

Mobile discursive place-making on the ocean: Multisensory semiotic landscapes as safaris in the Arctic

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This study responds to the need for research that links mobility and tourism studies, specifically in place-making (Hays 2012), and accounts for an increased focus on multisensory aspects of semiotic landscapes (Pennycook & Otsuji 2015). We explore the concept of “safari” in relation to Norwegian cruise tourism in the Arctic, a notion that has been conceived as a process that orders the landscape by movement across it and is produced by the spectacle of nature (Urry 1990).

We base our analysis on ethnographic data from semiotic landscapes on a Hurtigruten ship (Mohr & Ackermann-Boström 2023), perception questionnaires with international travelers (Mohr et al. 2023) and interviews with Norwegian travelers (Mohr 2024), analyzed in a multimodal discourse analytic framework. The data emphasize the importance of nature and wildlife in Norwegian cruise tourism.

Various dynamics emerge:

- 1) A general foregrounding of “exotic” nature/wildlife.
- 2) A general semiotic emphasis on local authenticity in relation to domains like food, versus emphasis on Otherness regarding the journey as a whole, i.e., traversing the “wilderness”.
- 3) Targeting of different tourist groups semiotically with different animals and different languages, e.g., “safaris” offered exclusively in English, versus reference to smaller animals mostly provided in Norwegian. This is visible on, e.g., menus and posters, but also audible in soundscapes on board.

Altogether, our analysis demonstrates how a cruise creates dynamic place in a multisensory manner. This is based on references to and foregrounding of wildlife/nature in the semiotic landscape, but it is also enabled by imaginaries of the journey traversing space.

Evaluation in social media discourse during the Covid-19 pandemic

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The ways we discuss crises affect our understanding of major events and the world in general (Seeger & Sellnow, 2016); thus the study of evaluation in social media discourse is essential. In this presentation, we describe how the Covid-19 pandemic was evaluated on Finnish Twitter by addressing the following research questions: (1) What kind of discourse topics were discussed on Twitter during the pandemic, and how were these topics evaluated? and 2) How did discourse topics and evaluations intersect to form descriptive entities called evaluative images? We study a large corpus of 375,322 tweets from January 2020 to August 2021 with quantitative topic modelling (Blei et al., 2003) and the qualitative framework of evaluative parameters (Bednarek, 2010). The results show that the discourse topics are related to health, protective measures, briefings and support services. In addition, evaluative expressions of emotivity, mental state, importance and necessity are involved. Based on the analysis, two evaluative images emerge (1) a focus on consistent responsibility and emotional reactions and (2) support for the groups most affected by the pandemic.

Bednarek, M. (2010). Evaluation in the news. A methodological framework for analysing evaluative language in journalism. *Australian Journal of Communication*, 37(2), 15– 50.

Blei, D., Ng, A., & Jordan, M. (2003). Latent dirichlet allocation. *Journal of Machine Learning Research*, 3, 993–1022.

Seeger, M. W. & Sellnow, T. L. (2016). *Narratives of crisis: Telling stories of ruin and renewal*. Stanford University Press.

Tutee-initiated advice-seeking actions in ESL writing conferences

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This conversation analytic study examines occasions when tutors provide tutees with ambiguous or markedly generic advice in English as a second language (ESL) writing conferences. On such occasions, tutors seem to be unable to give advice on matters that tutees seek assistance with, which typically leads to advice pursuits for a sought-for response. Data come from video-recorded interactions between two L1 English tutors and eleven L2 English tutees, enrolled in ESL writing workshops at an urban community college in the United States. Findings reveal that the mismatch between tutees' gesture and speech, the incremental build of advice-seeking sequences and elements that lack clarity in those sequences lead to unsuccessful advice giving. Subsequently, tutees tend to engage in post-advice interrogations, which is treated as either clarification requests for promoting tutee's agenda or resistance for ambiguous advice. The study has implications for understanding the potential trouble sources in the construction of advice-seeking sequences, and thus may increase the awareness of participants regarding the nature of tutees' advice requests in ESL writing conferences.

