ALAPP 2020

10th INTERNATIONAL AND INTERDISCIPLINARY CONFERENCE ON APPLIED LINGUISTICS AND PROFESSIONAL PRACTICE

Digital conference 16-17 September 2020

PROGRAMME & ABSTRACTS

EDITORS
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NTNU
Centre for Academic and Professional Communication

Department of Language and Literature
NTNU Norwegian University of Science and Technology

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Foreword

It is customary for a ‘welcome’ message to precede the programme and abstracts. But in the case of ALAPP 2020 the abstracts book is an afterthought. What should normally be a pre-conference activity has become a post-conference activity – yet another benchmark for the ‘new normality’ in the online conference era.

The digital conference format brought with it so many contingent practicalities, which consumed all our attention immediately before and during the conference. So in the ensuing calm phase, we have found the time to compile all the abstracts of talks presented at ALAPP 2020. This task has demanded quite a bit of physical work prior to making the output digitally accessible.

We very much hope you find our effort in putting the abstract texts together worthwhile as this may serve not only as a repository but also as a testimony to what turned out to be an excitingly engaging conference.

Srikant Sarangi and Heidi Gilstad

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PROGRAMME-IN-DETAIL

ALAPP 2020

Digital Conference

Hosted by
Centre for Professional and Academic Communication (SEKOM)
Department of Language and Literature
Faculty of Humanities
NTNU- Norwegian University of Science and Technology
and
Danish Institute of Humanities and Medicine (DIHM), Aalborg University

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Associate Professor Heidi Gilstad, Centre for Professional and Academic Communication (SEKOM), NTNU

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PLENARY ABSTRACTS

Plenary 1 Karin Aronsson, Stockholm University, Sweden

Judges, attorneys and witnesses in courtroom storytelling: Choreographies of heated disputes

This plenary concerns storytelling in courtrooms, drawing on a large dataset of audio recordings from child custody proceedings. Such proceedings offer a laboratory of dispute formats in that opposing sides (father vs mother) are examined both by their own and by the opponent side attorney. This takes place in multiparty settings, with judges, attorneys, as well as court witnesses, offering a goldmine for analyzing the role of different professions, and for exploring affects and disalignment in courtroom storytelling.

The focus is on the role of conversational formats. In the proceedings, social workers recurrently made assessments, including category bound descriptions of parents' actions that sometimes involved incompatible stories about what actually happened in a target event (e.g. whether a child got 'pushed' or 'hit'). Attorneys' questions are central tools for storytelling, and one format is negative interrogative, a type of polar question for projecting yes/no responses (e.g. 'you did not inform her?'). In the proceedings, such formats appeared many times more often in questions from opponent side attorneys. Moreover, they recurrently resulted in hostile uptake, turning up the heat of courtroom disputes.

In the multiparty talk of courtrooms, the judges regulated whether attorneys and other participants were allowed to raise the hostility of disputes. As parts of this, the judges demonstrably discarded or ignored unsolicited talk and thanked participants in ways that marked their positions as impartial choreographers of courtroom storytelling. Ultimately, this presentation is also a contribution to work on polyphony and emotion work (cf. Bakhtin; Goffman) in courtroom storytelling.

Plenary 2 Daniel Perrin, ZHAW Zurich University, Switzerland

Management by writing: Investigating the communicatively constituted organisation

Managers live their professional lives through communication, including writing. Writing is an increasingly important professional practice for managers and leaders, yet little research into this writing at the top tier has been undertaken and further education programs still have to be developed. Writing within management processes is closely linked to thinking and deciding, informing and convincing, and integrating and motivating. Management competence therefore includes domain-specific writing competence – the competence to perform management tasks in an appropriate and effective way in and through writing.

In this presentation, I shed light on recent research in the field, including a case study of a Master's level communication course in the realm of innovation and entrepreneurship that illustrates how multilingual (team-based) writing processes are intertwined with managerial decision-making in domains like finance, marketing and HR. From a knowledge implementation perspective, I demonstrate how writing competence can be built up successfully in academic courses, as shown by the case of an American-Chinese- Swiss Executive MBA course. As a further example, I outline techniques and tools which have been developed to facilitate a key task of managers and leaders, i.e., guiding organizations through the continuous and cooperative production of meaning and commitment. Based on such insights from transdisciplinary research in the field, the last part of my presentation outlines a research framework that serves both to explore the domain-specific writing of managers and leaders as a theoretically interesting field and to contribute to the development of best-practice educational programs for professional writing in management and leadership roles.

Plenary 3 [The Candlin Lecture] Jemina Napier, Heriot-Watt University, UK

Framing professional practice through the lens of interpreter-mediated talk

When we consider language, communication and the professions, we know that talk is critical to professional practice and relationships between professionals and service users. As an applied linguistic, socially situated activity, spoken and signed language interpreting as professional practice is predicated on talk. Interpreters facilitate professional practice between interlocutors who do not speak/sign the same languages, but also do professional practice as interpreters are professional practitioners themselves. Talk is what interpreters do; and talk is what they mediate.

Current theoretical frameworks consider interpreters as co-constructors of meaning and co-participants in any interaction. So how can we inform talk in professional practice by looking at what occurs naturally in human interaction? By analysing the way that bilinguals mediate communication as non-professional interpreters; how they do talk, and how they facilitate talk, we can not only frame the professional practice of interpreters, but also better understand the talk of other professional practitioners. This presentation will draw on two projects with sign language brokers and interpreters to present data from observations on instinctive human communication and what we can learn about successful, rather than un- successful, communication through interpreters; and about strategies for communication between professionals and service users to build working relationships.

PANEL ABSTRACTS

Panel 1 Non-fictional prose and professional practice

Coordinator

Lars Evensen, NTNU, Norway

Synopsis

In recent decades a co-ordinated research interest has developed around the term 'non- fictional prose' ('sakprosa') in the Nordic countries, with an international journal and network meetings. Among the themes addressed are political rhetoric, the accessibility of law texts and other documents of power, the influence of multimodal media texts as well as workplace communication. The scope of research is currently expanding, as thematized by Karlsson & Landquist (2018) when they state that "A challenge for modern professional communication research is to grasp the dynamics and networks involved when making specialist knowledge relevant to real life situations".

Since this field is particular to the Nordic countries, it is relevant to discuss its interface with the ALAPP community. What is the relationship between this research tradition and the different forms of professional communication studied under ALAPP headings? To what extent are the knowledge interests similar or overlapping? What is the relevance for professional practices outside the public sphere?

Mona Blåsjö, Stockholm University, Sweden

The PowerPoint, the Key Account Manager and the doctors. Non-fictional prose mediated in a medical 'specialist meeting'

In their problematizing article, Karlsson & Landqvist (2018) claim that we need more understanding about meaning making in real life intersections between different forms of mediation, genres, acitivity types, communicative roles and domains. Such an intersection is studied in this contribution, through audio and field notes data: a so called 'specialist meeting' at a medical clinic, where a representative from a pharmaceutical company informs physicians about a certain product. This type of information is strictly regulated in Swedish law, due to ethical requirements on the medical business. The presenter, a Key Account Manager with a background as a nurse, relates strongly to these requirements, emphasizing focus on the patients. Still, the meeting can be regarded as the activity type of sales event, thus mixing a commercial domain with the medical domain. Several texts of non-fictional prose are made relevant in the meeting, such as the Swedish Medicine Act, a product leaflet, other textual information to patients, as well as local texts such as a participant list, crucial for showing compliance to the legal regulations. In focus for this study, though, is a 1) PowerPoint-presentation where scientific, medical and commercial discourses mix, 2) the Key Account Manager mediating information from this to the participating doctors, and 3) the different communicative roles constructed between the two groups. The contribution concludes with a discussion on Mediated Discourse Analysis as a framework for studying communicative intersections where non-fictional prose is mediated in complex real life situations.

Gøril Thomassen Hammerstad, NTNU, Norway

Right to know or not to know: Diagnostic uncertainties and accounts of role-responsibilities in genetic counselling communication

Diagnostic uncertainties are intricately associated with genomic testing – especially concerning new technologies such as exome sequencing – with test results being either inconclusive or generating secondary findings. In genetic counselling, diagnostic uncertainties have to be managed when test results are either positive or negative because of differential implications for family members. Previous studies have investigated diagnostic uncertainties in relation to clients' rights to know and not know the test results. These issues are strictly regulated by the Biotechnology law and genetic counselling communication is surrounded by specialist knowledge. This presentation addresses how genetic counsellors and clients account for various role- responsibilities in the management of diagnostic uncertainties in the complex communicative environment in the clinic setting.

The dataset is from the Norwegian context and consists of 18 audio-recorded genetic counselling sessions. It involves one extended family with a high burden of colorectal cancer. Through theme-oriented discourse analysis we demonstrate how diagnostic uncertainties vis-à- vis the right to know/not to know give rise to ethical considerations about risks and benefits of knowing in both professional and familial spheres. To reduce diagnostic uncertainty for clients, genetic counsellors are confronted with options regarding what can be communicated and made known due to the Biotechology law and because of their role-responsibilities towards what may be regarded as 'scientific others' and 'clinical others'. Likewise, clients are faced with options concerning right to know/not to know, which invokes various 'familial others' and may align or not align with genetic counsellors' preferences, relating to management of diagnostic uncertainties and secondary findings.

Jon Christian Fløysvik Nordrum & Johan L. Tønnesson, University of Oslo, Norway

Law students' acquisition of law-writing skills

Paradoxically, lawyers often lack the competence to write laws, which often makes it difficult for legal texts to be understood by lay people as well as the lawyers themselves. Therefore, as part of the Norwegian government's stimulation programme to promote plain language at the Faculty of Law, University of Oslo, a master's course with a "legislation lab" was established from 2019. Here students write in the genre Norwegian Official Report (NOU), a genre that often concludes with a specific bill. We will present an evaluation of the course in the autumn of 2019, where the first four publications in the unique publication series The Law Students' Official Report (JOU), on mission from various governmental bodies, were written. The evaluation, based on legal expertise and expertise in rhetoric and non-fiction ("sakprosa") textology, concerns both the process, the scholarly outcome and the text qualities. The four student projects and publications to be evaluated are dealing with a) legal regulation of electric kick scooters, b) regional climate policy, c) digitalisation of welfare law, d) free legal aid.

Alexander Paulsson & Henrik Rahm, Lund University, Sweden

The performative annual meeting and the expression of ownership

We take an interest in corporate annual meetings and the security or even boredom in the way they are conducted. This is part of an ongoing research project where data i.a. consist of observation data from corporate annual meetings.

Certain decisions must be made according to a legal document, the Swedish Companies Act (contained in the Swedish Code of Statutes, SFS 2005:55). Equally important is the Corporate Governance Code, a norm developed by Swedish companies as self-regulation in order to prevent detailed legislation. But neither the law nor the code prescribes the conventional and similar utterances made by the chairman. We argue that the expected formulas to a certain extent can be explained by applying Goffman's notions principal, animator, author, figure and footing. The framework is also applicable to the utterances of the other interlocutors at the annual meeting – the CEO, the representative for the the Swedish Shareholders' Association and individual shareholders.

Goffman's notion facade is applicable to the general expectations of the annual meeting – the setting of the meeting, the free lunch, goodie bags to the shareholders and sometimes also entertainment. But it can also be connected to the division between management and ownership, which is regulated by the Swedish Companies Act. During the entire year, many shareholders are absent, but they are given a face and facade at the annual meeting, not least as the main owners are members of the nominating committee, proposing the members of the board to the annual meeting.

Panel 2 Applied Linguistics and Applied Ethics

Coordinator

Srikant Sarangi, Aalborg University, Denmark

Synopsis

This panel is aimed at reflecting on ethical challenges in conducting project-based applied linguistics research in the arena of professional practice. The ethical challenges can broadly be conceptualised as steering between two 'necessary evils', i.e., between Scylla and Charybdis. At one end is research ethics, the ever-tightening institutionally mandated regulatory frameworks, which is becoming increasingly difficult to comply with (cf. General Data Protection Regulation [GDPR] in the European context), to the extent of delimiting what is researchable in terms of accessing and protecting study cohorts. At the other end firmly remains the mantra of principles-based ethics (Beuchamp and Childress 1994) premised on core professional values in domains such as healthcare, social welfare, education, law, corporate sector etc., which can be extended to applied linguistics researchers as professional practitioners. Although there is an emerging body of literature addressing ethical issues in professional-client and interprofessional communication settings, there is a void with regard to how, in practical terms, applied linguistics researchers orient to and solve nuanced ethical issues at different stages of the research process, including ongoing collaboration with practitioners and other stakeholders. The panellists representing a section of Applied linguistics researchers engaged in studying professional practice – being committed to a shift of paradigm from 'research on' to 'research for/with' – are routinely confronted with challenges of a contingent nature, requiring reflections and actions surrounding practice ethics. The contributions will variably address ethics of access, ethics of participation, ethics of interpretation and ethics of dissemination (Sarangi 2015, 2019).

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Srikant Sarangi, Aalborg University, Denmark

Walking a tightrope: The ethical dilemma of rigour and/or relevance in interpretation-driven qualitative inquiry

The research act, quintessentially, constitutes an ethical act: Ethical decisions during the research process are cumulative configurations of regulatory principles and contingent practices. Any contingent decision made at one point in a qualitative research trajectory will have intended and unintended consequences. If the research is geared towards practical relevance and involves practitioners in the research process, decision-making presents dilemmas.

In this presentation I go beyond the conventional parameters of research ethics (mainly focused on recruitment of participants and collection of data with informed consent) vis-à-vis the research on/for/with paradigms to address the ethical dilemmas of interpreting data and communicating research findings, under the labels 'interpretation ethics' and 'communication ethics', respectively. On both fronts, the balancing of rigour and relevance becomes necessary, underpinned by the researcher's ethical stance at a practical level. I begin by suggesting a basic distinction between data-driven vs. interpretation-driven qualitative inquiry, which is premised on demystifying what constitutes bottom-up, data-drivenness as well as the emic-etic dichotomy in qualitative research.

My discussion will foreground the challenges qualitative researchers face in their everyday interpretive practices relating to raw data and resultant findings. I will also consider the institutional and epistemological consequences surrounding the 'illusion of choice' and the 'imperative of eclecticism' that qualitative researchers steer through in their 'engazement' with data. In drawing attention to the ethical dilemma of 'rigour and/or relevance', I suggest that while qualitative researchers' conceptual predispositions are likely to be aligned with rigorous methodological and analytical frameworks, the practical relevance of their research may not directly follow from such rigour. In conclusion, I urge for the affordance of critical reflexivity in our interpretive endeavour.

Theresa Lillis, Open University, UK

Ownership, access and representation: Dilemmas in researching social work professional writing

In establishing a nationally funded research project on writing in professional social work in the UK, the ethics and governance procedures relating to the three key agencies were carried out, that is, those required by the funding agency, the university where the research team were based and the five participating local authorities (the employers of social workers and the legal guardians of data related to social work writing). Such procedures differed between the three key agencies and also between the participating authorities, which resulted in access to different kinds of data and were extremely time consuming to carry out, thus reducing overall researcher time on the project itself. Furthermore, such procedures were also considered by members of the research team and many participating social workers to be inadequate for the purpose of fully respecting and securing the anonymity of vulnerable citizens about whom the texts were written. (For full details of datasets generated, see www.writinginsocialwork.com and UK Data Service ReShare repository.)

