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

(All presentations take place in Grace Dodge Hall 179)

Last updated: 09/28/22

Friday, October 14

8:00 – 8:30	Registration and Welcome to the Conference
8:30 – 8:50	Mutual orientation to and through music: The coordination of talk, bodies, memories, and music for a documentary performance Sarah Radke New York University This paper examines a family music performance. Multimodal microanalysis investigates the coordination of semiotic resources and reveals that (a) musical engagement facilitated mutual orientation (Goodwin, 1994) to the shared memories and musical knowledge, and, (b) participants coordinated talk, bodies, and music to co-operatively accomplish the performance.
8:55 – 9:15	The body and the object: Exploring the cultural phenomena of touching statues in public spaces Kristina Eiviler University of Zurich This ethnographic research employs EMCA to examine how interactions of people with objects influence at embodied actions of people, in terms of co-orientation, co-organization, co-operation. Research focuses on the object-centered sequences, recorded at Moscow metro station "Revolutionary square", where 76 bronze statues are being touched daily by thousands of by-passers.
9:20 – 9:40	Managing common ground knowledge with interjections: Uei-prefaced responses in Catalan Natàlia Server Benetó Ohio State University By taking an interactional linguistics approach to the analysis of Catalan interjection uei, I show that its placement at the beginning of an answer to a question indicates the recipient's negative evaluation of the previous turn, as the information requested is judged as obvious given the shared knowledge between interlocutors.
9:45 – 10:05	O sea-prefacing in Peruvian news interviews Luis Manuel Olguin University of California, Los Angeles Carmen Amalia Del Rio Villanueva Pontifical Catholic University of Peru Conversation analysis is applied to explore inferential work on how the Spanish discourse marker O sea (literally, "Or be it") is put to use by journalists in Peruvian news interviews. In the course of asking follow up questions, it is shown that "o sea"-prefacing accomplishes adversarial questioning by putting up for confirmation an extreme case inferable from the interviewee's prior talk.

10:05 – 10:20	Coffee/Tea Break (GDH 177)
10:20 – 10:40	How patients use epistemic markers in pursuing requests for treatment Aleksandr Shirokov Rutgers University Drawing on video recordings of Russian-language medical consultations and Conversation Analysis, this paper examines how patients use epistemic markers (ja chital "I read" and ja slyshal "I heard") in pursuing requests for treatments, including medical tests and vaccinations. The paper contributes to our understanding of patient agency and doctor-patient asymmetry.
10:45 – 11:05	The "natural attitude" in action: Epistemic orientations in action sequences initiated from unknowing (K−) positions Geoffrey Raymond Andre Buscariolli University of California, Santa Barbara Speakers posing queries can adopt various epistemic orientations, including a default orientation that accepts K+ speaker's claims at face value and a set of alternative orientations ranging from mildly skeptical to entirely closed to a K+ speaker's claims. These findings have implications for epistemics, sequence organization, and background knowledge.
11:10 – 12:10	Invited Lecture Ethnomethodology, conversation analysis, and the study of interaction in everyday life Doug Maynard University of Wisconsin, Madison
12:10 – 2:15	Lunch in the Neighborhood
2:10 – 2:30	How participation is affected by smartphones Katie Bradford University of Texas, Austin This paper uses a multimodal-conversational analytic methodology to examine how smartphone use changes participation in interaction. I draw upon a collection of video-recorded family dinner interactions. Findings reveal four possible participation changes associated with smartphone use as participants face contradictory demands on their attention.

