Eighth Meeting of the Language and Social Interaction Working Group (LANSI)
(All presentations take place in Grace Dodge Hall 179)

Friday, October 12

8:00 – 8:30	Registration and Welcome to the Conference
8:30 – 8:55	Narrative Dimensions and Turn-taking in a Facebook Group Message: The Visual-Spatial Aspects of Online Storytelling Dominika Baran Duke University This paper explores ways in which new media interactive platforms structure storytelling and conversational collaboration, based on data from a Facebook private group message. I argue that the spatial aspects of the interaction influence the narrative dimensions (Ochs & Capps 2001) and turn-taking in the participants' co-told narratives.
9:00 – 9:25	Invisible and Ubiquitous: Translinguistic Practices in Online Discussions on Linguistic Purism Rayoung Song University of Massachusetts Amherst This study investigates the ordinariness of translinguistic practices. I analyzed blog posts and comments of Korean bloggers using discourse analysis. The findings reveal that the bloggers seamlessly engaged in translinguistic practices drawing upon multiple registers and semiotic resources while they expressed their disagreement on mixing Korean and English.
9:30 – 9:55	Negotiating Femininities with Internet Meme References in Everyday Conversation among Millennial Friends Sylvia Sierra Syracuse University This study integrates intertextuality with media stereotypes, Internet memes, and discourses of femininities to analyze humorous intertextual references to Internet memes which comment on gendered ideologies in the talk of a group of Millennial friends in their mid-twenties, showing how they use meme references to negotiate gendered identities in their interactions.
9:55 – 10:10	Coffee/Tea Break (GDH 177)
10:10 – 10:35	How Do University Police Dispatchers Call 911? Intertextual Strategies in Negotiating Comembership, Frame Alignment, and Interactional Difficulty

	Mark Visonà Georgetown University I examine how university police dispatchers call 911 in a micro-analysis of 8 emergency calls to demonstrate that police recycle, reframe, and rekey situations as emergencies. A comparison to 3 layperson calls shows that dispatchers prioritize an emergency's location while displaying their social similarity or "comembership" with other police dispatchers.
10:40 – 11:05	Pinning Down Proteus: Constructing Categories in Grassroots Activism Sarah Chepkirui Creider New York University Catherine DiFelice Box University of Pennsylvania This longitudinal study of rural activists asks how participants "talk into being" (Heritage, 1984) allies and adversaries in a shifting political landscape. Based on ethnomethodological principles, the study uses a variety of data sources, including video-recorded meetings, meeting notes taken by a group member, and letters to the editor.
11:10 – 12:10	Invited Lecture Modes of En'gaze'ment and Analytic Accountability in Discourse and Interaction Studies Srikant Sarangi Cardiff University
12:10 – 2:10	Lunch in the Neighborhood
2:10 – 2:35	Resisting Collaborative Turn Completion Yuanheng Arthur Wang Teachers College, Columbia University Using CA, this study identifies how one interlocutor deploys different practices to resist another interlocutor's attempted collaborative turn completion, a relatively under-explored area of research in the broader field of CA. Specific practices include: 1) bypassing; 2) implicit substitution; and 3) re-do preceded by incipient acceptance. Relevant implications are discussed.

2:40 – 3:05	When to Say "What?": Selecting and Timing 'Open' Class or Category-Constrained Other-Initiations Julia Mertens Saul Albert Jan Peter de Ruiter Tufts University Analyses found that wh-question other-initiations of repair occur earlier in the transition space than open-class other-initiations. However, this pattern does not hold when examining wh-question other-initiations with a repairable at the end of the trouble source turn. We show how the timing and selection of repair-initiators responds to sequential pressures.
3:10 – 3:35	'Wait'-Prefaced Repair in English Talk-in-Interaction Innhwa Park Joshua Raclaw West Chester University Using CA, this study examines 'wait'-prefaced repair initiations. Such repair initiations are one practice by which participants routinely deal with trouble further beyond "after next turn" (cf. Schegloff, 1992) by retrospectively identifying trouble sources preceding the immediately prior turn, and mark the delayed and disjunctive nature of the repair initiation.
3:35 – 3:50	Coffee/Tea Break (GDH 177)
3:50 – 4:15	Interactional Usage-Based L2 Pragmatics: From Form-Meaning Pairings to Construction-Action Relations Soren Wind Eskildsen University of Southern Denmark Gabriele Kasper University of Hawai'i at Manoa Drawing on usage-based linguistics and conversation analysis, we investigate L2 learning in terms of how linguistic expressions are coupled with social action in situ and over time. This leads to an empirically derived conceptualization of the emergent L2 as primarily driven by the ascribing of social actions to linguistic resources.
4:20 – 4:45	Displaying versus Assessing L2 Interactional Competence Erica Sandlund Karlstad University Pia Sundqvist

	University of Oslo Our presentation reports on a study of collaborative L2 English oral proficiency assessment as situated interaction, focusing on learner conduct that raters treat as salient to L2 interactional competence when assessing a paired L2 interaction test. Findings have implications for rater training and for the specification of rubrics for interaction.
4:50 – 5:15	Management of Knowledge and Face in the Mini-Mental State Exam: Bringing Lived Experiences into Triadic Testing Interactions Didem Ikizoglu Heidi Hamilton Georgetown University Interactional sociolinguistic analysis of physician-dementia patient-companion triads during 17 cognitive testing sessions revealed that companions introduced patients' lived experiences into the exam discourse, 1) contextualizing abstract questions by reminding patients of domains over which they had epistemic primacy and 2) accounting for problematic test performances by providing contrasts with patients' at-home behaviors.
5:20 – 5:45	Constructing Medication Nonadherence: Patients' Practices for Balancing Agency and Accountability During In-depth Pharmacy Counseling Paul Denvir Albany College of Pharmacy & Health Sciences Medication nonadherence leads to undesirable health outcomes for patients and economic challenges for the healthcare system. As medication experts, pharmacists are well-positioned to address adherence with patients, but communication on this topic can engender a range of medico-moral concerns and ambiguities about authority in medication behavior.
5:45 – 6:45	Reception (GDH 177)