In this presentation I will summarise my perspective on the main challenges faced by the research team in developing a practical ethics that not only ensured access to highly confidential data whilst meeting agency requirements, but one which also engaged with individual researcher and social worker participant concerns. This latter engagement involved: decisions around anonymisation and coding, the extent to which these can remain within researcher control and the potential impact on findings and how these are represented; tensions between epistemological principles arising from different researcher disciplinary and paradigmatic traditions and the extent to which these can be meaningfully compromised; differing ideological assumptions about 'risk' to social workers (the writers) and citizens (those being written about) held by both social workers and research team members about both access to and use of data in written publications, as well as for public archiving. I will conclude by summarising the solutions adopted and ongoing issues of tension.

Kristin Halvorsen, NTNU, Norway

Accessing digital dialogues in labor and welfare services: Ethical and practical challenges in a collaborative project

The labor and welfare services in Norway are at the front of the efforts to digitalize the public sector. Digital solutions are being developed as they are being used by counselors and service users and the implementation is happening at a fast pace. One key digitalization strategy is to move service user-counselor communication from the physical meeting room to asynchronous written dialogue on a digital platform. The research project in question aims to study the discursive practices of service users and counselors in these digital dialogues, with the objective of exploring issues related to changes in professional practice and service user participation. The project was initiated by a local labor and welfare office, with the support of the regional and state levels of the labor and welfare administration. It is funded jointly by the municipality and the university. The path from project design to data access in this context is wrought with ethical and practical dilemmas. The research ethics at the early stages has involved a range of different actors, agencies, legal frameworks and professional protocols. GDPR (General Data Protection Regulation) puts new mandates on our protocols, and the setup of an externally funded project involves many different agents and interests. However, the sensitivity of the data, the digital context, and the institutional complexity of the labor and welfare services make the ethical landscape particularly challenging. The presentation will reflect on the challenges that the project has faced in terms of accessing the research data, and will discuss, in general, implications for project-based research and research-practice partnership.

Sarah Atkins, Aston University, UK

Ethics and research practices in applied linguistics: case studies of collaborative research from across professional contexts

This paper gives a reflexive account of applied linguistics, reporting on case studies from different professional settings. It reflects on the roles and identities of researchers in engaging with external partners and key ethical and practical issues common across the field.

There is broad consensus that applied linguistics involves the investigation of 'real-world' problems (Brumfit 1991), with Roberts' (2003) making a 'call to arms' for the field to collaboratively engage with other professionals in the design and evaluation of our research. Borrowing from Bourdieu's notion of a 'sociology of sociology', Roberts (2003) suggests that this collaborative work offers an important opportunity for applied linguists to give a reflexive account of our discourses and identities, recognising this engagement as a crucial means through which we produce applied linguistic knowledge.

Seventeen years on, we can evidence a proliferation of applied linguistic research in professional contexts, including healthcare, business and forensic settings. This paper presents on a selection of case studies across these contexts, identifying different paradigms for engaging with practitioners in addressing real-world problems. It looks closely at ethics documentation, project reports and other means of disseminating findings, which frequently become co-authored texts between parties. These texts are sites where different knowledge traditions meet and interact, evidencing how collaborative engagement works to achieve real-world change. Although there are increasingly institutionalised means for reporting on research impact, this often maintains a relatively linear model of 'research then application'. This study aims to redress the balance by amalgamating reflexive accounts of our collaborative practices.

Jonathan Crichton, University of South Australia, Australia

Interprofessional collaboration and ordinary ethics: Applied Linguistics as moral enquiry

The relationship between research and ethics raises perennial questions about purposes, processes and participants in research. This paper will explore a subset of these questions raised by interprofessional collaborative research involving Applied Linguists as experts among experts. As Sarangi (2015) has argued, such collaborations can be demanding ‘at practical, epistemological and ontological levels’, involving processes of mutual interpretation that highlight the challenges of negotiating expert categories across professions. Drawing on Lembeck’s (2010:2) account of ‘ordinary ethics’, according to which the ethical ‘is deeply embedded in the categories and functions of language’, this paper will explore ethical challenges that may arise in these collaborations. The paper draws on a study that examined how clinicians involved in mental health case closure meetings in Australia go about making decisions when closing a case. The research team included experienced practitioners from applied linguistics, mental health management, mental health nursing, psychiatry and pharmacy as participants in case closure meetings. The process was collaborative, iterative and reflexive, and the case closure transcripts provided the basis for ongoing mutual reflection on the data in research team meetings. The data included transcripts of 23 routine mental health case closure meetings and the research team meetings. Drawing on illustrative examples of transcript data, I will explore how categorisation work (Sarangi & Candlin 2003) in these collaborations can raise reciprocal and reflexive ethical challenges in negotiating the nature and trajectory of the research.

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Panel 3 Data Visualisation as a Semiotic and Aesthetic Resource in Society

Coordinator

Martin Engebretsen, University of Agder, Norway

Synopsis

Data visualization (DV) represents a text and media type proliferating in society – in journalism, public information as well as in workplaces. This development is related to a growing amount of accessible data and new digital tools for presenting them in ways attractive to the eye and helpful to the mind. DVs are multimodal artefacts, where verbal, visual and numeric signs interact to reveal otherwise hidden relations, patterns and developments in big data sets. The proposed panel will focus on semiotic, aesthetic and functional aspects of DVs, seeking to reveal how these aspects interact in specific textual and professional domains.

The graphical language applied in DVs, where basic visual variables like the point, the line and the area combine to communicate complex messages, is well known among experts. However, this language is not systematically taught in school, and, thus, not equally familiar to the general public. Furthermore, the digitization of the production process facilitates new forms of interactive and dynamic DVs, implying that conventions are steadily evolving. This situation calls for intensified research on how DV works as a semiotic and aesthetic resource in professional practice and in our society.

The panel includes four presentations where the affordances of DVs are explored. In the first presentation, Martin Engebretsen offers a theoretical and methodological framework for analyzing DVs in the context of popular science communication, as well as a pilot analysis of a best-practice-sample. The following two papers investigate DVs applied in weather forecasts. Anders Wiik looks at how identities and discursive roles are constructed in weather forecasts in Norwegian newspapers in the period from 1945 to 2015. Sara Brinch focuses on representations of wind, showing how semiotic and aesthetic aspects interact to form multimodal texts suitable for both public information and art galleries. Aesthetic properties of DVs are focused also in the last presentation, where Wibke Weber investigates the ways in which DVs work as multimodal narratives.

Martin Engebretsen, University of Agder, Norway

Data visualization as a semiotic tool for popular science communication

Data visualizations, in the forms of graphs, charts and maps, have proliferated on public arenas for information and communication – in journalism, PR and governmental information as well as in popular science communication (PSC) (Cairo 2016). In the existing literature on PSC, simplicity, relevance and trust are identified as critical factors for the communication to succeed (Bauer 2009). In this presentation, I will argue that data visualizations represent a complex semiotic resource with unique affordances regarding all of these criteria.

The presentation includes a theoretical and methodological framework for studying data visualizations applied in popular science discourses, as well as a pilot analysis of a best- practice-sample. The main goals are a) to introduce social semiotics (van Leeuwen 2005) as an advanced analytical tool for the scrutiny of data visualizations, b) to introduce PUS (Public understanding of science) as a field relevant for empirical studies of data visualization, and c) to present a method of analysis combining a small scale corpus analysis with multimodal close reading of selected visualizations.

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Anders Wiik, University of Agder, Norway

Longitudinal research on science communication: Identities and discursive roles

Weather forecasts in newspapers are a form of multimodal science journalism that has existed for a long time, and therefore can give insights into long lines of evolving data journalism. Newspaper weather forecasts are a distinct form of communication that ties together semiotic resources such as words, numbers, tables and maps. Drawing on genre theory (Engebretsen, 2006), I understand newspaper weather forecasts as a class of semiotic artefacts that evolves with changing social and instrumental conditions, such as weather prediction technology, printing technology and readers' literacies.

In my presentation, I will explore the evolving identities and discursive roles of sender and receiver in newspaper weather forecasts since the end of the second world war until today. I will do so by inquiring into:

The representation of social actors
The styles and registers used
The use of legends and explanations of symbols and terminology
The kinds of meteorological information included
Accuracy and uncertainty
Source information
Hand-drawing vs. computer generated graphics
Commercialization

Studying the identities and discursive roles of sender and receiver in newspaper weather forecasts can shed light on trends in peoples' everyday engagement with data – their expectations and literacies – and highlighting conflicting interests such as accuracy versus understandability. I will also discuss the ways in which newspaper weather forecasts have become more mathematical, whilst simultaneously hiding the underlying mathematics (Keitel, 1989).

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Sara Brinch, NTNU, Norway

Windy representation: a study of wind in scientific and artistic discourses

In 2012, Fernanda Viegas and Martin Wattenberg, created Wind Map, a real time updated graphic representation of the wind traces flowing over USA. The monochrome steel gray representation of the (in itself) invisible weather element gained a lot of attention, both from the sciences and from the art world, e.g. displayed at MOMA.

At the end of the decade, a technology and technique similar to Viegas and Wattenberg's had become the mainstream and conventional way of representing wind data, globally and locally (https://earth.nullschool.net/, https://windy.app/, national weather forecasts made for television). In this presentation I would like to address various ways of representing wind streams and wind conditions: as documentations of natural conditions, as weather forecasts, and as artistic representations of a natural phenomenon. The study will be informed by representational theory, and representations of wind will be studied as both semiotic and aesthetic objects.

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Wibke Weber, ZHAW Zurich University of Applied Sciences, Switzerland

Multimodal narrative techniques in data visualizations

Data visualization are becoming established as a multimodal format in journalism. Data journalists and designers use not only standardized types of data visualizations like bar charts, graphs, or maps, but also create new hybrid forms that are tailor-made in order to tell the story in the most understandable and engaging way. Apart from the verbal mode, there is a variety of visual techniques and stylistic devices that constitute or contribute to narrativity in data visualizations. Drawing on Ryan (2007) we do not regard narrativity as a property that a given visualization either has or doesn't have. Instead we look at a set of conditions or constituents that trigger narrativity:

The instance of a narrator
Sequentiality
The temporal dimension
Tellability

Starting from the crucial elements that constitute narrativity, I will shed light on the various forms of multimodal narrativity in data visualization in journalism. My insights are based on findings from related studies in the field of data visualization and on the results from an analysis of award-winning data visualizations (Malofiej Award, Data Journalism Awards, Kantar Information is beautiful Awards, 2017–2019). The corpus was built for the INDVIL research project.

Since more and more news stories are based on data, understanding the different forms of multimodal narrativity in data visualization is key to understanding how meaning is made out of data, how this meaning is shaped by the process of visualization, and how knowledge is thus conveyed in society.

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INDIVIDUAL ABSTRACTS

Afzali P & Gustafsson H, NTNU, Norway

Identifying argumentation schemes in texts by Iranian EFL writers as future academicians

The soundness of an argument can have considerable influence on the way audiences respond to argumentative texts they read (Van Emeren, Grootendorst, 2016). People who intend to work in academia need to excel at writing argumentative texts to communicate their research findings and highlight its significance. Therefore, it is crucial to study how soundness is achieved in argumentative texts, and how it is realized at different textual levels. Given the role of English as a lingua franca in academia, it is particularly important to study these effects in non-native English writing.

There are certain argumentation stages a writer needs to be aware of to ensure soundness of their argument in order to communicate results of their studies (Walton et al., 2008). The soundness of an argument can be affected by the stages a writer takes while arguing for and against an idea, the internal structure of each stage, and the rhetorical markers (such as, however/moreover/therefore) used in each stage. There is evidence that native English writers of argumentative texts follow specific and predetermined argumentation stages, called argumentation schemes (Walton, 2013). Can such schemes also be identified in argumentative texts written by English as a Foreign Language (EFL) writers?

In the present study, we analyze argumentative texts written by 100 Iranian EFL writers who would like to pursue a career in academia. Using the Essays by Examiners as a benchmark, we will also explore the contrasts between native English and EFL argumentative texts, aiming for concrete recommendations for EFL writing pedagogy.

Alatriste L G, College of Technology, City University of New York, USA

Reflexivity and multiple stakeholders: Facing the truth about research dissemination

The field of discourse studies has been turning to praxis in recent years, evidenced by growing numbers of publications that address dissemination of research findings and the impact they may have (e.g., Antaki, 2011; Lawson & Sayers, 2016). Many articles published in the Journal of Applied Linguistics and Professional Practice (ALAPP) engage reflexivity/praxis in discourse studies in professional settings, or they look at responsibility for researchers and participants in professional settings (e.g., Solin & Ostman, 2012). However, the drive towards praxis and reflexivity is not without obstacles. Sarangi and Candlin (2010) identified challenges such as misunderstandings, rejection, logistical problems of setting up collaborations, etc. (see Candlin & van Leeuwen, 2003). This presentation addresses specific challenges the researcher faced when attempting to share data findings with a number of university stakeholders. The researcher used surveys, interviews, questionnaires, and open discussion sessions, in order to elicit feedback from various stakeholders. In this paper, outreach efforts to university policy makers, and the inclusion of students as stakeholders will be shared.

Preliminary results show stakeholders' reticence to fully engage in negotiations of findings and a surprising apathy on the part of the students. The conclusion suggests that some places/stakeholders are less open to reflexivity efforts due to deeply rooted practices, powerful political structures, "turfism", and simply a lack of understanding. These early findings will be discussed and audience feedback encouraged, aiming at reflexivity at this stage of the research process.

Bamford A, NHH – Norwegian School of Economics, Norway

Paternity leave in multinational corporations: A question of equality or ethnocentrism?

Research on gender equality has so far focused more on empowering women and less on including men, and my PhD thesis aims to contribute to filling this gap by conducting empirical research on international workplace and gender discourse.

My investigation will comprise a discourse analysis of how paternity leave schemes in multinational corporations have been communicated and perceived internally in the respective companies. My overarching research question is formulated as: Paternity leave in global corporations; a question of equality or ethnocentrism?

Paternity leave can be perceived as double emancipation (Johansson and Klinth, 2008), empowering men to be involved fathers, while women become empowered to pursue careers.
The broader, underlying business issue is that the gender pay gap increases when women reach childbearing age (Bütikofer, Jensen & Salvanes, 2018).

The data will consist of the following written materials: selected (i) global paternity leave policies, (ii) public blog data focusing on parenting and work discourses in Norway and the UK, and transcribed interview data from (iii) recent and potential fathers and (iv) communication professionals in the same companies.

Preliminary investigations of parental leave policies in two global companies will be discussed, in addition to some reflections on the various categories of material to be analysed.