On the emergence of V1-conditionals in child Dutch: An acquisition process driven by interactions with parents in question-answer pairs

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This study examines the acquisition of V1-conditionals in Dutch, which share the syntactic structure of polar questions, with the finite verb in clause-initial position. This structural similarity presents a learnability challenge: Do children confuse V1-conditionals with questions? The existence of canonical IF-clauses challenges children, too. Do they need to acquire V1-conditionals if IF-clauses suffice? Research on this topic is limited, though V1-conditionals are argued to originate from question-answer pairs in dialogues, later evolving into fictive discourse patterns. Since such dialogues are frequent in child-caregiver interactions, this study hypothesizes that V1-conditionals emerge in acquisition similarly to their historical development.

To test this, a corpus study analyzed spontaneous speech from 10 monolingual Dutch children (1;05-6;00) using 402 transcripts from the CHILDES database, comprising 122,196 child utterances and 240,014 child-directed utterances. The study first examined the roles of children and caregivers in question-answer pairs, then classified these interactions into types based on discourse roles. Results show that children's use of interaction patterns mirrors the historical development of V1-conditionals. As they grow, they increasingly take on both roles—initiating a polar question and providing a consequence THEN-clause in interactions.

Findings suggest that V1-conditionals emerge naturally from discourse patterns, in both synchronic and diachronic contexts. The study provides strong evidence that discourse interactions drive complex syntactic development. As children engage in frequent question-answer sequences, they gradually incorporate V1-conditionals into their speech, demonstrating that syntax evolves dynamically through interaction. This supports the broader claim that grammatical structures are shaped by conversational experience rather than mere rule learning.

Discourse marker development in L2 French: A longitudinal and cross-sectional study of 'tu vois' ("you see")

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The role of social interaction in second language (L2) learning has by now gained widespread recognition in Second Language Acquisition (SLA) research. Conversation-analytic SLA has started to uncover how L2 speakers develop their interactional competence – the ability to co-construct and coordinate social actions in context-sensitive ways (Hellermann, 2008; Pekarek Doehler, 2010; Skogmyr Marian, 2022). Recent studies focus on how L2 speakers develop linguistic resources (e.g., discourse markers) for managing structural features of interaction, contributing to their 'L2 grammar-for-interaction' (Pekarek Doehler, 2018).

This study examines the development of one such resource in L2 French: 'tu vois' ("you see"). While traditionally a complement-taking predicate with the literal meaning of visual perception, 'tu vois' has grammaticalized into a discourse marker in spoken French (Bolly, 2012), often used turn-finally to elicit a response (Stoenica & Fiedler, 2021). But do L2 speakers adopt this usage?

Using longitudinal conversation analysis and usage-based SLA, the study investigates 'tu vois' in 80h of video-recorded interactions among 23 adult L2 French speakers (A1–C1 levels) in a French-speaking Swiss region. Participants met bi-monthly for 3–21 months in a conversation circle. Analyzing 298 instances of 'tu vois', the study reveals both common patterns and individual differences in the data. Two case studies show that while initially deploying 'tu vois' in its literal sense, both speakers eventually routinize it as a discourse marker used to engage recipients, mirroring L1 French usage. These findings suggest parallels between L2 acquisition and L1 grammaticalization and have implications for L2 learning and teaching practices.

Interactivity in academic lectures through the lenses of metadiscourse

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Interactivity plays a fundamental role in learning and developing one's foreign language competency. Indeed, "optimal learning comes from productive engagement built on the creative co-construction of knowledge in interaction between teachers and learners" (Shea (2018, p.1). Against this backdrop, this study aims to assess the level of interactivity in a corpus of academic lectures delivered to Tunisian students in four subjects: Cultural studies, Linguistics, and Literature. An innovative mixed method approach will be used. First, a quantitative assessment of interactivity is carried out. It involves the generation of an index of interactivity for lectures in the Tunisian Lecture Corpus (TLC) based on an analysis of the three interpersonal dimensions of the metadiscourse categories (viz., organizing, involving/evaluative, and bi-dimensional) (Bouziri, 2021). Second, a qualitative assessment of interactivity will examine the quality of interaction in TLC through a more in-depth analysis of lecture episodes featuring metadiscourse. Findings will be discussed and interpreted against the characteristics of the academic lecture genre and Tunisia as an EMI context. Pedagogical applications relating to developing academic speaking tasks for university students will be offered.

