

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

(All presentations take place in Grace Dodge Hall 179)

Friday, October 16

8:00 – 8:30	Registration and Welcome to the Conference
8:30 – 8:55	<p>Moral Discourse in Two Keys: Dramatized Reprimand and Narrativization</p> <p>Ian Olasov CUNY Graduate Center</p> <p>I describe two previously undiscussed strategies for expressing moral attitudes in conversation. The moral character of these attitudes is largely invisible outside of their expression in discourse, and these “pragmatic” ways of moralizing elude a priori theorizing. This has implications for moral psychology and the philosophical study of moral discourse.</p>
9:00 – 9:25	<p>Walking “Awesome”: Material, Embodied, Spatial, and Conversational Resources for Representational Activity</p> <p>Jasmine Ma New York University</p> <p>This multimodal microanalysis investigates the coordination of materials, bodies, space, and talk as resources for representational activity. Data include exchanges from a group of students engaged in planning and drawing the word “awesome” at large scale, using a GPS device.</p>
9:30 – 9:55	<p>(Un)anticipated Psychiatrist Communication Practices Using mHealth Technology During Early Stimulant Medication Titration for Children with ADHD</p> <p>Lisa Mikesell Rutgers University Alethea Marti Bonnie Zima University of California, Los Angeles</p> <p>While mobile health applications are developed with a specific purpose in mind, during clinic they may serve a number of unanticipated functions. Using video-recorded follow-up visits with children newly diagnosed with ADHD, their parent(s), and a psychiatrist, we identified anticipated and</p>

	unanticipated psychiatrist uses of the tool to consider clinical implications.
9:55 – 10:10	Coffee/Tea Break (GDH 177)
10:10 – 10:35	<p>Instructed Action and Learning's Work</p> <p>Alan Zemel University at Albany, SUNY Timothy Koschmann Southern Illinois University School of Medicine</p> <p>When problems with the instructability of a praxeological performance arise, it takes a "knowing" participant, whose competence is not in question, to assist learners with the action's recognition and/or performance. This is learning's work. In our presentation, we examine how a demonstration-enactment sequence addresses problems with the instructability of action.</p>
10:40 – 11:05	<p>How Structure is Leveraged from Jeffersonian Transcripts: The Case of "Oh"</p> <p>Doug Macbeth Ohio State University Jean Wong The College of New Jersey</p> <p>Our problematic, sparked by the innovations of the Epistemic Program (EP), is how findings are leveraged from transcript. More simply: How are the structures and recurrences of conversational practices leveraged from talk's occasioned productions? The question leads us to consider the textual moves that accompany every transcript, whether CA, or EP.</p>
11:10 – 12:10	<p>Invited Lecture</p> <p>Classroom Discourse for Democracy: Both Citizens and Neighbors</p> <p>Courtney Cazden Harvard University</p>
12:10 – 2:10	Lunch in the Neighborhood
2:10 – 2:35	<p>Rejecting Babel: Framing Monolingual Multiculturalism in LOTE Discourse</p> <p>Sandro Barros Michigan State University, College of Education</p>

	<p>Through a critical discourse analysis approach, this paper examines the “pedagogy of meaning” that is operative in political statements and policy-making speeches about languages other than English (LOTE). As I argue, public discourses on LOTE, even if supportive, embody a type of language that can reveal how multicultural debates fall short of challenging the supremacy of English hegemony as ideology, i.e., how English monolingualism is ideologically sustained.</p>
2:40 – 3:05	<p style="text-align: center;">Locating and Resolving Troubles: Sequential Templates for University Physics Labs</p> <p style="text-align: center;">Stephen Daniel Looney Pennsylvania State University</p> <p>This paper investigates the troubles and associated questions that international teaching assistants (ITAs) and undergraduates encounter in an Introduction to Physics lab. Four trouble types are identified; for each, a sequential template is described, including the kinds of questions students ask and the multimodal resources ITAs and students use to resolve the troubles.</p>
3:10 – 3:35	<p style="text-align: center;">Identifying Referents in Everyday Conversation Involving Augmentative and Alternative Communication Systems</p> <p style="text-align: center;">Patricia Mayes Mary Clinkenbeard University of Wisconsin, Milwaukee</p> <p>We examine the challenge of establishing conversational referents in the context of speech generated by an Augmentative and Alternative Communication (AAC) device and find that although these devices enable people with disabilities to speak, there are also device-generated problems that distract participants from the activities initiated by the AAC-using participant.</p>
3:35 – 3:50	Coffee/Tea Break (GDH 177)
3:50 – 4:15	<p style="text-align: center;">Locking Threads and Constructing Identities: Intertextuality as a Resource for Online Discussion Board Moderators</p> <p style="text-align: center;">Cynthia Gordon Georgetown University</p> <p>This study investigates how moderators of an online discussion board use</p>