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Bigi S, Brunori M, Genga G M & Pediconi M G, Università Cattolica del Sacro Cuo, University of Urbino Carlo Bo, and Institute of Aerospace Medicine 'Angelo Mosso', Italyn Air Force, Italy

Expressions of resilience in military pilots' narrations of emergency situations

Among psychologists, resilience refers to three general meanings: good developmental outcomes despite high risk status; sustained competence under stress; recovery from trauma (Fleming and Ledogar, 2008). Luthar (2000, 2006) called resilience a construct with two distinct dimensions: significant adversity and positive adaptation despite adversity. As a consequence, researchers claim that resilience is never directly measured, but only indirectly inferred from evidence of connected dimensions. They insist that the process of resilience is related to a given context, domain and age. Context involves social/environmental conditions and culture, which will determine if a factor is protective or not.

Among psychologists, resilience refers to the possibility of overcoming stressful situations with the least damage possible. In our research, we consider resilience as the subjective mental resource in facing risks and managing workload.

The study we present here is part of a work in progress conducted by a multidisciplinary team and aimed at deepening the knowledge of the Human Factor (HF) and the factors involved in resilience. We propose the discussion of preliminary results from the analysis of framing strategies used by military pilots' narrations of emergency situations faced in the line of duty. The analysis was conducted on a small corpus of transcripts of audio-recordings of interviews with military pilots, who were asked to describe an unexpected event that they perceived as dangerous, and the solutions they found to cope with it. The narrations were analyzed from the point of view of their narrative structure, figurative language, and use of emotive words. The findings highlight some recurrent components of the 'resilient Ego' and complement similar findings obtained through psychoanalytic analysis.

Bourelle T & Bartolotta J, The University Of New Mexico, USA, Hofstra University, USA

Pseudotransactionality and the workplace: Authentic learning and metacognition

This presentation extends the results of a study of an executive business communication course where the researchers studied how academic metacognitive reflective strategies and practice transfers to the workplace. In an initial study, researchers collected self-reflective letters in the form of the annual review genre, where participants reflected on their learning of course outcomes, relating them to the work performed in their professional positions. The goals were twofold: to help participants connect what they learned in the course to their professions and to learn the annual review genre, hopefully exhibiting the sort of reflective dispositions Schön (1983) observes in professional contexts. Instead, researchers found evidence of course participants engaging in “pseudotransactionality,” or writing that mimics authentic writing but is still tailored for academic contexts (Petruglia, 1995; Spinuzzi, 2009); class participants were not able to see beyond the academic context of the assignment. In this sense, metacognition helped students improve their learning process (Lyons and Bandura, 2019) but did little to bridge the gap between academia and the workplace (Mocodean & McNeil, 2017).

Based on these results, we conducted a follow-up study where students wrote annual reviews for their current employers that talked through the work they currently perform in their careers, tying their regular job responsibilities to the coursework. Instead of merely talking through their learning of course objectives in the format of the annual review, the new task asked participants to create an annual review for their current job, noting their performance and tying their writing tasks to the course outcomes. In this presentation, we discuss our analysis of the annual reviews to explore its points of overlap with authentic workplace writing, as well as how metacognition in the workplace can be instantiated in authentic situations.

Brum M, Instituto Federal de Educação, Ciência e Tecnologia do Rio Grande do Sul (IFRS), Brazil

EFL: A multiliteracy pedagogical practice for youth and adult education

The objective of this work is to present a continuing teacher education program developed in South Brazil with the aim of promoting the construction of a multiliterate pedagogical practice in the English language classroom. The research was carried out with two teachers of English working with Youth and Adult Education at public schools. These teachers were participants in the continuing education program which focused on their teaching practice, on the construction of collaborative practices, and also on the production of teaching units based on the Pedagogy of Multiliteracies. The program consisted of four moments: 1) theoretical discussions about the Pedagogy of Multiliteracies; 2) practical workshops for the production of classroom teaching materials; 3) teaching practice in the classroom; and 4) self-Confrontation sessions on teachers' practice in the classroom. At first, semi-structured interviews were conducted in order to understand participants' initial representations of language teaching and language learning. Data were analyzed based on the ideational and logical metafunctions of the Systemic-Functional Grammar. Afterwards, reflective sessions were developed with the participants, which were recorded in audio and further transcribed. Concerning the production of didactic units, they were organized and developed based on the knowledge processes proposed by the Pedagogy of Multiliteracies, which are: Experiencing, Analyzing, Conceptualizing and Applying. In this sense, the production of the didactic units and teachers' reflection upon the material demonstrated that they improved their pedagogical planning from the perspective of the Pedagogy of Multiliteracies, turning their practice into a more meaningful, relevant and contextualized environment for their students.

Cameron-McKee S, University of South Australia, Australia

Extremism by design? Framing, fabrication and radicalism on social media

Concerns are increasingly raised in response the burgeoning presence of online political extremism. Allied to these concerns, social media is often implicated in the spread of potentially violent groups, and the promulgation and proliferation of extremist viewpoints. Research has investigated how extremism presents itself on social media (Bright 2018) (Farina 2018). This paper extends this research by focusing on the question of how the format of social media affords or constrains (Lee 2007) extremist discourse.

The paper reports on a study that explores how social media structure and organization shapes discourses associated with extremist groups. The study involves the analysis of data gathered from Reddit, with a focus on an identifiable and popular instance of extremist content. A specific discussion thread from r/The_Donald – a group for Donald Trump supporters – was used as qualitative data to analyse how extremist discourses emerge and grow. Goffman's (1974) account of framing and fabrications is drawn on as the primary interpretive resource. Framing is proposed as the method by which social media has the capacity to propagate and intensify extremist thinking, and by which bad-faith fabrications can be disguised in online discussion. Illustrative examples of analysed data will be presented and discussed in the context of their relationship with the format of Reddit, and social media more broadly. The argument of the paper is that particular social media formats have the capacity – by enabling or constraining processes of framing and fabrications – to enable or even encourage the emergence of discourses associated with extremist groups.

Cicillini S, Università degli Studi di Torino, Italy

English language entry requirements in EMI degree programmes at Bachelor level in Italy

The internationalization of education at university level is rapidly leading to the proliferation of English Medium Instruction (EMI) programmes in many educational contexts around the globe (Coleman, 2006; Costa 2015; Dearden & Macaro, 2016). This study focuses specifically on the entry requirements for prospective candidates for accessing EMI degree programmes at bachelor level in Italyn universities. Indeed, language competence is crucial to the effective implementation of EMI programmes (Campagna & Pulcini, 2014; Costa, 2016). This particular aspect has so far received little attention, especially from a comparative perspective among Italyn universities. This paper illustrates the results of a survey involving eighteen Italian universities which offer such programmes at bachelor level. To identify the English language requirements, the relevant webpages of the institutions have been explored, starting from the Universitaly website - a platform which presents an overview of the Italyn universities providing EMI programmes. Results show that there is a high degree of variation both in the levels of language proficiency required and in the way such proficiency is tested for admission. This study, therefore, suggests that, at least as far as entry language requirements are concerned, EMI in Italy is far from being a homogenous phenomenon and that local practices tend to shape this educational policy.

Coxhead A, T Herenga Waka – Victoria University of Wellington, New Zealand

Technical vocabulary in trades education

Drawing on written and spoken corpora, as well as interview and questionnaire data, this presentation aims to raise awareness of the importance of technical vocabulary in teaching, learning and research in trades education. Technical vocabulary is an important element of written and spoken English for first and second language learners. Knowledge of this vocabulary is closely connected to knowledge of a trade, the development of a trades-based identity, and being part of a community that uses the same technical terms. It is vital to know, for example, that fixings is a technical term for carpenters just as flow is for plumbers. As Kane, a second year Automotive Electrics student in a New Zealand polytechnic said, "There is no other name for a transistor so you need to know the exact name for it or you'll be saying 'that switchy thing'."

To the best of our knowledge, until the Language in Trades Education (LATTE) project in Aotearoa/New Zealand, little research appeared to have focused on technical vocabulary in this context. The LATTE project was a collaborative effort between trades educators, applied linguists and literacy support staff. Core aspects of technical vocabulary addressed in this talk include how we operationalised the identification of technical vocabulary through corpora and expert judgement, the amount of technical vocabulary in written and spoken texts in Carpentry, Plumbing, Automotive Engineering and Fabrication, how this research can inform learning and teaching in monolingual and bilingual contexts, and to explore possibilities for future research.

Creten S, Heynderickx P & Dieltjens S, KU Leuven, Belgium

The textual representation of dementia in Flemish blogs

In 2015, Alzheimer's Disease International estimated that there were about 50 million people with dementia (PWD) worldwide. As age seems to be one of the biggest risk factors, and a cure still remains to be found, this number is predicted to rapidly increase in our ageing society (Evans, 2018). As a consequence, more and more people will come into contact with the disorder: not only PWD, but also their relatives and health care professionals.

Notwithstanding their growing presence, PWD still face the so-called "double stigmatisation": on the one hand, they encounter ageism (negative attitudes towards old age), and on the other hand, they experience mental health stigma (World Alzheimer Report, 2019). This stigmatisation has been found to bear a negative impact on PWD, such as a decrease in self-esteem, feelings of shame, and social isolation (Evans, 2018: 264).

Public stigma can be reinforced by negative representations in (textual) discourse (Van Gorp & Vercruysse, 2011). For this study, a discourse analysis is executed, as it has been proven to be an adequate measure for detecting ideology, by focusing on the language use (Lupton, 1992). Three Flemish caregivers' blogposts were selected based on word count and keyword relevance. They were studied quantitatively, as well as qualitatively. Metaphors form an important part of ideology (Guo, 2013), consequently, we will put an emphasis on this linguistic expression. With this study, we aim to measure stigma towards dementia in textual discourse, which can lead to the development of adequate stigma reduction strategies.

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"And close it or leave it open?": How categorisation shapes decision making in mental health case closure meetings

Current knowledge surrounding communication among mental health professionals, consumers and their families at the time of discharge is minimal. Moreover, although research and clinical literature portrays recovery in mental health care as a shared decision making process, little is known about the basis on which these decisions are made (Baker & Procter, 2015). These decisions are particularly high stakes where the person involved may pose a risk to themselves or others in community (State of Victoria, 2019).

In this paper, we report on a study that has examined how clinicians involved in mental health case closure meetings in Australia go about making decisions when closing a case. These meetings are routinely convened as part of risk and case management processes involving interprofessional participants.

Data included transcripts of 23 routine mental health case closure meetings. The process was to be collaborative, iterative and reflexive, and case closure transcripts provided the basis for ongoing mutual reflection on the data in research team meetings. The research team included researchers and practitioners from applied linguistics, mental health management, mental health nursing, psychiatry and pharmacology with experience as participants in case closure meetings.

Drawing on illustrative samples of analysed data and participant reflection, we argue the interplay of organisational frames of risk (Goffman, 1986), allied to categorisation work (Sarangi & Candlin, 2003) among participants, shapes decisions leading to case closure.

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Mind-body dualism in health care settings: The discourses and pragmatics of constructing illness and the body when talking about chronic pain

This paper discusses how patients and health professionals discursively construct the body when talking about chronic pain, based on interactions between patients and their doctors, physiotherapists and psychologists in a Belgian pain clinic. Traditionally, Western societies and biomedicine predominantly conceptualize human existence and illness from the perspective of mind-body dualism. In this perspective, body and mind are considered to function independently, and also often constructed as hierarchical: the body physiological illnesses are seen as primary, more real and less intentional than illnesses of the mind. Scholars in biomedicine and medical humanities, however, argue that mind-body dualism is no longer tenable. Current biomedical paradigms on the body and illness conceptualize from the biopsychosocial model: the body is an interplay of the physical and the mental, and a third dimension: the social.

It remains unclear, however, how these contradictory perspectives on body, mind and illness influence health professional-patient consultations in health care settings; whether currently, different health professionals and patients look at the body from this biopsychosocial perspective when (the patient is) suffering from an illness; whether some form of a more dualistic perspective is perpetuated; or whether both co-exist and/or compete and cause interactional tensions. Therefore, this study uses linguistic analysis to uncover the different constructions of the body, and the interplay between them. As a case focus, chronic pain was chosen, as, when dealing with pain, psychosocial factors are of increased importance. Pain patients are likely to struggle with stigma and a sense of betrayal by their bodies.

Denti O, University of Cagliari, Italy

Knowledge dissemination and popularisation strategies in financial news

Narratives have always been relevant to economic fluctuations, rationalising current actions, such as spending and investing, inspiring and linking activities to important values and needs (Shiller 2017). In the past, as well as today, controversial political and economic situations are considered to have been the results of the popular narratives of their own times.

The present study will analyse and compare a corpus of articles from The Financial Times and one from The Times, in the years 2008-2019, selected around the keyword bail*-in. The bail-in is a tool introduced by a EU Directive to underpin an effective resolution regime for financial institutions. This Directive's resolutions and effects had a great press and media coverage, influencing investors' behaviour.

In particular, this paper will tackle the concepts of popularisation and knowledge dissemination (Brand 2007, Calsamiglia 2003, Garzone 2006, Gotti 2008, Kermas-Christiansen 2013, Mattiello 2014, Salvi-Bowker 2015), focusing, on the one hand, on how financial discourse is intertwined with non-verbal elements and news discourse in the two corpora, and, on the other hand, on how the outcome is perceived and understood by the non-expert reader, within the framework of financial discourse, discourse analysis and corpus analysis (Bamford 1998, Sinclair 1991, 2004, Facchinetti 1992, Bondi 1998, 2017, Biber et al. 1998, Hunston and Thompson 2003, Wilson 2003; Bhatia 2008, Crawford Camiciottoli 2010, 2014, Van Eemeren 2010, Denti and Fodde 2013). Therefore, the two corpora will be compared on the basis of their textual form, sentence subjects, grammatical voice, verb choices, modality, hedging, rhetorical structure, as well as metaphors, narratives, expressive functions, and so on (Kermas/Christiansen 2013).

The analysis has highlighted that the public perception of financial phenomena and households' behaviour may be influenced by how newspapers represent these phenomena through the lens of the journalist, who mediates specialised discourse, recontextualising the news, adapting, adjusting the text to the audience, its conventions and the media employed. The choice of terminology, syntax, register varies from The FT to The Times, with the use of juxtaposition, approximation and reformulation. Definitions and expressions such as means that, are meant to, what it means, this means, etc., become more frequent in the discourse of The Times.

Dong Y, Taiyuan University of Science and Technology, China

Quantifying critical stance and evaluation in Chinese and Anglo-American academic writing

The successful communication in the academic community has been increasingly relying on critical stance and evaluation in academic writing in the recent trend of globalization and multiculturalism. The empirical study quantifies the critical stances and evaluative opinions in Chinese and Anglo-American academic writing. The similarities and discrepancies between the Chinese and Anglo-American Ph.D. candidates writing in English have been explained within the framework of Hyland's (2012: 22-44) conception of proximity and positioning. Using AntConc and SPSS, we have compared frequencies of overt evaluative devices between cultures (Chinese vs. Anglo-American) and between disciplines (English Language and Literature vs. Civil Engineering) in DisCorpus, the personally-assembled corpus of approximately 630,000 words of Ph.D. dissertations. We have also compared the Chinese Ph.D. students in DisCorpus and the experienced experts in the Hyland Corpus, the reference corpus. The results found indicate that in comparison with the Anglo-American Ph.D. candidates, the Chinese Ph.D. candidates take less critical stance and avoid criticizing directly and that the evaluative devices used by the Chinese Ph.D. candidates are within a relatively small range. These findings are discussed in terms of their implications for EAP/EFL/EIL/ESL writing pedagogy and learning strategies.

