

12th Meeting of the Language and Social Interaction Working Group (LANSI)

(All presentations take place in Grace Dodge Hall 179)

Last updated: 10/10/24

Friday, October 18

8:00 – 8:30	Registration and Welcome to the Conference
8:30 – 8:50	<p>Making a shortlist in a retirement community: An interactional analysis of older adults' shared decision-making in evaluation meetings</p> <p>Minghui Sun</p> <p>The Pennsylvania State University</p> <p>Using conversation analysis and membership categorization analysis, this study draws on audio-visual recordings collected from an 18-month ethnography in a retirement community and explores the problematization of nominees and the management of disagreement in evaluation meetings between older people. Implications for relationship building and maintenance at a later stage of life are identified.</p>
8:55 – 9:15	<p>Intergenerational multimodal language play as a site for heritage language maintenance: An ethnographic case study of a Brazilian family</p> <p>Rosiane Barcelos de Oliveira</p> <p>University of Massachusetts, Boston</p> <p>This study illustrates a grandfathers' multimodal interactional strategies (e.g., use of the hand as a writing pad) to gain his grandsons' attention and sustain their involvement in household activities during a trip to Brazil. In doing so, he plays an instrumental role in fostering the family's heritage language maintenance.</p>
9:20 – 9:40	<p>"You won't do this right?": How patients use negative interrogatives to make requests at the activity boundary</p> <p>Aleksandr Shirokov</p> <p>Rutgers University</p> <p>Drawing on video recordings of Russian-language consultations and Conversation Analysis, this paper examines two challenges patients face in making requests: when and how to launch requests. The paper argues that patients solve these issues by making requests after a lapse at an activity boundary and by using negative interrogatives (and other design features) to present the requested service as having been expected by the patient but not offered by the doctor.</p>

9:45 – 10:05	<p style="text-align: center;">Setting experiences against expectations in personal narratives on talking about weight in healthcare encounters</p> <p style="text-align: center;">Maarit Siromaa University of Oulu, Finland</p> <p>The study analyzes personal narratives on social media regarding weight-related discussions in healthcare encounters, exploring two storytelling practices used by teller-patients. It examines how narrative prefaces align with or deviate from negative encounter expectations and how reported speech assigned by teller-patients to healthcare providers display both patient and provider perspectives.</p>
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10:05 – 10:20	<p style="text-align: center;">Coffee/Tea Break (GDH 177)</p>
10:20 – 10:40	<p style="text-align: center;">Highlighting trouble with a mid-phrasal speech perturbation</p> <p style="text-align: center;">Satsuki Iseki Rutgers University</p> <p>This study investigates how speakers strategically deploy speech perturbations between a nominal word or phrase and a post-positional particle in Japanese everyday conversation. Findings revealed that such mid-phrasal speech perturbation highlights the immediately preceding word or phrase to indicate interactional trouble regarding that component and segments a negotiation space.</p>
10:45 – 11:05	<p style="text-align: center;">Dance-based ways of demonstrating (science) learning in interaction (without words)</p> <p style="text-align: center;">Lauren Vogelstein Barbara Bashaw Matthew Henley Teachers College, Columbia University</p> <p>We investigated the joint histories of Interaction Analysis and sociocultural theories of learning to think about how our methods are closely linked to our theorizations of learning in interaction. We focus on what it means to analyze and provide physical-based, non-verbal, moments of learning from a dance-based perspective.</p>
11:10 – 12:10	<p style="text-align: center;">Invited Lecture</p> <p style="text-align: center;">The interactional contingency of desire: Intersubjective uncertainty and haptic sociality in autistic communication without speech</p> <p style="text-align: center;">Mary Bucholtz Erika Prado University of California, Santa Barbara</p>
12:10 – 2:10	<p style="text-align: center;">Lunch in the Neighborhood</p>