Examining Future Teachers' Sense-Making in Multicultural Classroom Conflicts: A Discourse-Based Study Across Greece, Norway, and Türkiye

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This study investigates how senior pre-service teachers in Greece, Norway, and Türkiye engage with and make sense of a complex classroom scenario involving multicultural and refugee-related tensions. Adopting a case-based approach, the study examines participants' individual analyses of a hypothetical classroom conflict centered on a refugee-background student who feels socially excluded, leading to a physical altercation. The study draws on discourse-analytic methods to explore how future teachers construct, interpret, and negotiate competing perspectives within the scenario, including those of the teacher, students, and parents.

Fifty senior students (approximately 15–20 per country) participated in the study, each providing a written response reflecting on the challenges, dilemmas, and possible strategies for handling such a situation. A qualitative content analysis of their responses revealed key discursive patterns in how they conceptualize teacher-student communication, cultural sensitivity, and behavioral management. Themes such as identity and belonging, cultural misunderstandings, equity and fairness, and integration vs. exclusion emerged as central concerns in their reflections.

By examining how pre-service teachers articulate their stances, tensions, and potential solutions, this study contributes to research on teacher discourse, interactional sense-making, and intercultural communication in educational settings. The findings highlight the role of teacher education programs in preparing future educators for the linguistic, social, and ideological complexities of diverse classrooms. Additionally, the study underscores the need for further research on how contextual factors shape teachers' interpretive frameworks when addressing multicultural challenges in education.

The interactional organization of language management in online project meetings

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Language management involves “conscious and explicit efforts by language managers to control the choices” of language in a speech community (Spolsky, 2009: 1). While international management literature has explored language management as a top-down strategy at the organizational level (Sanden, 2016), conversation analytic work on the interactional management of language choice in multilingual workplaces remains limited (but see Markaki-Lothe et al., 2014; Hazel & Svennevig, 2018). Particularly, there is a gap in the knowledge on how multilingual interaction is managed in contemporary, technologized (e.g., Meredith 2017) work environments.

This paper explores how a team of project managers at a multinational IT company, operating primarily via online platforms, manages language at the interactional level. Although the company's official language is English, the team comprises only Finnish and Swedish L1 speakers. The data includes MS Teams video meetings and Slack chats from a 5-month period, during which the team collaborated on a joint project.

Micro-analysis of the meeting interactions reveals that the participant jointly constructed as the leader and chair of the group (Van de Mierop et al., 2020) is also oriented to as the main language manager, holding higher deontic rights (Stevanovic, 2013) to decide which language to use in which sequence. However, when she initiates a language shift, the suggestion is heavily hedged. The suggestions also need to appear at the right sequential location (at a TRP or the beginning of a sequence) to be successful. Modelling language shift seems to be a more effective strategy than just suggesting it.

What are the implications of mixing methods for understanding gender in interaction? Comparing interview-based accounts with conversation analysis

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Does gender shape the way we interact, use language, and otherwise communicate? A large multidisciplinary body of research has addressed this question both quantitatively and qualitatively, along broadly essentialist or constructionist lines. Conversation analysts have addressed this domain with a different kind of question, focused on ‘how gender creeps into talk’ (Hopper & LeBaron, 1998) in systematic ways that are demonstrably consequential for an unfolding interaction and its outcome (e.g., Stokoe, 1998; 2010). In this paper, we contribute further to methodological questions about how to capture and analyse gender and interaction. As part of a multidisciplinary Centre for Early Mathematical Learning, we collected approximately 115 hours of video-recorded data in three pre-school settings in the UK as well as interviews with 27 early childhood teachers and practitioners. We analysed the video data with conversation analysis, building collections of all cases where gender ‘crept into’ the interaction and thematically coded the interview data for mentions of gender. Our analysis identified gaps between what practitioners say about gender (e.g., in accounts: “the boys are quite sort of typical boys, aren’t they?”) versus the actions and sequences through which gender is manifest (e.g., in assessment sequences: “yeah! perfect! good boy”). We discuss the implications of these gaps for research on gender and ways of knowing in the social sciences.