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Falk D Y & Riis-Johansen M O, NTNU, Norway

Establishing a context for writing in primary grade 1

This presentation is part of the RCT-project Functional Writing in Norwegian Primary School (FUS). The project builds on an intervention program based on a functional approach to writing and writing instruction. Such an approach highlights the importance of teaching writing in meaningful contexts. How such a context for writing is created in primary grade classrooms, is the topic of this presentation. We understand context as multimodally constituted (Kress & van Leeuwen 2001) by use of both verbal and non-verbal (e.g. images, objects) resources. The research questions are: What resources are used to establish and maintain a context for students´ writing throughout the writing lesson? What kind of context is actualized through uses of these resources?

Data consists of field notes and video recordings from observations in five different classrooms during the first year of the project's two year intervention program.

Findings show that various contextual resources are used (such as explicit recipients, writing purposes, roles, everyday topics, artifacts) and that, depending on how these resources are used, teachers provide writing instruction in more or less accordance with a social practice discourse of writing (Ivanič, 2004). These different uses of contextual resources also indicate different understandings of context (Linell 1998, 2009): context as something stable surrounding outside the writing activity, or context as something embedded in and emerging from the writing activity.

Based on our results, we want to contribute to the discussion on how teachers can design a learning environment where writing is a meaningful, communicative act for first grade students.

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Giglioni C, University of Rome “La Sapienza”, Italy

Mandatory vs. voluntary information disclosure in corporate press releases: Differences in textual realization of the genre

The study is aimed to analyse one of the key genres in corporate communication – the press release – through the lenses of Critical Genre Analysis (Bhatia 2004) to better understand what corporate drafters want to achieve communicatively. More specifically, differences in textual realization of the genre are expected when either mandatory or voluntary information is disclosed.

U.S. Securities and Exchange Commission’s regulations require publicly owned companies to disclose certain types of business and financial data on a regular basis. Earning reports, acquisitions, public offerings, etc., are required to be timely communicated via press release. At the same time, also marketing-oriented information is voluntarily spread by listed companies through the same tool, as for example it is the case when they launch new products or services.

In this study, press releases issued by twenty components of Standard & Poor Index in 2020 will be investigated to verify if (and how) mandatory and voluntary information disclosure differently affects genre’s textual features, both at lexico-syntactical level and macro textual level, i.e. genre’s moves (Catenaccio 2008).

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"Acting in accordance with the ordinary legislative procedure…": Metadiscourse in EU Regulations on immigration

The ongoing Pan-European integration process has profoundly influenced the nature of European law and its development, demanding a review of "the ways of how language […] is materialized" (Gibová 2009: 192). EU multilingualism is thus becoming an intricate concept since "EU translation is […] becoming the language of Europe" (Gibová 2009: 192) encompassing a supranational view of the world conveyed in EU-wide legislation. The idea of an all-embracing theoretical model applicable to all EU languages in EU legal translation practice is however somehow misleading, as what needs to be considered in connection with the translation process are the aspects of intercultural communication which have always been appropriately employed to describe the essence of translation itself (Koskinen 2000). Very much in line with these assumptions, this study examines a corpus of European Parliament Regulations on immigration. In order to understand whether dissimilarities and/or congruences occur between the EU working language, i.e. English, and the Italyn versions, the metadiscourse framework by Hyland (2005), comprising both interactive and interactional features, is used as the point of departure. The point-by- point analysis has been both quantitative and qualitative and determined which distribution proves to be significant and salient in the conceptualization of each constative and performative communicative act. The process of elaboration and comprehension of the concepts expressed both in English as a "procedural language" (Wagner, Bech, Martínez 2012) as well as in the Italyn version, has been a key consideration, and precious pedagogical implications for translation studies and professional practice were also drawn.

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Greenall A K, NTNU, Norway

Non-professional translation in professional practices

The work-in-progress that I will be reporting on in this paper takes as a point of departure the fact that while quite a bit is known about non-professionals doing oral translation (interpreting) in various settings within institutions, organizations and businesses, and the challenges this brings, very little is known about how written translation is handled in the same types of spaces; this is perhaps especially true as regards Scandinavia. The theoretical model applied is that of Tyulenev (2014), who distinguishes between three different categories of translator – professional, paraprofessional and non-professional. Simply put, professional translators are translators doing translation for a living. By contrast, Tyulenev's last two categories of translator are both somehow 'non-professional': paraprofessional translators are bi- or plurilinguals who are employed as something else, but who often nevertheless end up as the go-to people whenever something needs translating at work, while 'truly' non-professional translators in Tyulenev's scheme are translators who translate as a hobby, e.g. get involved in crowdsourcing, carry out fan translation, and so on.

The present study focuses on paraprofessional translation in Norway. At the moment of writing, focus group interviews are being planned and set up with employees within three different public domains in Norway: the medical domain, law enforcement, and academia, with the aim of finding out more about who the paraprofessional translators are, how much paraprofessional translation is taking place within each workplace, how such tasks are being assigned, how they fit into communicative workflows at large, what languages are involved, what kinds of texts are involved, is automated translation used, and so on. And last but not least, what kinds of challenges is this kind of activity is seen to pose by those involved in it? Does it harm productivity? Does it hamper motivation? Does it create insecurity about the quality of the translated result? In the presentation, I would like to present and discuss some preliminary thoughts triggered by the collected material, which will eventually be analysed more systematically using thematic coding and template analysis, meaning that some strongly expected themes will be posited as a starting point, with openings for revisions and expansions of the analytical template as needed.

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For the record: Applying linguistics to the production of English police interview records

This paper presents our progress in setting up a project with a major English police force, applying linguistic research to the process of producing written transcripts of interviews with suspects. This process is of importance because interview records are evidential documents, routinely presented in court as part of the prosecution case, yet the original spoken data are (necessarily) substantially altered through the process of being converted into written format. Yet once a transcript or ROTI (Record of Taped Interview) has been produced, it is generally heavily relied upon rather than the audio recording, making its accuracy all the more important.

We will focus on our novel mixed-method project design, which centres the professional needs of the producers and users of the transcripts, while ensuring outcomes are grounded in sound linguistic theory. It includes CA-based analysis of recordings and their corresponding ROTIs to examine consistencies in representation of key features of spoken language, such as pauses, overlapping talk, discourse markers, and speaker emphasis; psycholinguistic experiments to demonstrate the differences in interpretation that can result from different transcription choices; and questionnaires and focus groups with transcribers and interviewers for their professional input into the practical reality of the site of study.

The intended outcome is to produce guidelines and training to assist transcribers in producing ROTIs which encapsulate more of the meaning conveyed by the original spoken interaction, with better standardisation and hence consistency of interpretation by subsequent users, thus removing a major source of subjective and inaccurate interpretation of criminal evidence.

Heaney D, Università degli Studi di Milano, Italy

Talking to the public through their*: Information campaigns about human waste-related issues

A recent threat to public health and safety are gigantic accumulations of household waste in city sewers. These enormous solid masses, known as 'fatbergs', risk causing serious sewage leaks into rivers and the sea. Measuring up to 250 metres in length, they are largely composed wet wipes that have been flushed down toilets.

This recent ecological menace entails the need to inform the public about the threat they pose and persuade people to abandon daily habits that cause them. This inevitably entails reference to behaviour and bodily functions that are culturally sensitive, if not taboo, in official public discourse, and as a result traditionally 'sanitized' with technical registers.

This presentation considers emerging linguistic tendencies in a recent public prize-winning information campaign about this issue. The data are examined qualitatively from various perspectives in order to understand how this new topic is currently being broached in the public domain. Persuasive and informative linguistic strategies (Barron 2012) are identified by referring to notions of symmetrical and asymmetrical communication (Woods 2006); but the analysis also considers the role of certain humour dynamics like release and incongruity (Mills 2012; Ross 1998), as well as the function of verbal jokes (Goatly 2012) in constructing relations between text producers and text users on this scatological matter.

The analysis entails reflections on the tension between informing and patronizing inherent in such communications, as well as the possible contradiction of presenting a serious issue in ways that may appear to make light of it.

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Providing the information needed for well-informed decisions: The texts of low-level political administration

Among political committees in municipal administrations, written texts are the main tool for providing politicians with the information they need to make well-informed decisions. Ideally, documents are well written, accessible, and brief yet comprehensive. However, in the Swedish municipal sector there is an increasing problem with part-time politicians resigning before their term ends; they often refer to the heavy workload associated with long meetings and time-consuming preparation (SCB, 2016). In order to improve the quality of the documentation texts – and possibly provide part-time politicians with effective reading strategies – we need a better understanding of the roles and characteristics of texts in the political process.

In this paper, we report the initial results of a study with the aim of exploring the textual practices in political decision-making in the Swedish municipal administration. We start by drawing on Yates and Orlikowski (2002) to explore the systematic relations between the roles and functions of texts made relevant in committee meetings in three municipal administrations. What types of texts are used, by whom, and for what purpose?

The results of the analysis reveal, among other things, a clear hierarchy between texts with different functions, where texts written by civil servants play a pivotal role in introducing and summarizing other documents. Those texts have a standardized label and to some extent a standardized form; at the same time, however, they serve a wider range of functions than acknowledged by guideline documents and centrally produced text templates, sometimes resulting in a mismatch between form and content.

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Standard Marine Communication Phrases (SMCP) among Vessel Traffic Service Operators in shore-ship communication

Ships are increasingly manned by multinational crews and English is extensively used as a means of communication at sea, thus making clear communication is fundamental for safety navigation in international waters (Kataria, 2011). Thus, Maritime English (ME) is developed together with Standard Maritime Communication Phrases (SMCP), a technical and standardized form of English to be used in maritime industry setting for a specific task, purpose and context, so that effective communication could be promoted (IMO, 2000; 2002). The reason is because communication problems have been identified as a key factor that has increased the severity of major maritime casualties (Frohold, 2015). The present study aims to investigate the use of Standard Marine Communication Phrases (SMCP) among Vessel Traffic Service Operators (VTSO) at selected port in the Malaysia maritime communication setting by elucidating answers through survey questionnaires and semi structured interviews on their perceptions on the role of SMCP to improve communication at sea, their perspectives on language related problems in maritime communication, their challenges and ways to overcome communication barriers in the maritime setting.

Klopfenstein Frei N, Zurich University of Applied Sciences (ZHAW), Switzerland

Youth and news media: How the structural environment influences news consumption of young people

News publishers are confronted with the problem that they can no longer reach younger people (EMEK, 2017; gfs.bern, 2018). Young people's needs for media consumption have changed in recent years. Studies show that young people can be reached through their smartphones and have specific demands on media coverage (e.g., Waller et al., 2019; Reuters Institute, 2019; Suter et al., 2018, Weichert & Kramp, 2017).

In an ongoing national study on news consumption of younger people aged 12-20, we identified several conditions that have an impact on their news consumption. The study shows that news consumption is driven by the personal interests, at the same time it is determined by the structural environment. The structural environment is defined by factors in the family context such as access to mobile devices or news media subscriptions and by structural conditions like the school attended or the use of public transport.

Preliminary findings suggest that legacy media have to reconsider and overhaul their news culture. News for young people differ from a traditional culture not only in terms of platforms, formats, topics and style. It needs to take into account the structural environment of the young people to ensure that news have the potential to reach them.

The insights are based on data collected from 2019 to 2020 in Switzerland. The news consumption of young people has been investigated through a combination of quantitative data analysis (Screentime), ethnographic methods (diary studies, trace interviews) and qualitative content analysis (focus groups, interviews).

Landmark A D & Svennevig J, University of Oslo, Norway

How persons with dementia may claim epistemic rights and accomplish agency

Due to dementia-related memory problems, factual statements made by persons with dementia (PWDs) may on certain occasions have an unclear status as to whether or not they are correct. Furthermore, dependence on formal care may reduce their agency and control over their everyday life. This conversation analytic case study explores how a person with dementia manages to mobilize remaining communicative resources for claiming epistemic rights and accomplishing agency, as well as how the caregiver recognizes and supports these initiatives. We analyze a disagreement about facts and how it is resolved, based on five extracts from an encounter between a person with dementia of the Alzheimer's type, and his primary home nurse during a routine home care visit. The focus of analysis is twofold. First, the study investigates how the parties claim epistemic rights for themselves and attribute degrees of epistemic authority to each other in negotiating a solution to the disagreement. The analysis shows that there is a danger that healthy interlocutors underestimate knowledge claims made by persons with dementia, and consequently do not explore the epistemic grounds for differences in viewpoint. Second, the study analyzes how PWDs may accomplish agency in conversation by pursuing an action agenda in the form of recruiting assistance with solving a problem. The analysis shows how care providers may collaborate in identifying practical problems and finding a solution to them, and thereby assist PWDs in taking control over their everyday life.

Larsen C, NTNU, Norway

Communication in a digital health care system

Background: Norway has highly developed health care system that already provides technical solutions to support health care treatment, support and decision-making. Rapid changes have made it possible to connect in new ways, through for example; video consulting, call-back systems or online appointments. This, together with almost unlimited available information through various online pages and networks, give new possibilities, and challenges for both patients and healthcare workers. This project aims to understand more of what happens with the communication between nurse and patients as the health care system is increasingly more digitalized.

Method: The primary material will be videotaped observations of the nurse-patient consultations at a rheumatology department in a Norwegian hospital. The researcher will be following the same patients at two different appointments in a standardized patient pathway. In addition to the observations, interviews of the patients will be done, after they have filled out a questionnaire (EHLQ) regarding their e-health literacy.

Preliminary results and reflections: Data collection is scheduled to end of June 2020 and in this presentation the aim is to present preliminary observation, as well as methodological issues related to the fact that the researcher is a professional nurse observing clinical practice.

Lehtinen E & Salomaa E, University of Jyväskylä, Finland

Public note-taking on a digital platform as a workplace practice

Earlier research (Asmuss & Oshima, 2012; Nissi, 2015) shows that writing in workplaces is often done in a collaborative manner. Also, in many cases the results of the writing will be published later for a larger audience, in which case it is important for the participants to agree on the exact wording of the documentation. In our presentation, however, we will investigate the functions of writing when it is projected on a screen but meant for internal use only. Our data come from a development project in an organization. We have collected video- recordings of the face-to-face workshops and screenshots from a digital platform used for text production. Using conversation analysis and the concept of recontextualization, we will analyze sequences where the facilitator of the project records the results of workshop discussion on the platform. Our results show that in these sequences writing is monitored by the other participants but no explicit agreement is secured. Thus, this kind of a practice can be seen as public note-taking: the facilitator is entitled to decide whether ideas are ready to be documented, and to detach them from the one who originally presented them. The use of the platform for note-taking enables idea development, discussion and documentation of the ideas to be interweaved.

