

### 13th Meeting of the Language and Social Interaction Working Group (LANSI)

(All presentations take place in Grace Dodge Hall 179)

Last updated: 7/17/25

#### Friday, October 10

8:00 – 8:30	Registration and Welcome to the Conference
8:30 – 8:50	<p>Shall we talk? Negotiating affective reciprocity, (dis)affiliation, and (dis)alignment in couple's conflicts</p> <p>Wun Un (Gary) Ao Ieong</p> <p>University of Macau</p> <p>This study explores how couples orient to affection during conflict interactions. Conversation analysis shows that various disaligning and disaffiliative resources are continually adopted to escalate affective display. Affective reciprocity is argued to organize the renegotiation of affection and shape the sequence of alignment and affiliation.</p>
8:55 – 9:15	<p>Embodiment behind the lens: Researcher interaction during video-based data collection</p> <p>Sema Betul Demirezen</p> <p>Teachers College, Columbia University</p> <p>This study examines how researchers engage in silent, embodied coordination during a complex video-based data collection. Findings reveal how spatial gestures, gaze, and mutual monitoring enable nonverbal alignment and task management, underscoring the methodological value of treating data collection itself as an interactional, multimodal social practice.</p>
9:20 – 9:40	<p>Negotiating adult children's entitlement to emotional reactions towards parental divorce</p> <p>Jing Xue</p> <p>Georgetown University</p> <p>Employing Membership Categorization Analysis, I explore how participants of a therapeutic podcast session negotiate adult children's entitlement to emotional reactions towards parental divorce. Findings show participants reproduce and subsequently question assumptions that adult children's emotional reactions are category-inapposite. Participants also normalize entitlement by disconnecting it with one's stage-of-life.</p>

9:45 – 10:05	<p>“Speaking for the present other(s)” during troubleshooting in research group meetings in engineering: The interplay of power and gender</p> <p>Minghui Sun Suresh Canagarajah</p> <p>The Pennsylvania State University</p> <p>Employing multimodal conversation analysis, this study explores “speaking for the present other(s)” during troubleshooting interactions in engineering research group meetings. Findings reveal that hierarchical patterns of PI over students, males over females, groups over individuals are manifested through verbal interruptions and overlapping, pronoun shift, third-position repairs, and non-verbal gestures, contributing to understanding academic inequalities.</p>
10:05 – 10:20	Coffee/Tea Break (GDH 177)
10:20 – 10:40	<p>“Chon chon fu”: The use of nonlexical vocalization in an early childhood classroom in Japan</p> <p>Mako Miura</p> <p>Teachers College, Columbia University</p> <p>Early childhood teachers in Japan employ nonlexical vocalization, “chon chon fu,” repeatedly in bubble play activities with multilingual three-year-olds. The teachers employ the nonlexical vocalizations, “chon” and “fu,” in two distinctive ways: (1) to facilitate directive that launches action, (2) as narration to encourage the ongoing action.</p>
10:45 – 11:05	<p>Pursuing acceptance after a category account fails</p> <p>Satsuki Iseki</p> <p>Rutgers University</p> <p>This paper examines the courses of action where category accounts fail. The analyses show that the speakers pursue account acceptance by elaborating the category-bound activity or predicate that was implied in their previous turn and formulating it as shared knowledge. The data is in Japanese.</p>
11:10 – 12:10	<p>Invited Lecture</p> <p>Other-correction sequences</p> <p>Galina Bolden</p> <p>Rutgers University</p>
12:10 – 2:10	Lunch in the Neighborhood

2:10 – 2:30	<p>'Bar-Exam Questions' in US Senate Judiciary Committee Lower Court Nomination Hearings</p> <p>Kristella Montiegel</p> <p>University of Colorado Boulder</p> <p>Using Conversation Analysis, I investigate a type of questioning that senators use to vet judicial nominees during hearings. Senators ask 'bar-exam questions' – about legal knowledge (principles, procedures, laws) that people practicing law ought to know – to reveal a nominee's lack of legal knowledge, thereby functioning to discredit their judicial candidacy.</p>
2:35 – 2:55	<p>Contingency in Teacher Third-Turn Responses: A Conversation Analytic Study of Chinese High School EFL Classrooms</p> <p>Songwang Deng Junde Shou</p> <p>University of Pennsylvania</p> <p>This conversation analytic study investigates how Chinese high school EFL teachers manage third-turn responses. Analysis of naturally-occurring classroom data reveals that limited contingent responsiveness—through repetition, face-saving accounts, and abrupt topic shifts—often constrains learner participation. The findings highlight the need for interactionally-sensitive scaffolding to support student engagement and language development.</p>
3:00 – 3:20	<p>How materials configure emotional transitions: Exploring grieving men at the cemetery</p> <p>Brian Due</p> <p>University of Copenhagen</p> <p>The study investigates emotional atmospheres as practically produced phenomena emerging from interactions among humans, places, and materials. Video ethnographic data from cemetery visits reveal how emotional experiences like grief are materially and spatially mediated. This demonstrates that emotions are dynamically co-produced within assemblages, challenging traditional individual-centered psychological models of emotion.</p>
3:25 – 3:45	<p>Departures from the standard news interview turn taking system: The case of Playful-First Responses</p> <p>Matthew Butler</p> <p>University of Leicester, UK</p> <p>This presentation uncovers a novel interactional phenomenon where news interviewees respond to a question with two contrastive responses. We show that the phenomenon is a vehicle for interviewees to accomplish a range of actions that they could not achieve with a single response without abandoning their pre-allocated institutional role.</p>
3:45 – 4:00	<p>Coffee/Tea Break (GDH 177)</p>