Hopper, R., & LeBaron, C. (1998). How gender creeps into talk. *Research on Language and Social Interaction*, 31(1), 59–74.

Stokoe, E. (1998). Talking about gender: The conversational construction of gender categories in academic discourse. *Discourse & Society*, 9(2), 217-240.

Stokoe, E. (2010). ‘I’m not gonna hit a lady’: Conversation analysis, membership categorization and men’s denials of violence towards women. *Discourse & Society*, 21(1), 59-82.

The interactional accomplishment of caring for a mannequin in simulation-based nurse training

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This study examines how operators' vocal enactments mediate students' engagement in simulation-based nursing training, where the limited expressiveness of mannequins necessitates operator-managed voicing to sustain the activity as patient care. Drawing on ethnomethodology and conversation analysis (EMCA) to scrutinize video recordings of simulation-based nursing education, the study focuses on interactions between operators and students as mediated by the mannequin. The findings show that operators' vocal utterances serve multiple functions: supplementing the mannequin's limited expressiveness, guiding students toward learning objectives, and providing feedback on clinical actions. However, the operator's enactments are not always taken up by the students as intended, as students navigate the tension between the artificiality of the mannequin and the requirement to suspend disbelief and treat the mannequin as if it is a human patient. Rather than fully immersing in the scenario, students oscillate between engaging with the mannequin as a patient and acknowledging the simulation's artificiality, highlighting the complex dynamics of simulation-based learning.

Representations of collective and individual identities: A multimodal critical discourse analysis of textbooks for German as foreign/second language

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Identity is developed and negotiated within the discursive space of communities. Recognition through representation in textbooks can be understood as a question of representational justice (Crenshaw, 1991; Fraser, 2005) – and thus has the potential to contribute to a just transformation, in particular in post-migrant societies (Foroutan, 2019). This approach does not simply concern visibility in textbooks, but focusses more comprehensively on the discursive quality of the representations.

In my analysis of textbooks for German as foreign/second language produced in Norway and Germany, I combine Multimodal Critical Discourse Analysis (Canale, 2023; Wenginger, 2021) with the coding procedures developed within Grounded Theory (Postholm, 2019). My research questions are: What representations of collective and individual identities are developed in the textbooks? What are the relations between them? And to what extent do the textbooks encourage pupils to question and modify these representations?

My work contributes to filling these research gaps (Zhang et al., 2024): I examine the different modalities of the textbooks in relation to each other, not only individually; particular attention is given to the use of stock photos (Jarżabek, 2018; Wolbergs, 2024) and the question to what extent these globally distributed photos are suitable to represent specific social realities. I follow an intersectional approach to identity, working with intersections of – among others – race, ethnicity, religion, social class and gender. And I explore the digital materiality (Weich, 2023) of the textbooks in order to ask to what extent they can contribute to the development of critical discourse competence.

Reflections on Analysing Supra-Sequential Activities: The Case of Prolonged Decision-Making in Neurological Appointments

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Extensive conversation analytic research on decision-making has shown how participants negotiate their deontic stance in both determining the decision and advancing the activity. In addition to deontics, also epistemic positioning and, at times, management of affect may become relevant. While research demonstrates the centrality of deontic positioning and the potential complexity introduced by epistemic and affective orders in decision-making, studies have mostly focused on short sequences built around a proposal–acceptance/rejection adjacency pair.

This study examines decision-making in neurological outpatient visits where the decision-making process extends beyond a single adjacency pair, forming prolonged activities. These may involve extended negotiation of a single decision, interlinked decision sequences, or decision-making spread across multiple encounters. The data consist of 130 recorded consultations, analysed using conversation analysis.