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Maglie R, University of Bary, Italy

The vaccine debate on Spotify: A corpus-assisted discourse study

Vaccination is a new global health concern highly debated in social media. World Health Organization (WHO, 2009) states that due to an ever-increasing access to internet-based information unsubstantiated rumours about vaccines circle the globe, thus creating hysteria about vaccine risks, undermining immunization services, and sparking outbreaks of disease and deaths. The paper addresses this highly controversial topic with data from Spotify, a totally free digital streaming service. Specifically, the study analyses the educational podcast called The Vaccine Conversation (VaxCons) which features a paediatrician, Dr Bob Sears and Melissa, a mother and health freedom educator, who talk about vaccination. The investigation analyses the VaxCons corpus made up of 91 episodes posted from 7 November 2017 to 26 February 2020 from the perspective of corpus-assisted discourse analysis (Baker et al. 2008), and discusses aspects of (dis)agreement-based interactions in relation to concepts such as requesting and advice-giving, face, impoliteness, aggression, and categorization (Jamet and Jobert 2013; Turner and Sbiba 2013 and Hoffman and Bublitz 2017). Quantitative and qualitative findings shed light on how the set of pragmatic concepts operate to restore public confidence in the benefits of vaccination, also by drawing on a member of the scientific community, the pediatrician, who, through popularised scientific language, aims at disseminating appropriate knowledge and changing unhealthy social behaviour that renders people and communities vulnerable to disease. Spotify affords ultimately a free participatory space for scientific and cultural popularisation in direct contrast with misinformation online and preconceptions fostering negative attitudes and vaccine rejection and hesitancy.

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Malavasi D, University of Modena and Reggio Emilia, Italy

Sincerity or opportunism? A comparative analysis of online CSR communication by Socially Responsible vs Irresponsible Companies

In the last decades, a growing demand for ethics and sustainability from society has led companies around the world to devote unprecedented efforts and resources to Corporate Social Responsibility (CSR) communication and practices. In particular, in an attempt to demonstrate how good they are, companies have strengthened their online presence, in particular through their website, to disseminate information on their sustainability policy and performance (Esrock and Leichty 1998; Garzone et al. 2007). However, notwithstanding a widespread recourse to CSR as a reservoir of goodwill, firms' engagement with CSR is prompted, in some cases, by a genuine interest in the cause, while in many others, it is motivated by a need to restore wavering stakeholders' confidence (Yoon et al. 2006). Set against this background, the paper aims to analyse how CSR is communicated on the Web by socially responsible vs. irresponsible multinational corporations.

In particular, the study examines comparatively the CSR webpages run by two sets of companies which were respectively classified by internationally recognised organisations as responsible companies (namely Biogen, Allergan, Adidas, Keppel Land and Kesko) vs. irresponsible firms (namely Chevron, Gazprom, Goldman Sachs, Glencore and Walmart). With the support of corpus linguistics tools and the software package WordSmith Tools 6.0 (Scott 2012), the two databases were examined both quantitatively and qualitatively in a selection of keywords and their phraseology. The study suggests that responsible companies appear to create a feeling of objectivity and factuality to promote their responsiveness, while in an attempt to polish their image, irresponsible companies are prone to making grand claims about their most responsible commitments and programs.

Marongiu M A, University of Cagliari, Italy

Metadiscourse in Business English: Ideas for the EBC classroom

Metadiscourse was defined by Vande Kopple (2002) as discourse used by the writer to help their readers connect, organize, interpret, evaluate and develop attitudes towards the referential material proposed. Furthermore, in his study on CEO's letters, Hyland (1998) examined metadiscourse as the manifestation of the writer's linguistic and rhetorical presence in the text and acknowledged the persuasive nature of business communication. Accordingly, awareness of the rhetorical power provided by metadiscourse in this text genre production is paramount for professional development, including for the teaching of business English. As a matter of fact, English is the lingua franca (ELF) of the international business domain.

This study aims to examine the use of interactive and interactional metadiscoursal features in Business English written production as available in corpora such as Enron Email Dataset/Corpus and the Business Letter Corpus. The selected corpora will be analyzed through the model suggested by Hyland (2005 [2018]) to understand how content and discourse are set up to orient and persuade the reader. The results of the study are expected to be fruitful for the ESP classroom, specifically for English for Business Communication (EBC) classes (Bhatia and Bremner 2012). Acquiring conscious awareness of the rules and conventions to master formal writing can be of great help to business students in order to become successful writers at both academic and professional level.

Matarese M T, BMCC, City University of New York, USA

Discursive constellations: Constructing responsibility in the neoliberal Community College

Public policy for educational institutions is increasingly neoliberal, integrating business principles, market rationalities and organizational models that many scholars claim materially alter how educators do their work (Deem, Hillyard, and Redd, 2007). While policy documents and their outcomes have received attention in discourse analysis (Fairclough, 2000), less is known about the “missing middle” of policy implementation (Brodkin, 2013, p. 9): what educators themselves do when they construct policy because, as Lipksy (1980/2010) notes, “the individual decisions of [street-level] workers become…agency policy” (p. 3). This presentation investigates the social construction of neoliberal policy, vis-à-vis constructions of responsibility, a neoliberal tenet, by a professor and his students.

Using Interactional Linguistics (Couper-Kuhlen & Selting, 2018), I present data from a semester-long interactional ethnography of a remedial reading class in an urban U.S. community college, including 10, 100-minute, video-recorded class sessions. Interactional Linguistics draws on conversation analysis but attends to language use itself, including categorization and lexical and grammatical stance. Attention to neoliberalism was not determined a priori but rather surfaced from analyses of the transcripts.

Findings reveal that discursive constructions of responsibility in the community college classroom are complex and multi-faceted, sharing striking similarities with those found in social work institutions (Matarese, 2012). While responsibility may be invoked on its own, findings suggest it is situated in “constellations” or webs connected with and with reference to institutionally-established performance benchmarks, performance measurements, paternalism, and morally-charged, cultural mythologies (e.g. “the lazy student”). Implications for higher education, critical university studies, and applied linguistics are discussed.

Milde A, Nottingham Trent University, UK

How do drama practitioners work with scripted text?

Drama practitioners often work with a ready-made script, adapt a script, or participate in creating a script from scratch. In drama contexts (e.g. a theatre, film, or radio-play production), drama practitioners such as performers, sound engineers, and directors need to communicate about what they want one another to do when collaborating on the task of forming a scripted text into an acoustic text. But how do they work with scripted text and what are the features of their task-based communication?

In this paper I will discuss the different ways that drama practitioners work with a script, what role is played by directions (a specific form of instructions), and what the different features of the oralisation process are that occur in the participants' spontaneous communication (Milde, 2010).

A question that also arises is whether the style of speaking plays a significant role for all drama practitioners working with scripts in their everyday communication process, or only for practitioners who have an overview of the entire oralisation process. According to Auer (1989, 29) and Krafft (1997, 180), we only talk of style if specific features occur throughout a longer text-sequence (cf. Sandig/Selting 1997, 6).

Mustonen S, Puranen P, Ruuska K, Lesonen S & Suni M, University of Jyväskylä, Finland

“Mixing us with Finns. It works fine.” Promoting immigrants’ participation, L2 development and expert identity construction in vocational education

Creating social networks in a second language is a real challenge for many immigrants. At the same time those networks are commonly seen as a key to successful L2 development - and also to working life. This paper digs into these questions by analysing ethnographic data gathered in a vocational education setting. The aim is to find out how immigrant students’ participation is promoted or constrained there and how different participation patterns are interpreted by the students themselves and their teachers.

The data have been collected in the project Building Blocks: Developing Second Language Resources for Working Life. The project follows the pathways of immigrants attending in vocational education or integration training in Finland to figure out how they are positioned in social encounters, what kind of policies and practices they face and how their field-specific Finnish language skills and expert identities develop during their studies.

The key participants of this sub-study are six young adults who arrived in Finland as unaccompanied minors in 2015. We focus on their lived experiences of equity, participation and L2 and expertise development in vocational education as reported in interviews and reflect these against observational data and interviews made with their teachers and supervisors.

The analysis is rooted in van Lier’s (2000) ecological approach to L2 development. It shows that there are multiple intersecting and intertwining factors constraining or promoting immigrant students’ participation and thus their L2 development and expert identity construction. Furthermore, teachers may find it challenging to scaffold active participation and engagement; collaborative methods may even be avoided in heterogeneous groups.

Immigrant students rely on each other a lot in their studies, but all efforts to mix them with others in learning activities would be appreciated.

Naerssen M van, USA

Guidelines for Communicating Rights to non-native speakers in Australia, England and Wales, and the USA

The 2015 Guidelines for Communicating Rights, developed by the international Communications of Rights Group (CORG), is introduced. Members examined language issues involved in communicating police cautions to non-native speakers of English in police interviews in Australia, England and Wales, and the USA.

The CORG has 21 signatories in linguistics, law, interpreting, and psychology from four legal systems with English as the main medium of communication, but it was not intended to be exclusionary. Others have also contributed updates. Maybe ALAPP participants will, too?

The CORG focused on the ‘right to remain silent,’ ‘to protect against self-incrimination,’ a right enshrined in the 1966 International Covenant on Civil and Political Rights.

The Guidelines make nine recommendations on The Wording of the Rights/Cautions and Communicating the Rights/Cautions. These recommendations are grounded in linguistic and psychological research on comprehension of rights…and in our collective experience of working with cases involving the understanding of rights by non-native speakers of English. ‘Communicating’ assumes interactive communications, not simply statements ‘delivered’ like pizza.

The CORG suggests that even if some… procedures are not considered constitutionally or statutorily mandated, that they be adopted by law enforcement as best practices to ensure the integrity of the criminal justice process. These Guidelines are more than an academic report. They’re a framework for action, to be introduced to increasingly wider groups of legal practitioners/programs in criminal justice. Linguists are applying the Guidelines in legal cases and in critical research. They might be adapted, as appropriate, to other legal systems. (Quoted texts, Guidelines).

Nartey M, The Hong Kong Polytechnic University, Hong Kong

Emancipatory discourses in action: A feminist critical discourse analysis of Ghanaian feminist blogs

Even though one of the aims of critical discourse analysis (CDA) is to demonstrate how social inequality, power abuse and discriminatory practices can be resisted, most studies have centered on the deconstruction of oppression and ideologically driven discrimination rather than the reconstruction of resistance (Hughes, 2018). Hence, the role of CDA research in highlighting the importance of emancipatory discourses as well as shedding light on issues bordering on the voice, agency and empowerment of marginalized or oppressed groups and less powerful people is lacking in the literature. To fill this gap, the present study examines 75 Ghanaian feminist blog posts using Lazar's (2006, 2014) feminist critical discourse analysis as an analytic framework. The analysis reveals four resistance strategies that were utilized to give agency, voice and power to the concerns and identity of Ghanaian women, particularly, and African women, in general. They include: (1) critiquing patriarchy, traditional and sexist gender norms and gender oppression, (2) resisting toxic gender narratives, (3) rewriting or redefining demeaning gender narratives and (4) calling out sexist attitudes and misogynistic behavior. By focusing on the processes, practices and discursive strategies of emancipatory discourses as well as the impact of such discourses, this study illuminates how marginalized (disempowered) groups or oppressed peoples reconstruct their experiences in a manner that gives them voice, agency and a positive identity. It brings into focus the role of language in promoting social equality, thereby highlighting the major underlying assumption of CDA: a commitment to a discourse of social change and/or translational research.

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Nazir N, University of Management and Technology, Pakistan

Critical discourse analysis of the text produced by Hijra (Transgender) community located in Lahore, Pakistan

This study is an attempt to shed a light on the linguistic choices of the Hijra (eunuch or hermaphrodite) communities responsible for discursive practices within their communities located mostly if not all in the suburb of Lahore. A sample comprised 25 members of the hijra communities was selected to investigate what kind of discursive practices they carry out in their everyday interaction within their communities. The data was elicited through interviews and observations of the target communities. The analysis procedure was conceived from three-dimensional model of Fairclough (2010) to unpack some discursive practices produced by them. The results show that their unique discursive practices (e.g., daira for circle, castration, singing, and dancing) in many ways different from others are characteristics of their group formation such as chandni dera, rawana dera, muhatia daira, marjaye daira, and arrwana daira. They communicate through a vernacular dialect of Punjabi, may be labeled as hijra vernacular. They claimed switching into the garbled Urdu sometime for communication outside their group. Their community of practices cover registers (e.g., khol for home, luri for girl, khondi for mother, santla for clothes, jog for hair and so on) are exclusive to them. They prefer to use highly contextual masculine and feminine pronouns (e.g. mera guru sahib for my teacher, meri behan for my sister and, mera beta for my son) to mark their group formation. Gender is not a fixed category for hijras and they use masculine and feminine pronouns according to the masculine or feminine roles assigned to them in their groups. In addition to linguistic features, they express them through paralinguistic features (e.g., clapping, facial expression, and gaze) as a meaning making source in their discourses. The study motivates future researchers to investigate how social practices are influencing linguistic choices of Hijra communities at their workplaces.

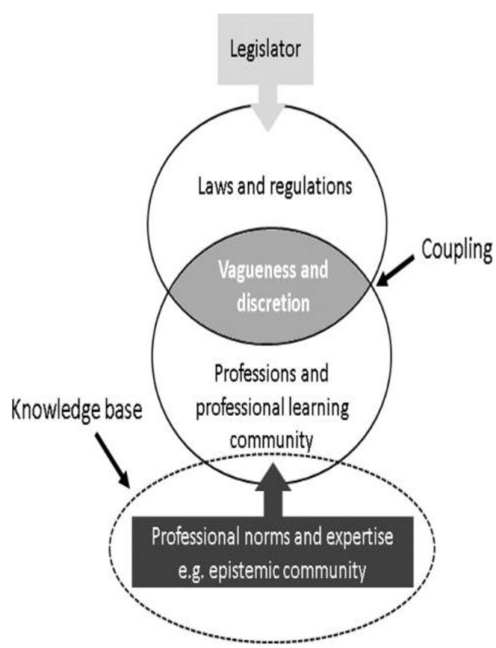
Nordrum J, University of Oslo, Norway

Using vague language in laws and regulations to facilitate interaction with professional judgement

The presentation will focus on the use of vague language (e.g. legal standards as "need"), as a mean of delegating decisions to e.g. professionals e.g. teachers. Parts of regulatory theory claims that regulatory systems combining broad and flexible legislative language with more specific professional norms and judgement (skjønn) provide the best results. This presentation explores this coupling (see fig.), and examine prerequisites for successful use of vague legislative language.

One question is how to facilitate a balance between legislative steering and professional norms. Another challenge is to identify how readers interpret legislative language, and thereby identify if readers understand which knowledge base to consult in order to interpret. An important observation is that vague language must be coupled with professional judgement based on clear concepts and an identifiable knowledge base (see fig.), and not (possible) arbitrary judgement by the individual professional.

The presentation draws on legal, linguistic and pedagogical research, as well as the ongoing revision of the Education Act (opplæringsloven). The revision is the most prominent example of Norways efforts to improve legislative language.



Nydegger Schrøder V, NHH Norwegian School of Economics, Norway

Our employees share the same values worldwide": Translating corporate values in multinational corporations

For multinational corporations (MNCs), the efficiency of using a set of corporate core values to align employee behaviour with corporate strategy is questionable due to recontextualisation i.e. a potential alteration in meaning when the values are communicated across cultural borders. Although many multilingual MNCs use one global corporate language aiming to facilitate communication and strengthen cohesiveness, it has been argued that translation is the key to successful transfer of corporate communication (Tréguer-Felten, 2017).