2:35 – 2:55	Changes in the functions of teachers' syntactically incomplete utterances [X shi 'be'] and students' orientation in Chinese-as-a-Second Language classrooms Xiaoyun Wang University of Alberta With using Conversation Analysis, this paper examines how teachers' use of the syntactically incomplete construction [X shi 'be'…] and students' orientation changes along with the development of students' language proficiency. It explores how these changes of use and orientation reflect pedagogical goals and teachers' adaptation to students' language level.
3:00 – 3:20	Assisted incapability – (in)competence in the wild Ann Merrit Nikken Nielsen Mie Femø Nielsen Brian Due University of Copenhagen Multimodal EMCA analysis of video recordings of blind people using mainstream AI technology shows how the character of this tech and the setup where participants are filmed while leaning often results a co-construction of these as 'less capable'. This has implications for the ethical and methodological aspects of CA studies.
3:25 – 3:45	Composition delay involving augmentative communication technologies: Sequential and intersubjective misalignment Jeff Higginbotham Francesco Possemato Antara Satchidanand University of Buffalo In this paper, we will discuss the temporal-sequential unfolding of the intersubjective misalignment, consider a reconceptualization of multimodal, multitemporal turn taking boundaries and implications for future augmentative communication device designs. To motivate our discussion, we present a conversation between Ann, a woman with Bulbar ALS and her husband Ben who discuss their experiences about their honeymoon to Italy.
3:45 – 4:00	Coffee/Tea Break (GDH 177)
4:00 – 4:20	Socializing attention at the dining-table Yiwen Sun Teachers College, Columbia University This study investigates the effect of 'competitions' and 'threats' on socializing children's attention at mealtimes in a Chinese family. The findings suggest a similar sequence of trajectories, from implicit initiation to the upgrading stage. The study supplements the lack of research in Eastern contexts and implies the advantage of parents' blending voices in socializing children's attention.

4:25 – 4:45	From grammatical complexity to action, sequence, and design: Constructs for assessing interactional competence Stephen Looney Pennsylvania State University This paper argues action, sequence, and turn design are more appropriate constructs for assessing interactional competence than grammatical complexity. A comparison of second pair parts during a roleplay reveals lower proficiency learners produce more multi-clause turns while highly rated learners produced more lexical or phrasal turns and shorter multi-clause turns.
4:50 – 5:10	Interpersonal stimming between non-speaking autistic children and their parents Rachel Chen University of California, Berkeley Non-speaking autistic children often have to accommodate to the participatory expectations of speaking others. Towards inclusive practices, how can interaction embrace the expressive repertoires of the autistic child? This paper examines the embodied interactions of three pairs of non-speaking autistic children and their parents stimming together on a musical mat.
5:10-6:10	Reception (GDH 177)

Saturday, October 15

8:30 - 8:50	Looking away and hesitation: Evidence supporting dispreference of student trouble reports in supervision interaction Zhiying Jian University of York This CA study investigates students' trouble reports in responding turns in university supervision interaction. It will be shown that trouble reports are systematically constructed as dispreferred actions with delay, hesitation tokens, gaze aversion and mitigation. The study will also account for this dispreference relating to the progressivity of the interaction.
8:55 – 9:15	Negotiating power inequalities in joint decision making Innhwa Park West Chester University Santoi Wagner University of Pennylvania Using CA, this study examines how power inequalities manifest during a faculty meeting in which the participants have different levels of ascribed institutional power. The analysis reveals that the less 'powerful' participant balances compliance and resistance in order to move her proposal forward and achieve a decision during the meeting.

9:20 - 9:40	The primacy of instructed action: Implications for analysis Alan Zemel University of Albany Ali Reza Mejlesi Stockholm University Timothy Koschmann Southern Illinois University School of Medicine Garfinkel's (2002) defines instructed action as concurrently and sequentially accomplished assemblies of accountable conduct performed under the auspices of and constitutive of a governing 'instruction' set. Recovering an instruction set involves explicating how actors 'fit' their conduct to a specific occasion in the work of following the instructions. This is consequential for how data are presented in the analytic work.
9:45 - 10:05	Reproducing traditional gender and family roles in ESL classroom interaction Nadja Tadic Megan Rouch Georgetown University Using membership categorization and conversation analysis, we examine how participants orient to women's gender- and family-based categories in second-language classroom interaction. We show that participants reproduce traditional gender and family roles for women, treating these roles as prevailing and incongruent with women's academic and professional goals and obligations.
10:05 - 10:20	Coffee/Tea Break (GDH 177)
10:20 – 10:40	Socializing play in a bicultural household Jessica Coombs Teachers College, Columbia University A lack of research has been conducted on how caregivers in a household, of different cultures, socialize infants. Using conversation analysis and ethnographic interviews, this paper uses language socialization to study how caregivers of different cultures use different strategies to socialize their infant during playtime.