4:00 – 4:20	<p>Rejections as Solidarity: Responses to Offers in Korean Interaction</p> <p>Kyung-Eun Yoon</p> <p>University of Maryland, Baltimore County</p> <p>This study examines how Korean speakers reject offers as a means of negotiating benefaction and managing social relationships. Drawing on conversation analysis of naturally-occurring face-to-face conversations and text messages, it shows that rejections in Korean, often delivered early, directly, and without mitigation, can serve as a way of enhancing solidarity.</p>
4:25 – 4:45	<p>Reshaping interactional past: Retcon and backtracking in interaction</p> <p>Gonen Dori-Hacohen University of Massachusetts, Amherst</p> <p>Bracha Nir University of Haifa</p> <p>This paper examines two practices for managing interaction taken from Speech-Language Therapy in Israel. "Retcon" allows therapists to change what happened after it occurred. "Backtracking" enables them to stop the here-and-now and revisit an earlier topic. Both practices give therapists control over the interaction, although these practices may also undermine the intersubjectivity that interaction can create.</p>
4:50 – 5:10	<p>How do swatting callers escalate an emergency? Negotiating epistemic status and family identities in fabricating critical incidents</p> <p>Mark Visonà Jennifer Plumb</p> <p>Hofstra University</p> <p>This interactional sociolinguistic study analyzes 15 'swatting' calls to demonstrate how callers use epistemic status to escalate their fabricated emergencies. By taking stances of uncertainty on actions involving family members, swatting callers position themselves as emotionally or mentally unstable in ways matching call-takers' expectations for sending an armed police response.</p>
5:10 - 6:10	<p>Reception (GDH 177)</p>

**Saturday, October 11**

8:30 - 8:50	<p>Lost in instruction: ChatGPT as a Survival Strategy in the Face of Vague Tasks and Biased Feedback</p> <p>Iuliia Li</p> <p>Teachers College, Columbia University</p> <p>This study analyzes how vague tasks and biased feedback in graduate courses disadvantage multilingual students, prompting reliance on ChatGPT for clarity—not plagiarism. It argues that AI use reflects systemic gaps in instruction and proposes reframing AI as a support tool while calling for transparent, linguistically fair academic design and evaluation.</p>
8:55 – 9:15	<p>"Papa, believe me": Managing relational and political affiliations in talking about Russia-Ukraine war</p> <p>Jan Rydzak</p> <p>Galina Bolden</p> <p>Rutgers University</p> <p>This paper examines the interactional work involved in maintaining relationships in the context of profound political disagreements. Analyzing a telephone conversation between a son (who lives in Ukraine) and his father (who lives in Russia), we focus on how family members manage relational and political affiliations when talking about Russia-Ukraine war.</p>
9:20 - 9:40	<p>Tutoring Guidelines and Requests for Grammar Assistance at a Writing Center</p> <p>Yuka Matsutani</p> <p>The University of Pennsylvania</p> <p>Using multimodal CA, this presentation reveals that due to tutors' orientation to multiple tutoring guidelines at writing centers, the preference status of requests for grammar assistance at the writing center forms a continuum ranging from least problematized, to potentially problematized, to most problematized, depending on the formulation of the request.</p>
9:45 - 10:05	<p>Embodied Co-ordination: The work of student-as-assistants in computer supported work</p> <p>Soumitra Thorat Jon Hindmarsh Paul Luff</p> <p>King's College London</p> <p>This study analyzes video data from Marathi-medium classrooms in India where students-as-assistants operate the computer as the teacher leads a technology-supported lesson. Using conversation analysis, the paper shows how they coordinate their embodied actions with sensitivity to the emerging organization of the classroom I-R-E sequence.</p>