This paper examines the case of a French multilingual multinational that has chosen to let subsidiaries translate and adapt the company's corporate core values discourse to local business contexts. This study compares (i) the corporate core values discourse presented on headquarters and subsidiary websites and (ii) discusses the choices made regarding which aspects to adapt and which to maintain.

This paper is part of a PhD project intended to contribute to the budding stream of literature investigating the role of interlingual translation when organisational practices travel. Also, this project aims to demonstrate the relevance of discourse analysis for managers as an answer to Darics and Clifton's call in Applied Linguistics (2018).

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Paganoni M C, Università degli Studi di Milano, Italy

“Fly Responsibly”: Communication strategies in times of flight shaming

Concerns over the environmental impact of flying have placed the aviation industry’s approach to eco-sustainability under the spotlight (EEA 2016). According to the Air Transport Action Group, an aviation industry group, global aviation accounts for 2% of the world’s carbon emissions and 12% of all transport emissions (ATAG 2020). Consequently, airlines are increasingly criticised for their outsize carbon emissions, while the newly-born Flygskam (“flight shame”) movement sees eco- conscious travellers shun flights as much as possible to reduce their carbon footprint.

In light of a debate that interweaves economic, ethical and behavioural dimensions, this paper deals with the 2019 “Fly Responsibly” communication campaign which was launched by major airline KLM via its corporate website and social media channels. The campaign strives to address the demands of a new breed of stakeholders that are sensitive to the claims and constraints of the green agenda. While admitting that aviation pollution is a problem of paramount importance for the entire sector (Banis 2019; Buyck 2019), the campaign argues, among other things, that reducing emissions should be balanced with granting people the opportunity to compensate for the CO2 they produce, i.e. voluntarily buying carbon offsets over and above the ticket price.

By way of an approach that mainly relies on Discourse and Multimodal Discourse Analysis, this paper investigates through which rhetorical strategies KLM’s sustainability discourse nudges consumers to adopt eco-sustainable practices and simultaneously achieves a reputational gain for the company (Smart 2011; Ross 2017).

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Parkinson J, Victoria University of Wellington, New Zealand

Address terms in classroom discourse in vocational education

How do vocational teachers use classroom talk to engage students in the content of their lessons? How does classroom talk align with students' vocations? This presentation reports on an investigation of teacher talk in post-secondary vocational education classrooms in New Zealand. It draws on a 270,830-word corpus of recorded classroom discourse in the 'trades' of Automotive technology, Carpentry, Fabrication and Plumbing.

The presentation reports on teachers' use of address terms in classroom talk. Teachers use address terms to promote a friendly classroom environment and to focus students' attention on what they are learning in order to help achieve the teachers' instructional aims. Teachers use a range of address terms, in particular guys and mate. Mate was used to address a single hearer, while guys was used to address the whole group. Both address terms served a range of functions, including emphasis and focusing student attention. Affective functions such as praise, reassurance and encouragement were also important, as was mitigating threats to face consequent on functions such as criticism and directives. Prior research (e.g. Giles-Mitson, 2016) has found that use of mate is frequent in blue-collar workplaces in New Zealand, suggesting that these classrooms may align with the workplaces that the students will eventually join. Similarly, use of guys has been found to be frequent (Wilson, 2010) in team situations, possibly aligning with the team nature of work in trades like carpentry.

Pinto R, Nova Inst of Philosophy, Research Center on Law and Society of the Faculty of Law, Portugal

Social values in organizational communication: A multi-level perspective

This paper aims at describing "politically correct" social values transmitted by multimodal advertisements from Portuguese and multinational companies.. The verbal and non-verbal analysis is based on some instruments from text linguistics, pragmatics and some tools of argumentation theory. Combining a multi-level perspective (from the context of production to the text materialization), its goal is to show that "being politically correct" in organizational communication may require different multimodal strategies according to institutional marketing interests. In order to reach the objectives, some case studies between 2008 and 2020 will be analyzed. Preliminary studies show that environmental issues (one of the relevant aspects for the characterization of company sustainability), evidenced by politically correct companies, in their triple bottom line, are directly related to ethical values. These aspects are semiotized distinctly in the texts analyzed. Obviously, these values are at the service of pragmatic values, one of the characteristics of organizational communication focused on its marketing role.

Plastina A, University of Calabria, Italy

From text-only abstracts to health infographics: The practice of intersemiotic translation in online medical journals

Healthcare professionals are increasingly adopting infographics to facilitate the communication of complex medical information to their patients (McCrorie et al. 2016). This practice requires a systematic search and review of the medical literature in order to aid the use of infographics as a potential source of patient queries. Healthcare professionals may, however, encounter difficulties in retaining information due to the ever-growing bulk of published literature and to time constraints. As "knowledge users", they therefore need suitable tools which generate literature synopses in an efficient manner (Crick & Hartling 2015). Accordingly, online medical journals have recently started to introduce the multimodal practice of using health infographics to overcome the time-consuming and mentally-taxing challenge of finding and consuming specialized information. Consistently, recent studies have revealed a preference for infographics over traditional text-only abstracts for their clarity, comprehensibility, and aesthetic appeal in the practice of reviewing medical information (Martin et al. 2019). Scant attention has, however, been paid to the process of resemiotisation, i.e. the shifts in meaning from "one stage of a practice to the next" (Iedema 2003: 41).

This paper explores resemiotisation as the "intersemiotic translation" (O'Halloran et al. 2016) of monomodal research abstracts into multimodal health infographics. The Systemic Functional Multimodal Discourse Analysis (SF-MDA) (O'Halloran 2008, 2011) of sample online infographics from the BMJ highlights how meanings are retained through "intersemiotic relations" (O'Halloran & Lim-Fei 2014), and changed through professional choices of new semiotic resources. Intersemiotic translation discrepancy (Iedema 2003) thus reflects the expertise of remaking meaning in professional practice.

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Pretorius M, University of Antwerp, Belgium, University of the Free State, South Africa

Under- and over-estimating competence: Implications for training nurses to be competent accommodators

Language training for nursing (pre-)professionals is essential. While language barriers put patients at risk, (self-perceived) ability to communicate is also linked to (negative) perceptions of professional identity and competence. Investigating self- perceptions of competence is important as learners tend to over- or underestimate their competence, which negatively affects communication with patients. The aim is to explore the relationship between nurses' actual and self-perceived communicative competence (SPCC) in terms of task focus and rapport building.

The participants (N=48) were foreign nurses working in the United Kingdom. They participated in a 12-week online English training programme. Changes in SPCC were measured using a pre- and post-training questionnaire. Actual communicative competence was measure using a low-threshold test (CEFR – A1) before training, and an achievement test (CEFR – C1) after training. Pearson's correlation and scatter plots were used to explore the relationship between actual and perceived competence before and after training.

Actual and SPCC on the Task Focus dimension correlated both before and after training. Actual and SPCC in Rapport Building did not correlate prior to training; about a third (34%) of participants may be misestimating their competence in Rapport Building. Out of these, about a third (36%) were possibly underestimating while nearly two-thirds (64%) were overestimating. However, participants' SPCC in Rapport Building becomes aligned with their actual competence after training.

Exploring nurses' actual and SPCC can help trainers tailor training to raise nurses' awareness about their actual competence. Those who underestimate their competence can thus gain communicative confidence, while pointing overestimating nurses to particular training needs.

Rantsudu B, University of Botswana, Botswana

Voices in the text: The evaluative power of alternative discourses in the news coverage of a public sector workers' strike in two Botswana newspapers

This paper investigates how the inclusion of external voices in hard news reports can be exploited for evaluative purposes when the same news source is quoted by different newspapers. While quotations afford journalists success in asserting the 'objectivity' of their news reports (Thomson et al. 2008), it has also been established that quotations can function as an "evaluative outlet" for journalists too (Jullian, 2011). In this paper I examine how different newspapers can (de)emphasise a particular slant of the news narrative when they quote the same external news source and report the same event, thus creating alternative discourses in their coverage of events. The news articles I consider in this paper are parallel news stories from a state-owned newspaper, the Daily News, and a private newspaper, Mmegi, and they cover the 2011 nationwide public sector workers' strike in Botswana. The workers' strike is of interest because it attracted wide media coverage due to its magnitude. The general perspective from which news about the strike was reported was somewhat set in implied antagonistic relations between the government and the workers' unions. In addition, other sectors were presented in the news as either on the side of the government or on the side of the workers' unions. Using parallel news stories from the Daily News and Mmegi, I examine the alternative discourses that the newspapers create through quotations. I mainly focus on the evaluative assessments that are reflected, and whether these evaluative assessments can be related to the newspapers' political positioning.

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Riboni G, Università degli Studi di Milano, Italy

Looking for visibility through YouTube: Persuasion and identity in new professional identities

This presentation sets out to explore the genre of mommy vlogs (i.e. YouTube video journals chronicling the user's family life) and examines the ways in which they can be turned into vehicles of persuasion contributing to different discourses, most notably gender, parenthood, and, rather interestingly, professional discourses. Although the category of stay-at-home mother (or "SAHM") YouTubers includes women whose primary role is that of caregivers, it nonetheless represents a (sui generis) professional community: the possibility of monetizing posts and signing sponsorship contracts with brands (cf. Wu 2016) has enabled proficient users to turn their accounts into profit-generating businesses, thus becoming Web entrepreneurs.

Mommy vlogs are a fascinating object of study because, as suggested by the significant visibility social media platforms have provided mothers with, they are the product of an efficient exploitation of the discursive, rhetorical and generic conventions of these online spaces. As a consequence, SAHMs no longer occupy a marginal role within the public sphere, but are able to share their experiences with vast audiences (Lopez 2009), possibly making them a vehicle of ideological persuasion associated with the professionalization of motherhood.

Against this backdrop, this study investigates an ad hoc corpus of popular mommy vlogs with a view to identify how SAHMs construct their hybrid online identity, the outcome of an ongoing negotiation between the professional and the mother figure. The analytical framework selected for this presentation is that of Social Media Critical Discourse Studies (SM-CDS) (KhosraviNik 2014; 2017; 2018), which combines "tenets from Critical Discourse Studies with scholarship in digital media and technology" (KhosraviNik/Esposito 2018: 45).

Rygg K, Rice P & Løhre A, Norwegian School of Economics, NTNU and The Royal Norwegian Naval Academy, Norway

"The world championship in misunderstanding": An investigation into communication in a shipbuilding project

This presentation has two parts; first, to present and reflect on a scholarly study based on data from a professional setting, and secondly, to reflect on how the same study functioned as a case study used in two classes on intercultural business communication.

The scholarly study investigates the communication, which took place at a shipyard in South Korea when a Norwegian logistical supply vessel was being built. The data were collected from interviews with people involved at the Norwegian navy base and at the shipyard in South Korea. While there is a large body of cross-cultural research which examines communication between national groups, there is also room for investigating meaning in interactions from a wider perspective such as organisation culture, professional identities, and insider/outsider perspectives. In this study, we found evidence that there were more at play than national culture differences.

While business environments in reality are becoming more complex and multifaceted, many courses on intercultural communication still tend to teach from an essentialist point of view (Ly and Rygg, 2016). We re-wrote the study above into a case study and tried it out in two courses with the aspiration that the outcome would be more than an insight into national differences. The second part of this presentation reflects on the learning outcomes as seen from both the students' and the lecturers' perspectives.

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Rääbis A, Annuka A, Hennoste T, Kuusk P, Laanesoo K & Rumm A, University of Tartu, Estonia

Reporting an incident in Estonian emergency calls

This study investigates the opening and request phases of Estonian emergency calls. Our method of analysis draws on conversation analysis and the data consists of 100 audio-recorded emergency calls.

Interactionally, the first turns of the emergency call are critical: the call-taker (emergency dispatcher) has to determine the severity of the situation, what kind of help is needed and to what extent.

The call-taker answers the phone with a standardized phrase "Häirekeskus tere mis juhtus?" 'Emergency Response Center hello what happened?' The special feature in Estonian is the greeting tere 'hello', which is not used in other languages we know. The format specifies what the caller should do next: report the incident.

The analysis reveals that in 67% of cases the caller reports the incident, but only in 3 cases the turn contains only the incident. Typically, the greeting, place/address/institution, or phrase midagi ei juhtunud 'nothing happened' is added. In 33% of cases the incident is not mentioned and the turn consists of a greeting (sometimes with self-identification, address, pre-request etc.) or a request for help or advice.

All in all, the most frequent action in the response turn is the greeting which is present in 86% of turns. In the case of the caller's multi-part turn, the call-taker will continue with questions about the incident or the place/address/institution. If the incident is not mentioned, the call-taker will repeat the question mis juhtus 'what happened' or use a continuer (jaa 'yes', mhmh 'uh-huh') to indicate that more information is needed.

Salomaa E & Lehtinen E, University of Jyväskylä, Finland

Changing ownership of ideas: Multimedial activity in constructing shared understanding of organizational problems

In the 21st century, workplaces have been permeated by digital tools, which have turned organizational practices increasingly multimedial. In this study, we will analyze an illuminating case of multimedial organizational activity, in which a digital platform, talk- in-interaction, and hand-writing are used to engage participants in the process of idea development. Our aim is to investigate 1) how the different media are used in carrying out a particular organizational task, and 2) how the task is fulfilled through a chain of multimedial actions.

The data come from the context of a development project in an organization and it includes video-recordings of workshops and material from a digital platform used in the project. In this presentation, we will analyze a particular task in a workshop: the participants are asked to reflect on the progress of the project, with regard to what they would like to change and how.

The activity is organized in stages that are actualized through different media. The task is introduced in the digital platform and reintroduced orally in the workshop. It is carried out through writing ideas individually on post-it notes, placing them on a board, explaining the ideas, reorganizing them on the board, taking pictures of them and publishing the pictures on the platform. Our results show that the ownership of ideas is transformed in the process: step by step, individual ideas are turned into a joint understanding of the problems. In this recasting of the ideas, the digital platform, in particular, has a major role.

Schleicher N & Suni M, Budapest Metropolitan University, Hungary and University of Jyväskylä, Finland

Investing into learning a new language for health care work

In our presentation we examine the interrelationship of migration and second language learning in the context of the migration experience of healthcare professionals moving from Hungary to Sweden and Finland. Hungarian medical professionals entered the Nordic labour market after Hungary's EU accession, and their number has increased in the past fifteen years partly due to intensive, global recruiting practices including language education to would-be migrants.

As we look at the intersection of the language and life trajectories of our research participants, we analyse the choices made by them and the pathways leading to these choices to find out what the push and pull factors in a work-related migration process are and what role language plays in the process. The study is informed by critical sociolinguistics (Heller, Pietikäinen & Pujolar 2018) and the political economy of language (Allan & McElhinny 2017).

We focus on the lived experiences (Busch 2017) as narrated and accounted for by individuals either participating in or facilitating labour migration in this field.. Our study draws on David and Norton's (2015) theory on investment placed at the intersection of identity, ideology and capital. Our research strategy is based on nexus analysis (Scollon & Scollon 2004), and we present our findings within this framework focusing on the experiences of the "historical bodies", the constraints posed by "discourses in place" and the push and pull factors evident in the "interaction orders" of the various places of work and language learning.