2:10 – 2:30	<p style="text-align: center;">Conversational goals and souls: Ghost hunting as institutional talk</p> <p style="text-align: center;">Nathan Nguyen</p> <p style="text-align: center;">California State University Northridge</p> <p>This study examines question-answer-response sequences within ghost hunting reality shows. Ghost hunters ask questions that receive simple answers from ghosts. Then, ghost hunters produce third-turn receipts to be heard by fellow investigators, ghosts, and a viewing audience. The findings suggest that ghost hunting constitutes a form of institutional talk.</p>
2:35 – 2:55	<p style="text-align: center;">"As long as people understand that I'm not a woman I couldn't care less": Indexicality, epistemics, and the situated meaning of gendered pronouns</p> <p style="text-align: center;">Joshua Raclaw</p> <p style="text-align: center;">West Chester University</p> <p>This paper examines how trans, nonbinary, and gender-diverse speakers orient to dominant, normative understandings of gender indexicality. Analyzing research interviews with English speakers who use non-binary pronouns, I examine metacommentary about how an interlocutor's knowledge of the referent's gender becomes relevant to understanding the situated meaning of gendered pronouns.</p>
3:00 – 3:20	<p style="text-align: center;">Queer media references and their functions among queer people: Identity work, solidarity, and queer joy</p> <p style="text-align: center;">Alexandra Milchovich</p> <p style="text-align: center;">Syracuse University</p> <p>I show how queer people reference forms of queer media to construct their individual identities as queer, celebrate said identities, and create shared queer joy. Referencing queer media in conversation is a form of language play that allows queer people to establish solidarity, facilitating bonding and community with one another.</p>
3:20-3:35	<p style="text-align: center;">Coffee/Tea Break (GDH 177)</p>
3:35 – 3:55	<p style="text-align: center;">A critical approach to understanding Naija</p> <p style="text-align: center;">Caroline Story</p> <p style="text-align: center;">University of Cologne</p> <p>In observing how ideologies regarding Naija (Nigerian Pidgin) are communicated, contextualized, and framed through language documentation, I deconstruct their discursive manifestations and call attention to the power dichotomy that shapes linguistic knowledge production.</p>
4:00 – 4:20	<p style="text-align: center;">(Re-)initiating closing sections in video calls</p> <p style="text-align: center;">Innhwa Park</p> <p style="text-align: center;">West Chester University</p> <p>Using CA, this study examines how participants achieve collaborative closure during</p>

	<p>personal video calls, with a focus on the initiations of closing sections. The analysis reveals that closing sections are often extended over multiple rounds of possible pre-closing sequences, which contribute to establishing a shared affective stance among the participants.</p>
4:25 – 4:45	<p style="text-align: center;">Greetings in Korean</p> <p style="text-align: center;">Hyun Sunwoo</p> <p style="text-align: center;">Rutgers University</p> <p>This study delves into the opening sequences of Korean cellphone conversations, specifically examining how participants greet each other. Contrary to previous literature that suggests greetings are not conventionalized in Korean call openings (Lee, 2006), the analysis reveals that greetings in Korean are performed through more nuanced practices.</p>
4:50 – 5:10	<p style="text-align: center;">“But NO!” Managing disagreement in an L2 collaborative imagining task</p> <p style="text-align: center;">Erica Sandlund</p> <p style="text-align: center;">Karlstad University</p> <p style="text-align: center;">Silvia Kunitz</p> <p style="text-align: center;">Linkoping University</p> <p>The paper centers on disagreement practices in an open-ended problem-based oral task in the L2 English classroom (Year 9, Sweden) and shows how the students’ reasoning observably emerges and is shaped in and through disagreement sequences, which display the students’ orientation to finding an accountable solution.</p>
5:10-6:10	<p style="text-align: center;">Reception (GDH 177)</p>

Saturday, October 19

<p>8:30 - 8:50</p>	<p>Children's adaptation and transformation of literacy practices within Japanese family habitus</p> <p>Jianhong Lin Osaka University</p> <p>This presentation draws on a single case involving a Japanese 2-year-old girl, who adjusts her bodily configuration while listening to her mother's reading. It illustrates that young children are socialized into a habitus within reading context, yet they can actively reproduce and transform it in new experiences.</p>
<p>8:55 - 9:15</p>	<p>Is dialogue a possibility in speech-language-therapy? Perspectives from one Hebrew therapy process</p> <p>Gonen Dori-Hacohen University of Massachusetts, Amherst</p> <p>Bracha Nir University of Haifa</p> <p>Speech-and-Language pathologists aim to support their clients' communication abilities and participation in dialogues. "Dialogue" maintains the interplay between familiarity and strangeness, yet in our setting, the "stranger" is due to their mispronunciation. Upon analysis, we found that pathologists' emphasis on therapeutic aspects can prevent opportunities for dialogue to be accomplished.</p>
<p>9:20 - 9:40</p>	<p>Digital conversations in harmony: The role of chat functions in fostering peer support among young musicians</p> <p>Drew Coles Nicole Becker Teachers College, Columbia University</p> <p>This presentation examines how children aged 10-17 use Zoom chat for support and education during songwriting, highlighting the adoption of marginalized communities' vernaculars to foster inclusivity and peer support in a virtual educational setting.</p>
<p>9:45 - 10:05</p>	<p>Problematic place-making and public policy: A critical intertextual news analysis of the opioid crisis in Boston</p> <p>Jennifer Sclafani Peter Federman Nasiba Norova University of Massachusetts Boston</p> <p>This study examines the discursive construction of "Mass and Cass," a tent city in downtown Boston, and the epicenter of the city's opioid, mental health, and homelessness crises. A critical intertextual analysis of Boston Globe coverage illuminates whose voices are represented, which interests they represent, and what solutions are promoted.</p>
<p>10:05 - 10:20</p>	<p>Coffee/Tea Break (GDH 177)</p>