Building on Linell's (1998) concept of communicative projects, we show how patients and clinicians use different strategies to steer decision-making. Patients may challenge recommendations by bringing up their experiential knowledge on the specificities of their ailment, while clinicians manage complexity by segmenting decisions into stages, where broad choices (e.g., administration method, risk level) precede more specific ones.

Our findings suggest that for understanding the phenomenon of complex decision-making, it is necessary to transcend single sequences.

Reference:

Linell, P. (1998) *Approaching dialogue. Talk, interaction and contexts in dialogical perspectives*. John Benjamins.

A fresh look at ellipsis: Argument structure in practical activities

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When thinking about the impact of embodiment on syntax, one of the first phenomena that linguists have noted is ellipsis (Bühler 1934). Ellipsis has been conceived of as the omission of obligatory syntactic arguments, if they are contextually available (Thomas 1979) because of spatial context, background knowledge, or prior discourse (the latter being called „analepsis“).

While this traditional approach starts from a supposedly well-formed standard syntax and accounts for deviations from it by reference to context, I take a praxeological approach. I study how argument structure is adapted to the availability of objects involved in practical activities because of perceptual salience, object manipulation, and the role that objects projectably play within routine sequences. Data come from request and instruction sequences in German.

Data analysis yields that object arguments are regularly omitted if they are mutually salient and involved in a course of joint action. Often, the distinction between analepsis and ellipsis is not feasible in these contexts (Deppermann 2025). Directional and temporal phrases, which are not considered as obligatory from a normative syntax perspective, are, however, obligatorily produced, because they are vital for coordinating joint action by specifying its temporal and spatial trajectories.

References:

Bühler, Karl (1934) *Sprachtheorie*. Jena.

Deppermann, Arnulf (2025): Lean syntax: how argument structure is adapted to its interactive, material, and temporal ecology. *Linguistische Berichte Sonderheft 35*, 7-46.

Thomas, Andrew L. (1979) Ellipsis: The interplay of sentence structure and context. *Lingua*, 47, 1, 43-68.

Councillor voice as part of forming and maintaining an alliance

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This study examines intonation as one modality of voice usage, particularly as a mediator of cues in forming and maintaining an alliance in guidance interaction. The goal is to analyze variation in intonation as an empathy-displaying resource.

In this study, the theoretical and methodological framework is founded on conversation analysis. This research is multidisciplinary, combining methods from guidance interaction research with those used in psychotherapy and speech research. This research is guided by the perspectives of conversation analysis on prosody and intonation, as well as the formation and maintenance of alliance in guidance interaction. The data consists of career counselling interactions analyzed qualitatively utilizing conversation analysis and the Interpersonal Process Recall method. Data collection is ongoing, and pilot study is based on a single session.

The pilot study reveals differences in intonation usage depending on the chosen method for guidance interaction, i.e. orientation. We examined three orientation types: supportive, inquiry, and problem-solving. Supportive orientation utilizes a lower and more even intonation, transmitting cues on respect, trust, excitement and interest toward the topic discussed. In inquiry orientation, rising intonation helps emphasize new perspectives stimulating clients' cognitive processes. In problem solving orientation intonation mediates cues of approval in receiving guidance enhancing cognitive activity. These findings indicate that, in alliance formation modalities in voice usage and intonation mediate empathy and cues of understanding reciprocally. Such modalities notably increase the sense of authenticity as well as strengthen alliance formation and maintenance.

Panel title: Conversation analysis as a tool for user involvement in research involving people with communication disorders

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The relevance and importance of involving users (or patients, clients, other stakeholders) are increasingly highlighted in health and intervention research. Although there is growing awareness of the benefits of user involvement, and comprehensive frameworks in place on why and how to involve users in various parts of clinical work and research, there is limited knowledge about how to best achieve and secure such involvement (Dengsø et al., 2023).