Saturday, October 13

8:30 – 8:55	Learning English as a Second Language in Puerto Rico: Exploring the Role of the Link Between Language and Identity Sara Castro María Inés Castro University of Puerto Rico at Río Piedras

	This ethnographic study explores Puerto Rican students' English language ideologies and the role they play in their English learning process. It reveals that although a positive value is ascribed to English in general, English is revalued in the school context, which might affect some students' commitment to learning the language.
9:00 – 9:25	Animating Reader Experiences in Writing Center Talk: Beyond Reported Thought as Critical and Negative Assessment Mike Haen University of Wisconsin-Madison Drawing on CA, this study extends recent findings about reported thought as an interactional resource in one-to-one writing instruction (Park, 2018), by demonstrating how tutors do more than convey criticism with it. Reported thought is also a resource for (1) praising writers' work and (2) formulating benefit-based accounts for advice.
9:30 – 9:55	Third Turn Laughter: Managing Delayed and Disaligning Responses Stephen Looney Elvin He Pennsylvania State University This paper takes a CA approach to investigate laughter in initiation-response-follow-up (IRF) sequences. In IRFs, laughter frequently arises during follow-up turns after delayed or disaligning response turns. We argue that laughter, while an often-overlooked component of embodied instructional repertoires, is a flexible and multivocalic resource for managing instructional contingencies.
9:55 – 10:10	Coffee/Tea Break (GDH 177)
10:10 – 10:35	Gratitude in Recruitment Sequences Song Hee Park Kaicheng Zhan Wan Wei Darcey Searles Jonathan Potter Lisa Mikesell Jennifer Mandelbaum Alexa Hepburn Galina Bolden Rutgers University

	The paper examines expressions of gratitude in American English, such as *thank you*, used in response to the fulfilment of requests and offers. We show that expressions of gratitude for assistance are timed relative to the delivery, calibrated relative to the imposition, or service provided, and may do different work if they are produced early or late.
10:40 – 11:05	Integrating Smartphones into Family Dinner Conversations Katie E. Bradford Matthew Bruce Ingram The University of Texas at Austin This paper uses conversation analysis to examine family dinner conversations in which smartphone use occurs in ongoing interactions. We draw upon a collection of video-recorded family dinner interactions. Findings reveal strategies participants have developed to maintain sociality and keep the conversation progressing despite the technological interruption to the ongoing talk.
11:10 – 12:10	Invited Lecture On 'filthy looks' and skeptical looks: facial expression, visibility and action Rebecca Clift University of Essex
12:10 – 2:10	Lunch in the Neighborhood
2:10 – 2:35	Complaint Sequences in a Mexican Fruit and Vegetable Shop Ariel Vázquez Carranza University of Guadalajara The presentation explores complaint sequences in a Mexican fruit and vegetable shop. In general, the analysis focuses on the position and composition of complaints launched by clients and the responses that sellers deliver to the complaint turn. In particular, it examines the interactional strategies sellers implement to deal with complaints.
2:40 – 3:05	Complaining as Reflective Practice in Teacher-Mentor Post-Observation Meetings Santoi Wagner

	Kristina Lewis University of Pennsylvania This study focuses on complaints during post-observation meetings between a student teacher and her mentor. How complaints are constructed, developed, and managed serves institutional-relevant goals: to seek validation of the legitimacy of complainables, to express beliefs about teaching and learning, and to defend one's competence as a developing teacher.
3:10 – 3:35	Intricacies of Being Negative: Negative Response Particles in Turkish Didar Akar Leyla Marti Bogaziçi University This study examines the usage of two negative response particles in Turkish, 'yo(k)' and 'hayır'. While 'hayır' is limited to disagreements or dispreferred responses, 'yok' has a wider usage pattern in agreement, alignment and repair situations. 'Hayır' seems to have the potential to discontinue a topic; 'yok' usually prefaces clarification or correction sequences.
3:35 – 3:50	Coffee/Tea Break (GDH 177)
3:50 – 4:15	Interpersonal Touch and the Achievement of Shared Understanding in English Conversation Joshua Raclaw Amanda Berger Caroline Fritz Samantha Mineroff West Chester University In this study, we use conversation analysis to examine the use of interpersonal touch as a resource for displaying shared understanding and inviting shared laughter between participants, particularly during moments of humor.
4:20 – 4:45	Developing Student-Teacher Elicitation Sequences Over Time: A Conversation Analytic Intervention Lauren Carpenter Teachers College, Columbia University The study employs conversation analysis to develop a TESOL K-12 student-teacher (ST) in a public school. Upon collaborative analysis of video-recorded data, the researcher/supervisor and ST targeted issues of

	alignment between ST's elicitations and students' interactional agendas and language levels. Subsequently, they explored ways to improve her elicitation delivery.
4:50 – 5:15	Mediated Spatial Presence: Interacting with a Telepresence Robot in a Healthcare Setting Brian Due University of Copenhagen This paper reports on findings from a nursing home, where a doctor is virtually present through a telepresence robot. The paper shows how machine-"head" and -"gaze" direction is accomplished, how machine-"mobility" is accomplished and how social interaction through talk is sequentially fitted to the specific affordances of the robot.
5:15-5:30	Closing