	<p>intertextuality as a resource to “lock” (i.e., shut down) discussion threads that violate the board’s participation policies. Moderators recontextualize a standardized letter, produce evaluative metadiscourse, and use GIFs to mitigate thread locking; simultaneously, they construct their online identities.</p>
4:20 – 4:45	<p>The Discursive Uses of Knowledge and Non-Knowledge in Contesting the Environmental Impact of Hydrofracking</p> <p>Richard Buttney Syracuse University</p> <p>Competing accounts of the dangers or benefits of hydrofracking are offered during an inter-governmental hearing by representatives from the Department of Environmental Conservation and the NYS Assembly. Participants’ knowledge claims are resisted by re-description or counter-claims. Political or value concerns are used along with scientific claims in constructing/mitigating risk.</p>
4:50 – 5:15	<p>A Contradiction in Action: The Interactional Achievement of Suppressing Complaints in a Customer Service Encounters</p> <p>Heidi Kevoe-Feldman Northeastern University</p> <p>Building upon Schegloff’s (2005) observation regarding suppressing complaints in ordinary interaction, the analysis in this paper draws from a corpus of 56 customer service calls to systematically examine the interactional dynamics between customers and service representatives as they manage to keep service complaints at bay.</p>
5:20 – 5:45	<p>Knowledge and Epistemic Incongruences in Social Interaction with Google Glass</p> <p>Brian Due University of Copenhagen</p> <p>This paper deals with a participant’s use of Google Glass in social interaction with regard to object-orientation and identity; how Google Glass use is a private experience, which produces epistemic incongruence; and how Google Glass is a non-human participant that occupies slots in the sequential unfolding of turns.</p>

5:45 – 6:45	Reception (GDH 177)
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Saturday, October 17

8:30 – 8:55	<p>Use of <i>Panmal</i> (Informal Register) in the Formal Setting of a Radio Talk Show in Korean</p> <p>Gahye Song Teachers College, Columbia University</p> <p>Using CA, this study illustrates the use of informal register in a formal situation in Korean conversation. An analysis of talk in a Korean radio talk show reveals that informal register is strategically deployed by the host to perform various types of facework.</p>
9:00 – 9:25	<p>Social Talk, Testing Talk: Managing Competing Constraints in L2 Oral Proficiency Tests</p> <p>Erica Sandlund Karlstad University Lina Nyroos Uppsala University Pia Sundqvist Karlstad University</p> <p>In this paper, we analyze teachers' turns in classroom-based high-stakes tests of English as a foreign language. Using CA, the study focuses on turns where teachers attempt to personalize pre-set discussion topics which the test-takers have dealt with in more abstract ways. Implications for oral proficiency testing are discussed.</p>
9:30 – 9:55	<p>Formulations in Classroom Interaction</p> <p>Jan Berenst NHL University of Applied Sciences</p> <p>The functionality of formulations is very much dependent on a specific institutional interaction. In classroom discourse, however, we find different uses of formulations, related to the participation frameworks that are at stake. In this paper, I will display what kinds of actions are accomplished by this practice in different frameworks.</p>
9:55 – 10:10	Coffee Break