10:45 - 11:05	Retracting the unsaid: Using repair to manage delicate actions Kaicheng Zhan Hyun Sunwoo Aleksandr Shirokov Dana Licciardello Sasha Kurlenkova (NYU) Hee Chung Chun Marissa Caldwell Jonathan Potter Lisa Mikesell Jennifer Mandelbaum Alexa Hepburn Galina Bolden Rutgers University This paper explores "pre-emptive retraction," a practice whereby speakers retract something they haven't said, thereby over-exposing an error that hasn't made, in the context of doing word search repairs. We show that the practice can allow speakers to do delicate interactional work while disclaiming responsibility for their problematic descriptions.
11:10 – 12:10	Invited Lecture Choreographing the end of life Candy Goodwin University of California, Los Angeles
12:10 – 2:10	Lunch in the Neighborhood
2:10 – 2:30	Student voice and teacher agency: Storytelling in letters of recommendation for college admissions Jungyoon Koh Helen Dominc Georgetown University This study examines letters of recommendation written by high school teachers for first generation students applying to a private US university, so as to illustrate some narrative strategies that can help teachers successfully bridge the gap between their students' personal experiences and college admissions officers' institutional expectations.

2:35 – 2:55	Blind people doing self-observation
	Mie Femø Nielsen, Ann Merrit Nikken Nielsen, Brian Due
	University of Copenhagen
	Blind and visually impaired people (BVIP) testing new technology express discomfort in attracting attention. We argue that 'self-observation' is an interactionally constructed activity. Drawing on multimodal EMCA we explore the sequential organisation of BVIP's self-observation formulations and discuss their function in relation to Garfinkel' work on reflexivity and Sacks' work on normality.
3:00 - 3:20	What are you doing down here in the South End? Place formulations during police-civilian encounters
	Andre Buscariolli
	University of California, Santa Barbara
	Upon initiating police encounters, officers typically use place formulations (Schegloff, 1972) that foreground their interlocutors' conduct's incongruent character, casting them as "policeable subjects." This presentation examines officers' place formulations to discuss how they build upon more or less explicit expectations regarding how people must conduct themselves in public.
3:25 - 3:45	The birth of a king: Whole Foods' "Behind the Scenes: Parmigiano Reggiano" as generic hybridity and elite authenticity on YouTube
	Cynthia Gordon
	Georgetown University
	Alla Tovares
	Howard University
	Our discourse analysis considers four Whole Foods Market "Behind the Scenes" YouTube videos about cheeses, showing how they linguistically and multimodally convey generic hybridity and "elite authenticity" (Mapes 2021), especially the one for Parmigiano Reggiano, which integrates a "birth of a hero" story from the fairy tale or myth genre.
3:45 - 4:00	Coffee/Tea Break (GDH 177)
4:00 - 4:20	A conversation analysis of language alternation in medical consultations in Algeria: Public hospitals in Sidi Bel Abbes
	Khadidja Belaskri
	University of Saida (Algeria)
	This study looks at the meaning of French-Arabic code switching (CS) in Algerian doctor-patient interaction (DPI). It demonstrates that CS is used to distinguish types of actions, activities and participation frameworks. Doctors switch to French when stance conflicts are involved to push back against patients' resistance and disaffiliation.

4:25 - 4:45	Singing in conversation for shifting frames, epistemics, mocking, and constructing identity
	Sylvia Sierra
	Syracuse University
	I examine conversational media references involving singing. I analyze how singing resolves interactional dilemmas by enacting epistemic frame shifts and can also be used to mock selves, each other, and pets for play, rapport, and reinforcing group norms, ultimately contributing to managing alignments and constructing shared identities.
4:50 - 5:10	"Competent Minister… he ate the exports": Use of insults in Pakistani political press conferences.
	Alina Durrani
	University of Massachusetts, Amherst
	The paper discusses practices for institutional-adversiality-based abuse in Urdu Pakistani political press-conferences, using ethnomethodological and conversation analytical processes it presents two broad categories of insults using name-calling. First type substitutes addressees name or title with metonyms or extended surnames and second type uses ironic titles related to competency or religion.
5:10 - 5:25	Closing