Sikveland R O, NTNU, Norway

Help resistance in negotiations with individuals in crisis

This paper explores resistance towards help where help is offered but not sought. Audio recordings of fourteen cases (31 hours) of UK-based police crisis negotiations with (suicidal) individuals in crisis were analysed using conversation analysis, focussing on sequences where negotiators use explicit mentions of 'help' to account for approaching an individual in crisis. The analysis shows how persons in crisis reject 'help' with responses ranging from silent non-answers to explicit efforts to undermine the negotiation. In contrast, accounts not explicitly defined as 'help' are less vulnerable to such strong resistance. The analysis suggests that 'help' accounts are vulnerable to strong forms of resistance as they expose a lack of relevance specific to the person in crisis, and the study concludes that explicit 'help' accounts hinder rather than facilitate productive development towards a crisis resolution. This paper contributes to the growing literature on help and advice in conversation analytic research, tied to Sacks' classic studies on suicide interventions via helplines. Specifically, while there is an assumed institutional relevance for 'help' in crisis situations, this paper shows how 'help' is formulated, and accepted or received, in crisis encounters as they unfold. The findings also provide insights into how epistemic and deontic rights are managed in crisis situations and underpins recommendations for future best practice amongst crisis negotiators.

Sjösvärd K, Braddell A & Monetti M G, the European Centre for Modern Languages, Germany

Language for Work: A European answer to a global challenge - A network built on research and practice

The interplay of radical changes in work activities and organisation due to technological developments, the rise of service industries in globalised economies have greatly increased the communicative demands at all levels of employment. This poses great communicative challenges particularly for migrants, who have come to play an increasing role in many economies. Especially lower-paid sectors recruit migrants with limited communicative skills in the language of the host country; yet, in most cases, formal support for language learning ends when migrants gain employment.

Different approaches and practices to support language learning have been developed across Europe in response to its different realities in migration and work, structure of the labour market and learning.

The Network Language for Work (LfW) collects and disseminate such different approaches and practices not as blueprints to be reproduced, but a source of inspiration for innovative local solutions. LfW has emerged from two projects of the European Centre for Modern Languages, Council of Europe (2012-2018). As a membership organisation it supports the dialogue between researchers and practitioners across countries, languages, disciplines and sectors. Its website offers a coherent approach to work-related second language development aiming at the integration of migrants, refugees and ethnic minorities.

This presentation discusses some of the key questions to emerge from the LfW research: What commonalities occur across different European countries, and why? In what ways and for what reasons do practices diverge? To what extent can we draw general conclusions regarding the effectiveness of different approaches? Are there core competences that key actors require? The paper includes a case study of an approach that seeks to integrate formal, non-formal and informal learning and considers what support is needed to realise the rich potential of workplaces for language learning.
(https://languageforwork.ecml.at).

Skogen M, NTNU, Norway

Visual communication in the COVID-19 pandemic

Information communicated visually (2-3 dimensions) is fundamentally different than what can be communicated verbally or kinesthetically. This applies to any aspect of society, particularly in the health sector, where a substantial literature base reveals numerous challenges in communication between patients and health care workers. Now, add an unprecedented, global pandemic to this already stressful atmosphere. During the initial quarantine/social distancing period, visual information is at saturation point. It joins a constant flow of input via social media, conventional media and other strategies.

A design perspective offers foundational principles which can be useful in interpreting all types of visual information at any time, especially during episodes when the power of visual information is amplified & disseminated internationally, very quickly. This presentation aims to address questions such as: What are we to make of an ever-expanding visual ecosystem during a global crisis? How can we judge fact-based content vs. misinformation? What are criteria that we an use as more visual stimuli is generated, with the intention to alter our daily behaviour?

This presentation takes the viewer on a journey through the COVID-19 pandemic (from March 27, 2020 onward) as it is seen through a Graphic Design lens. Never before has so much visual information been available to a global audience. Visualized information can communicate meaning, shape ideas, and affect our memory of COVID-19's impact and its unforeseen moment in history. The presentation is intended for viewers in any field to be able to interpret visual information in their field from a more insightful viewpoint.

Skopal D, Macquarie University, Australia

Clear communication: The practical relevance of applied linguistics in professional organisations

Clear communication is the glue that enables professional organisations, such as companies and government departments, to operate smoothly. Good communication skills are a requirement for many professions and can form part of a professional's expertise. In this paper I first cover examples from my work as a communication practitioner that include editing documents and facilitating writing training for organisations in Australia. These examples illustrate the complex role of workplace documents, the writing roles of individuals, the different perceptions of the writing process, and, the importance of clarity and transparency of organisational processes. Secondly, I link these examples to my research findings on communicative expertise and studies in discourse analysis, building on the work of Bhatia (2004, 2010), Candlin (1997, 2006) and Fairclough (1992). These links highlight the practical relevance of applied linguistics in the professional workplace and related issues of expanding links between academics and managers in professional organisations. Finally, I briefly discuss communication training and practical connections between university courses and workplace writing training programs.

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Sousa R M De, Universidade de Brasília, Brazil

Socioliteracies and teaching training for ethnic diversity in Brazil

The entry of peasants, quilombolas and indigenous people in public universities in Brazil through affirmative action government policies over the last 15 years has brought about changes in the ways of practicing academic literacy. The university, considered an elite institution, has learned to live with cultural, identity and linguistic diversity. Inclusion policies have created access to a population that had not imagined studying at a public university before. Peasants, quilombolas, indigenous people and other groups bring their way of thinking about the world according to their culture, identity, language and linguistic variety. This diversity requires that professor be able to see their classroom as a context of research and application of methodologies that meet both the sociolinguistic and multiple literacy needs of the new student population so that peasants, quilombolas and indigenous people can achieve communicative competence (Hymes, 1974) in academic literacy. In view of this scenario, this work presents research about academic literacy that shows methodological practices, based on sociolinguistics, multiple literacies, discourse genres, ethnography and autoethnography, which we are calling socioliteracies (Bazerman, 2007), in order to contribute to teacher education programs of these social groups, from different regions of Brazil. The research has been carried out for ten years, in groups of the Licenciatura em Educação do Campo (LEdoC) and for six years in the Postgraduate Course in Linguistics, at the University of Brasília (UnB), with men and women, aged between 18 and 55 years. We use educational ethnography (Bortoni-Ricardo, 2008; Erickson, 1990) as an observation methodology and academic literacy practices for generating research data.

Stock I, NTNU, Norway

The bachelor thesis as an unsettled practice – conflicts between professional intentions and institutional conditions

The bachelor thesis has been introduced at many Norwegian universities in order to strengthen the Bachelor degree. Especially in the humanities, it is an unsettled practice and entails considerable challenges for both professionals and students. Based on the concept of intertextuality (Fairclough, 1992), this study focused on texts and discourses surrounding the theses. A focus group interview with teachers from three different disciplines, and the study of 24 course descriptions revealed a considerable gap between the professionals' expectations on the one hand and institutional conditions on the other. In general, the teachers welcomed the introduction of the bachelor thesis. However, there were great differences in practice. In some disciplines, the introduction of the bachelor thesis was an intentional, collective process, while in others, the process was left to chance. Teachers were left to struggle on their own while trying to implement the thesis in a meaningful way. They experienced a conflict between their professional role as supervisor of the thesis and the demanding institutional conditions that constrained their possibilities to act appropriately.

The study poses important questions regarding institutional and professional discourses and practices: To what extent are institutional discourses and aims aligned with teachers' and/or students' discourses and aims? To what extent are pedagogical aims in accordance with institutional conditions and resources that are needed to achieve these goals? When left to chance, unsettled practices can lead to confusion and frustration. How can those involved experience new practices as meaningful and professional?

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Stokes J & Lockyer K, University of South Australia, Australia

Language and luxury branding: How social media influencers co-create brands

The establishment of social media sites (SNSs) has revolutionised branding communication, particularly over the past decade. According to the marketing literature, a proportion of individuals have self-identified as social media influencers (SMIs) and act as intermediaries between brands and consumers (Freberg et al. 2011). It is argued that SMIs build a relationship with their audience through language, upon which is premised the potential for deep influence (Khamis, Ang and Welling 2015; Dhanesh and Duthler 2019). Brands, and more specifically luxury brands, rely heavily on language as this acts as a cue for different brand identities and impacts consumer brand evaluation. The interconnected nature of luxury brand discourse, SMI discourse and consumer discourse has led to the notion of brand co-creation. Despite previous studies attempting to capture the co-creation of brands by multiple stakeholders, there is still uncertainty in how SMIs contribute and influence consumers. This paper reports on a study which aims to address this gap by exploring the relationship between language utilised by a luxury skincare brand, SMIs who discuss it and commenters on the SNS YouTube. The data included ten videos produced by luxury skincare brand La Mer, seven videos from SMIs and 20,355 comments. The methodology drew on narrative analysis, particularly Georgakopoulou's (2007) notion of small stories, and Fairclough's (1989, p. 62) account of synthetic personalisation. Drawing on illustrative examples of analysed data, I argue that SMI's influence consumers through the interplay of small stories and processes of synthetic personalisation.

Strömmer M, University of Jyväskylä, Finland

Governmentality of work and security in a multilingual mine in Finland

This presentation explores the governmentality of security in mining work, drawing on an ethnographic case study of a multilingual mine in arctic Finland. On the global scale, the mining industry is dominated by multinational corporations but the actual mines are concentrated in mineral-rich areas in the Global South and northern peripheries where mobile workforce is recruited (Kröger 2016). Therefore, work communities in mines are linguistically and culturally diverse (Pietikäinen 2019). Mining is a high-risk business – industrial accidents and environmental risks can be severe. Consequently, guaranteeing security is an essential part of mining work. In this presentation, the concept of governmentality (Foucault 2002) is applied to analyse how mining workers are guided to enact risk management through a work card system that gives a model for work-related communication. The data set consists of ethnographic observations of the foremen's work, work-related documents and interviews with mining employees and managers. The critical sociolinguistic analysis shows that the mine uses responsibilization strategies that make the workers to take responsibility for the occupational risks themselves. The security and production are interwoven in the neoliberal governmentality of mining work.

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Surek-Clark C, Choi E, Clark S & Saldiva de Andrë C, Ohio State University, USA.

Translation strategies in verbal autopsy research

Health priorities are set based on the number of people affected by particular diseases and conditions. Verbal Autopsy (VA) is a recognized method used to ascertain causes of death in middle to low income countries when it is not feasible to conduct medical certification and full autopsies (Garenne 2014; Taylor et al. 1983). The interview takes place in multiple languages depending on where it is conducted; however, regional and global results are compiled and analyzed in English. An important portion of the VA method involves a "narrative," i.e. an account by a family member on how the decedent passed away. Medical personnel who read the VAs and assign causes of death rely on such information. There is the potential for bias to be introduced as the collected data is relayed from the interviewee to the data scientist and further up to organizations such as Ministries of Health or the World Health Organization. This work in progress focuses on translation challenges encountered in dealing with VA narratives in Brazilian Portuguese. It discusses pros and cons of using three methods to translate VA narratives from a pilot project carried out by the University of São Paulo in Brazil: machine translation, a professional translation, and a bilingual heritage speaker of Portuguese.

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Svennevig J & Urbanik P, University of Oslo, Norway

Comprehension strategies in the communication of rights to L2 suspects in Norwegian investigative interviews

In the beginning of an investigative interview, the police are required to inform suspects of their rights against self-incrimination, such as the right to silence and the right to have an attorney present. The current paper presents an empirical investigation of how these rights are communicated to L2 suspects in investigative interviews in Norway, based on a collection of audio- and videotaped authentic interviews. According to the International Covenant on Civil and Political Rights (ICCPR 1966), these rights have to be communicated in “a language which [the suspect] understands”. In contrast to many English-speaking countries, Norwegian police do not use a scripted formula such as the MIRANDA warnings, but leave it to the individual police investigator to find the most appropriate and efficient formulation relative to the addressee. Our study investigates to what degree, and how, police investigators adapt to the linguistic proficiency of the suspect in communicating these rights. The data yield three main practices for preempting understanding problems related to legal vocabulary. First, the officers simplify the wording relative to the formulations used in the Criminal Procedure Act (NOU 2016). Second, they reformulate them, meaning that they first present the rights in the original wording and then subsequently paraphrase them in different (and simpler) words. And third, they use explanations. In these cases, they present the original wording as unknown to the interlocutor by formulations such as “something called X”, thereby creating an explanation slot in the subsequent turn.

Syed A, Chirk J Ng & Kong L Y, University of Malaya, Malaysia

Conversational trajectories when using a patient decision aid about starting insulin in Malaysian primary care consultations

Delayed insulin initiation places many Malaysian patients at risk of complications of type 2 diabetes. To support decision making on insulin, a patient decision aid was developed for use in primary care consultations. However, despite general acceptance that decision aids promote patient- centred care by facilitating informed and shared decision making, few studies describe how decision aids are used in consultations. Applying Theme-Oriented Discourse Analysis, we conducted Activity Analysis (Sarangi, 2011) of 11 doctor-patient consultations in three primary care settings: a private clinic, a community clinic and a teaching hospital-based clinic. Thematic mapping of whole consultations revealed patterns in patient decision aid use across the conversational trajectories. Doctors went through the decision aid content selectively, going through it only if patients said they had not read it or skipping certain sections. Moreover, not all the doctors followed the sequential order of topics presented in the decision aid. These practices have implications on how treatment decision making is performed; for example, skipping the section in which the patient's choice is elicited means the decision is presented as acceptance or refusal of insulin, rather than a choice. Conversely, non-sequential use of the patient decision aid appears more patient-centred as the doctor deals with insulin- related topics as brought up by the patient, rather than according to the order of the decision aid content. Our analysis highlights the importance of doctors' interactional practices in using patient decision aids to facilitate informed and shared decision making.

Theys L, Salaets H, Nuyts L, Pype P, Pype W, Wermuth C, Krystallidou D, KU Leuven, Ghent Univ, Belgium

Beyond words: The non-verbal expression, rendition and response to emotion statements in interpreter-mediated consultations

Background: Research in interpreter-mediated consultations (IMCs) has shown that verbal emotional communication (EC) might be compromised due to interpreters' alterations [1]. This might be a fragmented view of the emotional interaction as non-verbal behaviour has been shown to be the primary vehicle for expressing emotions [2]. Nonetheless, there is a dearth of research on participants' use of non-verbal resources during EC in IMCs [3].

Objectives: We aim to explore participants' use of gaze and body orientation (BO) when expressing, rendering or responding to emotion statements and how this might affect the co-construction of EC in IMCs.

Methods: We analysed 3 video recordings of real-life IMCs in an urban hospital in Flanders. We identified instances of EC using the ECCS coding system, as adapted for IMCs [1, 4]. By means of Multimodal Interaction Analysis, we analysed participants' use of gaze and BO in the coded instances of EC. Both gaze and BO have been shown to be important indicators in the perception of clinical empathy [5].

Findings: Our results show that doctors and interpreters use gaze and BO in coordinated actions that are in line with patient-centred communication models and could benefit EC in IMCs. When alterations in the verbal EC occur, doctors' and patients' seem to interact more directly with each other by means of gaze and BO.