10:10 – 10:35	<p style="text-align: center;">Emergent Stories: Practices for Story Openings in French Ordinary Conversation</p> <p style="text-align: center;">Evelyne Berger University of Helsinki</p> <p>This study examines informings and assessments occurring prior to storytellings in French ordinary conversations. These pre-tellings consist of unexpected or incomplete material which is oriented to as a possible tell-about and the tell-worthiness of which is established through the recipient's displays of reciprocity.</p>
10:40 – 11:05	<p style="text-align: center;">Negotiating Competing Knowledge Bases in Pedagogical Discourse in ESL Classroom Interaction</p> <p style="text-align: center;">Yo-An Lee Sogang University</p> <p>Analyzing teacher-fronted discussions in ESL classrooms, the presentation shows how competing knowledge bases are negotiated and worked on by teachers and their students. Teachers' work practices are specified in how they make relevant and prominent a particular knowledge base while coming to terms with alternative ones occasioned by their students.</p>
11:10 – 11:35	<p style="text-align: center;">Personal Moments of Schooling in the History of Persons</p> <p style="text-align: center;">Richard Young University of Wisconsin-Madison</p> <p>From talk in and about schools, I provide evidence that treating present interaction as fundamentally different from past practice is a dichotomy that must be overcome. Though personal histories are rarely considered in the analysis of talk-in-interaction, they are nonetheless the source of enduring dispositions to feel, think, and behave.</p>
11:40 – 12:40	<p style="text-align: center;">Invited Lecture</p> <p style="text-align: center;">Making Meaning with Everything You've Got: Semiotic Bricolage and Participation Ecology in Social Interaction</p> <p style="text-align: center;">Frederick Erickson University of California, Los Angeles</p>

12:40 – 2:15	Lunch in the Neighborhood
2:15 – 2:40	<p>Shifting Stances and Negotiating Sameness in Turkish Family Discourse</p> <p>Didem Ikizoglu Georgetown University</p> <p>This paper investigates how interactants negotiate stances and positions and maximize alignment in naturally-occurring family interaction in Turkish. The analysis shows that speakers create alignment by shifting the stance object that they evaluate and thus rearrange the configuration of positionings in the interaction.</p>
2:45 – 3:10	<p>Client-Initiated IREs in Social Work Interaction</p> <p>Maureen Matarese BMCC-CUNY Carolus van Nijnatten Universiteit Utrecht Christine Jacknick BMCC-CUNY</p> <p>CA is used to analyze social worker- and client-initiated IREs. Caseworkers initiate IREs as a way of drawing out and commenting on client perspective. Clients use the same structure to direct the trajectory of the interaction and to comment on caseworker perspective, flipping the traditional "script."</p>
3:15 – 3:40	<p>Accomplishing a Lesson: A Preliminary Explanation for Differential Teacher Responsiveness to Learner Contributions</p> <p>Taiane Malabarba Universidade do Vale do Rio dos Sinos Daisuke Kimura Pennsylvania State University Joan Kelly Hall Pennsylvania State University</p> <p>Using CA, this study shows how a teacher's differential responsiveness to learner contributions is linked to their pedagogical usefulness in forwarding the lesson. The findings reveal the significance of analyzing multiple moments within a lesson and thereby contribute to CA's project of re-specifying the everyday grounds of teaching.</p>
3:40 – 3:55	Coffee/Tea Break (GDH 177)

3:55 – 4:20	<p style="text-align: center;">Juggling Frames to Construct a “Legal English” Class</p> <p style="text-align: center;">Marta Baffy Georgetown University Law Center</p> <p>This paper argues that professors and students discursively construct a Legal English class by juggling multiple interactive frames (Goffman, 1974) during classroom talk. Participants shift between frames such as “law class,” “writing class,” and “ESL class,” as signaled by specific linguistic and discursive features. Pedagogical implications are discussed.</p>
4:25 – 4:50	<p style="text-align: center;">Advice as an Interactional Obligation in Problem Talk Between African-American, Asian-American, and European-American Friendship Dyads</p> <p style="text-align: center;">Alla Tovares Howard University</p> <p>This study considers advice in problem talk between African-American, Asian-American, and European-American college student dyads, examining similarities across ethnic groups. It shows that indirectness and mitigation allow advice-givers from three American subcultural groups to balance symmetry and asymmetry in problem talk: to be experts and friends.</p>
4:55 – 5:20	<p style="text-align: center;">The Use of GIFs as Quotative Enactments in Text-Based Conversation</p> <p style="text-align: center;">Jackson Tolins Pat Samermit University of California, Santa Cruz</p> <p>We analyze the presentation of animated GIF image files as embodied enactments in text-message-based conversations. The GIFs allow texters to quote embodied communicative displays as affective responses and assessments. We argue that the use of GIFs is a novel form of enactment, made possible by technological advances.</p>
5:20 – 5:25	<p style="text-align: center;">Closing</p>