10:05 – 10:20	Coffee/Tea Break (GDH 177)
10:20 – 10:40	<p>A Membership Categorization Analysis of Chilean Voseante Speakers</p> <p>Abby Killam</p> <p>Georgetown University</p> <p>Using Membership Categorization Analysis, this study analyzes how Chilean social media users metapragmatically discuss voseo, a historically stigmatized second-person address form, through competing MCDs of propriety, informality, and social class. The performative use of voseo among elite speakers illustrates how category-bound activities are evaluated differently depending on who is imagined to use them.</p>
10:45 – 11:05	<p>Same Discourse, Different Goals: The Use of Similar Linguistic Strategies by Liberals and Conservatives in Israeli Abortion Discourse</p> <p>Liran Peretz</p> <p>University of Haifa</p> <p>In this paper I examine how both liberal and conservative discourses employed similar linguistic strategies to construct opposite ideologies in contemporary Israeli abortion discourses. These include the use of meta-discourse, pronouns, and metaphors from similar semantic fields to delineate different boundaries of the ideological struggle surrounding the abortion issue.</p>
11:10 – 12:10	<p>Invited Lecture</p> <p>Intertextual discursive practices and social inequalities in the legal system</p> <p>Susan Ehrlich</p> <p>York University</p>
12:10 – 2:10	Lunch in the Neighborhood
2:10 – 2:30	<p>Young learners' agency: Footing and voicing in bilinguals' (Swedish-Chinese) heritage language learning</p> <p>Zejia Xu</p> <p>Ann-Carita Evaldsson</p> <p>Uppsala University</p> <p>This study examines how young bilingual children in a Chinese heritage language preschool in Sweden assert agency through multilingual and multimodal resources. By shifting footing and animating absent voices via reported speech, children transform teacher-led interactions into child-centered, dialogic learning, highlighting their creative participation in heritage language socialization.</p>

2:35 – 2:55	<p>Conversation Analysis of a Non-speaking Student's Multimodal Interactional Resources</p> <p>Caroline Braun</p> <p>Boston College Lynch School of Education and Human Development</p> <p>This study examines the multimodal interactional resources that a non-speaking young adult with extensive support needs (ESN) draws upon to comply with and resist educators' instructional directives. Analysis demonstrates the ways in which students with ESN, who are often characterized as interactionally incompetent, assert themselves as active participants in interaction.</p>
2:55 – 3:10	<p>Coffee/Tea Break (GDH 177)</p>
3:10 – 3:30	<p>Defiant Monday: Action Ascription in Human-AI Interaction During Live-Stream Broadcasting</p> <p>Gahye Song</p> <p>Northeastern University</p> <p>This study analyzes 10 hours of Korean live-stream videos using Conversation Analysis to examine human-AI interaction. Streamers treat AI's technical glitches (pauses, register shifts) as intentional defiant or sarcastic actions during disagreements, creating entertainment through anthropomorphization. The findings contribute to literature on language, anthropomorphism, and human-AI interaction.</p>
3:35 – 3:55	<p>Transposing verbal utterances through tap dance: An embodied methodological exploration</p> <p>Jennifer Draghi Lauren Vogelstein</p> <p>Teachers College, Columbia University</p> <p>This project experiments with tap dance as data analysis and translating dialogue into rhythm. Inspired by Erickson (2004), it explores rhythm as a way to look at unconscious simultaneity. This embodied method of inquiry allowed us to reveal and then examine unexpected human connection shown and felt in rhythmic synchronicity.</p>
4:00 - 4:20	<p>Ideological Confrontation and Thematic Shifting in Forums on Immigration</p> <p>Ekaterina Lukianova</p> <p>University of Chicago</p> <p>Using data from two public forums on immigration, we map structures of ideologically charged argumentative challenges. We find that moments of heightened ideological confrontation often result in thematic shifting. A recurring pattern consists in a dismissal of the previous speaker's scenario and a transition to a different theme.</p>

4:25 – 4:45	<p>Analyzing race talk in institutional settings: Tensions in witnessability and observability of racial phenomena</p> <p>Natasha Shrikant University of Colorado, Boulder</p> <p>Francesca Williamson University of Michigan</p> <p>We use analysis of an extract of interaction between Senator Ted Cruz and Justice Ketanji Brown Jackson to prompt discussion about tensions surrounding the observability and witnessability of racial phenomena in interaction. We close by discussing avenues for race talk theory building and invite curiosity and dialogue from audience members.</p>
4:45 – 5:05	Closing