Conclusion: This study provides novel evidence that participants in IMCs co-construct EC by means of gaze and BO. Participants' use of gaze and BO might help reduce possible language barriers in IMCs.

Tomlian K, Crichton J, Lushington K, Lockyer K & McLean S, University of South Australia, Australia

A rose by any other name': the construction of psychological categories in the context of child protection in the court

The work of psychologists, social workers and legal practitioners is inextricably linked in child protection. How well these professional groups communicate with each other is thought to contribute to child protection outcomes, including fatalities (Reder & Duncan, 2003; White & Featherstone, 2005). Despite recommendations, inter- professional communication issues continue to compromise decisions affecting the wellbeing of children.

Drawing on psychological and applied linguistic understandings, this study explores how different professionals communicate with and understand each other in child protection trials. The aim is to facilitate improved inter-professional communication, resulting in better outcomes for vulnerable children.

11 professionals from law, social work and psychology who routinely participate in child protection trials in an Australian Court participated in 8 group interviews over a 12 month period with the researcher, who has an extensive background as a clinical psychologist working in child protection. Extracts from two de-identified court transcripts were used as triggers to mutually explore the communication that occurs among professionals in the court, what is said and how it is understood. Analysis was collaborative and ongoing, the group interview discussions being transcribed and iteratively coded to generate themes and categories (Sarangi & Candlin, 2003) that were progressively refined through the group interviews.

A main finding of this study is that professionals borrow categories from each other's disciplines but the intended meaning does not necessarily travel with it, creating communication problems that could compromise court decision-making. This paper will explore how psychology and law professionals differently construct one illustrative category, namely 'attachment'.

Tønnesson J L, University of Oslo, Norway

Plain language in the context of “sakprosa” (“subject oriented prose”)

To promote "plain” or "clear language" and criticize the opposite has been on the rhetoricians’ agenda since antiquity. In the 20th century, the authorities have been subjected to permanent criticism for being obscure in their written and oral utterances towards the citizens. In response, various campaigns and regulations have been launched to simplify and improve the language. At present, ten years after the US’ Plain writing act”, criteria for ISO certification of plain language are being worked on. The perspective of criticism and improvement efforts has gone through a number of phases, from narrow linguistic criticism of sentence length, use of passive form and difficult words via a more general communicative perspective with emphasis on multimodal interaction to an understanding of the context's strong influence on the understandability of the text. In Scandinavia, Sweden has long been at the forefront with its extensive focus on “klarspråk” (“plainlanguage”) in the public sector, but in the last decade this has become a focus area in Norway as well, with a particular emphasis on legal discourse. Many have found that the particular Nordic concept of “sakprosa” ("subject oriented prose" often reductionist translated to “non-fiction”) has been useful in this regard, since the term implicitly emphasizes the crucial importance of the "case" and the importance of the qualities of its “prose”. Nordic “sakprosa” research also emphasizes understanding language and text in a societal perspective, where legitimate and illegitimate use of power and an identification of the power in the text are central.

Vasconcelos V, Universidade De Brasília, Brazil

Cultural and sociolinguistics realities of Brazilian rural education: The production of didactic material for elementary and high school peasant students

This work is based on an ongoing doctoral collaborative research developed at Universidade de Brasília, in Planaltina - Federal District, Brazil. It is focused on the initial and ongoing training of rural educators. For some years now, public policies have been implemented towards the education of rural educators, as well as social projects aimed at rural communities, in order to face the situation of growing misery and social exclusion. In 2018, the “Specialization Course in Education: Portuguese Language Applied to Basic Education” was offered to rural educators that searched more theoretical and practical resources for working in the classroom, as they were sent to the need research on studies after graduation and gain more knowledge with a focus on pedagogical practice. It was then proposed as the final work of specialization the development of didactic material for rural education.

In this work, we analyze the discursive genres that make up the material and the importance of work from the perspective of multiple literacies and socio-linguistic education in the classroom. The theoretical and methodological basis was: Qualitative Sociolinguistics (HYMES, 1972; COUPLAND, 2001, 2016; BORTONI-RICARDO, 2006, 2010, 2011; SOUSA; 2006; 2011; 2016), and New Literacy Studies (STREET, 1984; 2016; 2001; KLEIMAN, 1995, 2008; GEE, 2012). The preliminary results point to the importance of specific didactic material for rural education and the relevance of multiple literacies in the pedagogical praxis.

Warnier M, Condamines A, Deslanders N, Galarreta D, CLLE: CNRS & Université Toulouse-JJ; CNES, France

Improving the usability of a controlled Natural Language for requirements writing

Our work aims at improving requirements writing in French and English at the French Space Agency (CNES). The importance of writing clear and precise requirements ("statements which express a need and its associated constraints and conditions", ISO/IEC/IEEE 29148, 2018) is now widely acknowledged, since "bad" requirements may lead to misunderstandings, which, in turn, may cause delays, supplementary costs, or even accidents.

Unfortunately, natural languages are known to be inherently ambiguous and vague – two properties that are not acceptable in technical texts. Several solutions have been suggested to limit the risks related to natural languages. One of them is what is called a Controlled Natural Language (CNL), that is, "a constructed language that is based on a certain natural language, being more restrictive concerning lexicon, syntax, and/or semantics […]" (Kuhn, 2014). However, we argue that many of the CNLs for technical writing are not entirely satisfactory from an ergonomic linguistics point of view (Condamines, to appear), as some of their rules are too constraining, some insufficiently so, and some seem potentially counterproductive. We intend to improve their usability.

The starting point of our study was a series of writing rules suggested to CNES engineers (and mostly inspired by a CNL for requirements writing). We applied a methodology based on Corpus Linguistics principles and tools: a corpus of genuine requirements written for space projects allowed us to test our hypotheses (focusing on various linguistic phenomena) (Warnier & Condamines, 2017) and to suggest more adequate rules, which take into account the writers' actual productions.

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Watts H, University of the West of England, UK

Discourses of care: Enactment of relational work in two dementia care settings

At least 850,000 people have a dementia diagnosis in the UK, for which there is currently no cure. Care homes regularly provide long-term care to residents experiencing dementia symptoms. This presentation concerns the social interactions during routine tasks between care home workers and residents living with dementia, and recognises the opportunity of building relationships overtime in such situations. The data includes 20 audio-recordings with care home workers, Orla and Tessa, and residents Harold, Queenie, Nora and Yvonne and discourse-based interviews with the two care home workers (Odell et. al., 1983). I align the data to widely accepted dementia care models (Kitwood, 1997) and principles of care, and use a discourse analytic approach.

I reflect on two approaches to relational interactions in the workplace, namely relational practice (Fletcher, 2001) and relational work (Locher, 2004; Locher and Watts, 2008), identifying the main features and highlighting examples from the literature and the data collected for this study.

I demonstrate that relational work is practised by care home workers <u>and</u> residents. Highlighting the complexity, skilfulness and adaptation required during these interactions, in particular by care home workers. These findings are relevant for evidenced-based training programmes and for those commissioning, designing, managing and delivering care for people living with dementia in residential settings to better understand the importance of care work as relational work. I propose such language practices are central to social care practices, and that caring discourses need to be recognised and rewarded, whilst acknowledging the constraints of the workplace.

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Professional writing in times of high-speed mass text production: The case of finance

Over the last three decades, writing in the financial world has been affected by financial crises and a fundamental technological change. What used to be diligent text crafting with relaxed deadlines has turned into high-speed text production with transient digial media. Texts are outdated within a few days, hours, or even minutes. Moreover, the relentless introduction of additional guidelines and rules in the aftermath of the financial crisis 2007 has become a straightjacket for the writers.

In my presentation, I discuss the consequences of this digital literacy shift for professional writers in the domain of finance and its impact on society at large. By doing so, I draw on 25 years of ethnographic field research and a large corpus of financial texts, collected between 1990 and 2019. This data allows for the longitudinal study of writing practices with regard to the financial community. Long-term ethnographic content analysis is combined with pragmatic text analysis to describe the gradual change in text production and text products.

I begin the presentation by defining two key concepts: financial literacy and context awareness (part 1). Based on a long-term qualitative English, Japanese, and German corpus from transdisciplinary research projects in the field of financial communication (part 2), I use pragmatic text analysis (part 3) to discuss which consequences the digital literacy shift has for relevant parts of the target readers and what the social costs of this shift can be (part 4). I conclude by outlining research-based measures that can improve the communicative potential of financial text products (part 5).

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Language awareness of trainers in vocational education and training

The integration of migrants and refugees in vocational education and training (VET) has led to debates on linguistic issues in vocational education. One of those focuses on the company as a learning venue for language. The question therefore arises whether and how trainers can support language acquisition of trainees in companies.

First, we will discuss the characteristics of companies as a learning venue for language. Analyses of linguistic-communicative requirements of three selected training occupations show that companies offer various input for the development of professional language competence.

To explore language awareness of trainers, we reflect their attitudes towards the relevance of language and their methods to support the acquisition of professional language according to a model of language training competence [1]. As claimed by the trainers, language competences are fundamental for the acquisition of professional competence and proficiency. However, to what extent they focus on the use of language in VET depends on various factors, e.g. the time available.

Finally, we will present a few instruments for sensitizing trainers to linguistic subjects and to problems caused by the use of language.

The results are based on data of the research project "Language and communication requirements in vocational education and training", carried out by the Federal Institute for Vocational Education and Training ([2], [3]). The database consists of documentary analyses, 46 semi-structured qualitative interviews with trainees, trainers and teachers, and 22 participant observations in companies and vocational schools. It was examined by the method of qualitative content analysis ([4]).

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Assessing and assisting prospective adoptive parents: Social workers' communicative resources in adoption assessment interviews

The present study examines professional social workers' communicative resources in assessment talk with adoption applicants. The data are audio-recordings of 24 adoption assessment interviews between 11 prospective adoptive parents and 6 social workers. These interviews are part of the assessment process preceding intercountry adoption in Sweden. The data are analyzed using methods of interaction analysis, in particular focusing on features that become relevant for accomplishing institutional tasks (e.g. Arminen, 2005; Heritage, 2005).

The analysis shows that adoption assessment through interviews involve a delicate and complex task that is accomplished by using a particular genre of institutional talk (cf. Linell, 2009; Sarangi, 2000) that both invites the applicants' extended and 'open-ended' responses (building ground for assessment) and steers the responses and their development into the institutionally relevant topics. The detailed interaction analysis demonstrated how social workers used a broad range of question types to steer and guide applicants' responses, organizing talk about specific assessment topics. On the basis of initial open-ended topic initiations and applicants' responses, the social workers steered topic development through follow-up moves such as polar questions, hypothetical question constructions, and clarifying questions that asked for specification, challenged applicants' ideas, confirmed their knowledge and encouraged their self-reflection.

Such follow-up moves allowed for achieving the progression of talk into relevant areas of investigation and they constituted a central characteristic feature of assessment interviews. We suggest that they allow for accomplishing two hybrid institutional goals: i) the assessment of applicants' suitability and ii) applicants' preparation for future parenthood.

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Addressing the structure and tone of tertiary English language syllabuses: Towards an analytic model

Successful English language syllabus design hinges on the alignment of learning objectives with teaching principles. Syllabuses typically function to specify localised learning outcomes translated from teaching theories and standardised education policies. Much of the language syllabus literature centres pedagogical concerns in developing classroom practice, often adopting Communicative Language Teaching (CLT) objectives. The incorporation of syllabus document analysis into the discourse on professional language teaching is crucially important, yet all too often absent. The aim of this research is to propose an analytic model intended to explore syllabus design; namely the structural, macro-components and warm and cold tones. This study employs qualitative document analysis (QDA) to examine twelve tertiary English language teaching (ELT) syllabus documents from four Asian countries. Through this model, integrating Richards and Rodgers' (2014) methods framework and Nunan's (1988) syllabus design, our results revealed that although the sampled syllabuses' contained the structures commonly characterised as necessary for professional practice, these syllabus documents exhibited 'cold' tones, which may distance students from teachers and create barriers to students' success as language learners. These findings suggest syllabus designers need to effectively communicate classroom structures and expectations in warmer tones if these documents are to facilitate positive teacher-student connections.

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Multiple roles and goals in nurse handovers: Relevance to staff well-being

This paper focuses on the interaction between nurses during a shift-change handover in two different wards of a large hospital. By adopting a multiple goals in discourse perspective and the framework of activity analysis (e.g. Sarangi, 2010), we investigate how the nurses perform multiple discourse and activity roles and succeed in fulfilling a range of goals that go beyond the transmission of medical and institutional information regarding patient care. Our ethnographic approach comprises observations and interviews with audio-recordings of interactions during, and around, the twice-daily nurse shift-change handovers. A holistic look at the different phases in these data enables us to trace the fluctuating medical, institutional and relational goals and the intertwining of modes of talk. These play an important role in nurse shift-change handovers as components of professional nurse identity performance (see Spilioti et al., 2019 and e.g. Eggins and Slade, 2012). The findings can inform training and policies relating to staff well-being.

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Professionalizing the English curriculum: uncovering the needs of lifelong learners in a French institution

One of the challenges facing French Higher Education is to adapt degree programs to the needs of adult learners and blur the boundaries between training contents and workplace expectations (Borras & Bosse, 2017). As English proficiency is one of the key competences that undeniably supports adults' employability, mobility and competitiveness, the professionalization of English courses is a necessity. Conducting a needs analysis (NA) is central to the design of such professionalizing programs (Brown, 2009, 2016; Huhta et al., 2013). In the CNAM, a unique French institution exclusively dedicated to lifelong learning, a large-scale NA was performed in the autumn 2019 to uncover the communicative tasks adult professionals are required to perform in English at work. Data was gathered from English learners (N=242) and teachers (N=11) using mixed quantitative (questionnaire and online survey) and qualitative (informal and follow-up interviews) methods. Descriptive and inferential analyses were carried out with a particular focus on potential differences in learners' answers with regards to task importance across different levels of English proficiency (A2, B1, B2) and learning modes (self-directed learning, blended, face-to-face). The results were used to draw an accurate profile of the lifelong adult learner, and inform the design of a task-based Professional English curriculum.

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In case of emergency: A responsibility perspective on evacuation practices

Risk communication research spans many domains, including the environment, healthcare, science and technology, law enforcement, banking, workplace health and safety (e.g. Chrichton et al. 2016). The EXIT project deals with issues of security and responsibility in relation to communication about evacuation, e.g. in fire hazards or terror attacks. Our study focuses both on what evacuation information to the general public looks like and on policies and attitudes behind specific evacuation information guiding the general public. We see evacuation information as a possible resource for the distribution of responsibility. The aim is to investigate how groups and individuals construe their sense of responsibility in relation to evacuation: (a) How do people discursively construe their sense of responsibility in the face of risk and evacuation situations?; (b) To what extent does their interpretation of what to do correlate with the intentions of the policy makers producing and sanctioning the evacuation information (on signs, websites)?; (c) What is the purpose of the meaning production in this field of discourse: is the primary function to make evacuation as efficient as possible in a risk situation; is it to educate the public in how to behave in situations of risk; or is the giving of evacuation information a mere ritual? As a first step of data collection, we have analyzed evacuation signs and conducted focus group discussions at a higher education institution in order to evaluate participants' understanding of evacuation practices and individual responsibility within the institution.