<p>10:20 – 10:40</p>	<p style="text-align: center;">When one (TCU) is not enough: The case of multi-unit initiating actions</p> <p style="text-align: center;">Galina Bolden Aleksandr Shirokov Marissa Caldwell Hee Chung Chun Satsuki Iseki Hyun Sunwoo Kaicheng Zhan Alexa Hepburn Jenny Mandelbaum Lisa Mikesell Jonathan Potter</p> <p style="text-align: center;">Rutgers University</p> <p style="text-align: center;">Jeffrey Robinson</p> <p style="text-align: center;">Portland State University</p> <p>This study explores multi-unit initiating actions whereby the current speaker selects next in the first turn constructional unit (TCU) and then immediately continues speaking by adding one or more TCUs. We show how these sorts of turn-taking violations are mobilized to address action formation and sequential issues.</p>
<p>10:45 – 11:05</p>	<p style="text-align: center;">Baby, we were born this way: A critical discourse analysis of U.S. gay men’s discussions of diva-worship and feminism</p> <p style="text-align: center;">Ekkarat Ruanglertsilp</p> <p style="text-align: center;">Bentley University</p> <p>This study examines how certain U.S. gay men, who identify as female vocalists fans, engage with the feminist ideologies. Previous studies investigated how the discourses of female empowerment are formulated in divas’ lyrics. However, there is little empirical literature on gay men’s perceptions toward divas’ lyrics. My research utilizes critical discourse analysis in interviews. Interviews were recorded from 21 gay male participants. The findings indicated insightful ways of how these gay men came to their novel understandings of womanhood through the diva-worship practice.</p>
<p>11:10 – 12:10</p>	<p style="text-align: center;">Invited Lecture</p> <p style="text-align: center;">Moving past online hostility: Formulating practices in conversations with people who hate me</p> <p style="text-align: center;">Phillip Glenn</p> <p style="text-align: center;">Emerson College</p>
<p>12:10 – 2:10</p>	<p style="text-align: center;">Lunch in the Neighborhood</p>

2:10 – 2:30	<p style="text-align: center;">Opening unplanned grammar explanations: Halt, isolate, and query</p> <p style="text-align: center;">Mark Romig</p> <p style="text-align: center;">Teachers College, Columbia University</p> <p>Using CA, this study examines how grammar explanations are initiated in an online ESL course through the practice of seeking grammaticality judgement. Essential features of this practice include: (1) halting current sequence, (2) isolating prior talk, and (3) querying grammaticality of the isolated prior talk or its alternative.</p>
2:35 – 2:55	<p style="text-align: center;">How to fail at teaching about justice in Language and Social Interaction</p> <p style="text-align: center;">Edward Renolds</p> <p style="text-align: center;">University of New Hampshire</p> <p>Drawing on my experience teaching students race with an applied assignment in undergraduate LSI classes I demonstrate the importance of instructors with privilege having done intersectional anti-racist personal work before teaching about inequality and language in LSI.</p>
2:55 – 3:10	<p style="text-align: center;">Coffee/Tea Break (GDH 177)</p>
3:10 – 3:30	<p style="text-align: center;">Making evidence-based decisions while practicing shared decision-making: The case of ADHD medication titration in pediatric psychiatry consults</p> <p style="text-align: center;">Lisa Mikesell Aleksandr Shirokov</p> <p style="text-align: center;">Rutgers University</p> <p>Using CA, we analyze medication titration consultations involving children diagnosed with ADHD and just starting stimulant medication. We show how clinicians work to fulfill two competing agendas: to follow clinical guidelines for stimulant titration that call for incrementally raising the dose, while fostering family/parent participation in the decision-making process. One way to manage these two agendas is to cyclically alternate data gathering and treatment discussions to pursue an agreement from the parent/family while designing turns launching treatment discussions as proposals for families to weigh in on their decision.</p>
3:35 – 3:55	<p style="text-align: center;">Community conversation analysis: Using CA to talk about discrimination</p> <p style="text-align: center;">Sarah Creider</p> <p style="text-align: center;">Teachers College, Columbia University</p> <p style="text-align: center;">Ge Washington</p> <p style="text-align: center;">Frostburg State University</p> <p>This study focuses on the process of using CA as both content and method in facilitated conversations about racism in mixed-Race groups. Findings suggest that it is possible but difficult to teach CA based mindsets and skillsets to community members, without watering down the ethnomethodological roots of this approach.</p>
4:00 - 4:20	<p style="text-align: center;">Closing</p>

