (GDH 177)</p>

Saturday, September 23

<p>9:00 – 9:25</p>	<p>"The Question Really Is": Question Evaluation and Other-Initiated Other- Repair of Topic in the 2015-2016 Republican Presidential Debates</p> <p style="text-align: center;">John Locke University of Pennsylvania</p> <p>This presentation investigates two features of presidential candidates' production of dispreferred second-pair parts in response to questions from debate moderators. Candidates use evaluation of first-pair parts to mitigate dispreference, and explicit identification of what "the question is" to initiate repair of topic perception.</p>
<p>9:30 – 9:55</p>	<p>Childhood Vaccination as a No Brainer Issue: A Conversation Analysis of Consultations with Parents of Newborns in the Netherlands</p> <p style="text-align: center;">Hedwig te Molder Robert Prettner Wageningen University, The Netherlands</p> <p>This paper outlines a dominant practice used in Dutch consultations on vaccination of newborns, namely portraying the decision as a “no-brainer issue.” While parents initially align with the recommendation, they postpone its acceptance and stress their epistemic authority in reaching decisions. Its implication for fueling distrust in vaccination policies is discussed.</p>
<p>10:00 – 10:25</p>	<p>Who the Camera Is: Orientations to Camera as Members’ Methods of Local Action</p> <p style="text-align: center;">Edward Reynolds The University of New Hampshire</p> <p>This collection of orientations to recording devices highlights how relationships with researchers may be enacted through an orientation to being recorded. I highlight a small collection of cases where a variation of “are you getting this” is used to recast reciprocity of some prior action as now relevant for Edward, their teammate.</p>
<p>10:25 – 10:40</p>	<p style="text-align: center;">Coffee/Tea Break (GDH 177)</p>
<p>10:40 – 11:05</p>	<p style="text-align: center;">CA and Its Heresies</p> <p style="text-align: center;">Douglas Macbeth</p>

	<p style="text-align: center;">Ohio State University Jean Wong The College of New Jersey</p> <p>Our title refers to two heretical moments for conversation analysis. The first was the discovery of conversation as the primordial site of language use. The second is found in contemporary calls for “heretical” innovations in CA’s program. We discuss three such proposals, and pursue one through an analysis of transcript.</p>
11:10 – 11:35	<p style="text-align: center;">The Hold and Retraction of Teachers' Artifact-Oriented Pointing and Writing Gestures</p> <p style="text-align: center;">Kirby Chazal Boston University</p> <p>This study examines how teachers' pointing and writing gestures invoke the relevance of pedagogical artifacts (e.g., chalkboards) and contribute to teacher-initiated response pursuits. The analyses indicate that the gestures constitute resources available to teachers for allocating turns to students, eliciting their production of pedagogically-relevant forms and assessing student responses.</p>
11:40 – 12:40	<p style="text-align: center;">Invited Lecture</p> <p style="text-align: center;">Indexicality, Intersubjectivity, and Bodily Action</p> <p style="text-align: center;">Jürgen Streeck University of Texas, Austin</p>
12:40 – 2:40	Lunch in the Neighborhood
2:40 – 3:05	<p style="text-align: center;">Prosody and Epistemic Stance: <i>Wo Juede (I Think)</i> in Mandarin Conversation</p> <p style="text-align: center;">Wei Wang University of California, Los Angeles</p> <p>This paper first identifies a discourse function of <i>wo juede</i> in Mandarin Chinese, which is generally believed to be an epistemic marker. Then, it proceeds to examine the prosodic features, including duration, pitch range, and stress, to see the correlation between prosody and different functions of <i>wo juede</i> in conversation.</p>

3:10 – 3:35	<p style="text-align: center;">Standardized Patient Evaluations in Medical Education: Institutional Metrics and “Best Communication Practices”</p> <p style="text-align: center;">Grace Peters Mariaelena Bartesaghi University of South Florida</p> <p>Using discourse analysis, this paper examines a 23-point evaluation form completed by standardized patients following simulated encounters with medical students at a large Southeastern university in the United States. We argue the questionnaire constitutes institutional “best practices” yet is bound by transactional and cognitive constructions of communication, which further bolsters the institutional dictum of the metric and works against the requested subjective experiences of standardized patients.</p>
3:35 – 3:50	Coffee/Tea Break (GDH 177)
3:50 – 4:15	<p style="text-align: center;">Silence and Emotion on a Peer Support Warmline</p> <p style="text-align: center;">Chris Pudlinski Central Connecticut State University</p> <p>Using CA, over 1,050 silences (of a second or more) were found across 57 phone calls recorded at four different mental health warmlines in the United States. Silences often occur in typical sequential environments; however, this study focuses upon the role of silence in emotion-laden talk.</p>
4:20 – 4:45	<p style="text-align: center;">Coming into Interactional Relevance: The Unfolding Distress Episodes of Autistic Adults</p> <p style="text-align: center;">Rachel Chen University of California, Berkeley</p> <p>The study of emotion as isolated within the individual has constrained research enterprise into viewing emotion as static, and distress displays by autistic individuals as symptomatic and sensorial-based. This paper aims to illustrate how distress episodes of autistic individuals are contextually-situated and interactionally-organized, and offers a renewed understanding of emotional displays as temporally unfolding, functional processes.</p>

4:50 – 5:15	<p style="text-align: center;">Assessments in the Service of Rhythmical Closings</p> <p style="text-align: center;">Saul Albert Tufts University</p> <p>This paper explores how success, failure and mutual accountability is managed in talk and bodily interactions between novice dance partners. It focuses on the phenomenon of closing-implicative assessments and their relationship to rhythmical synchrony in organizing and evaluating new, unfamiliar mutual bodily movements.</p>
5:15 – 5:30	Closing