This panel gathers presentations that in different ways showcase how conversation analysis can be used as a tool and framework for involving users in different parts (or levels) of the research cycle, with a primary focus on research involving people with communication disorders. The panel covers three focus areas:

- 1) How conversation analysis can be used to explore, understand and/or evaluate the user involvement in the relevant research project
- 2) How users are involved in the conversation analytic process in the relevant research project
- 3) How users are involved in the development or implementation of interventions that build on conversation analytic research

Based on a set of individual oral presentations this panel provides an opportunity to reflect on and discuss what it means to include users in various parts of the research/intervention process. For example: what are the challenges and opportunities of including users in the research – from planning to analysis to evaluation and writing? How can conversation analytic research – applied to exploring the user involvement itself – contribute to a better understanding of how user involvement is planned and executed? How may user participation inform the (conversation) analytic process?

Dengsø, K. E., Lindholm, S. T., Herling, S. F., Pedersen, M., Nørskov, K. H., Collet, M. O., ... & Jarden, M. (2023). Patient and public involvement in Nordic healthcare research: a scoping review of contemporary practice. *Research Involvement and Engagement*, 9(1), 72.

Asymmetric and Institutionally Regulated Interaction as a Tool for Military Identity Construction

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This presentation outlines a study with the aim to clarify how military identity and culture are reproduced and negotiated on the micro-level in interaction between officers and conscripts in the Swedish Armed Forces. The Swedish Armed Forces is a highly hierarchical institution that values uniformity, discipline and obedience, and a military identity is characterized by stress tolerance, group orientation and a strong work ethic (Stalpe 2018; Grimell 2024; Beder 2012). A key institutional aspect is the military language, which serves to efficiently manage large, complex units (Ben-Ari 1998:11), and is institutionally regulated both lexically and multimodally. The study undertaken investigates the interaction between officers and newly enlisted conscripts to analyze how the military values are reproduced and negotiated through the military language used in the daily routines.

The data was collected ethnographically within a conscript group, and consists of video recordings of institutional interactions between conscripts and their officers in the Swedish Armed Forces. The study investigates multimodal interaction from a conversation analytic perspective (Broth & Keevallik 2020) to highlight the interactional work from an emic perspective.

Initial results indicate that the asymmetry in the interaction is stated and reinforced through the military language, and the officers' epistemic and deontic stance and status are used as resources that bridges the transmission of the military culture and identity. The military language use creates an atypical interactional order compared to everyday communication, evident in turn-taking and in the structure of speech acts, reinforcing the military discipline and obedience.

References

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- Broth, M., & Keevallik, L. (2020). *Multimodal interaktionsanalys*. Studentlitteratur AB.
- Grimell, J. (2024). You can take a person out of the military, but you can't take the military out of the person: Findings from a ten-year identity study on transition from military to civilian life. *Frontiers in Sociology*, 9, 1406710.
- Stalpe, J. (2018). Att tänka nytt och pröva nya idéer inom Försvarsmakten.

Reportative evidentials during emergency call transfer in French

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This study focuses on reportative evidentiality in French institutional interactions, i.e. when participants signal information as second-party. The collection contains 106 turns expressing reportative evidentiality in telephone interactions between emergency call-takers from Fire & Rescue and/or Emergency Medical Services (EMS). While the caller is on hold, a first call-taker has a short telephone conversation with a second call-taker to present the case before transferring the caller to them.

The most common evidential reportatives are quotatives (*elle dit qu'il arrive pas à lui parler* 'she says he can't speak to her'), the conditional (*il serait inconsciente* 'he's said to be unconscious'), and adverbial 'apparemment' (*elle respire apparemment* 'she's breathing apparently'). Reportative evidentials have been analyzed as markers of non-commitment, by which speakers withhold their own endorsement of a proposition originating from someone else (Dendale 2002, Kronning 2018). This study shows that during emergency call transfer, this on-record meaning of neutrality can be tilted towards doubt. Indexing doubt can work in the caller's favor when the call-taker harbors the suspicion that the situation is more serious than the caller described. However, explicitly flagging information as second-hand can also undermine the caller's reliability, as observed in the subsequent interactions with second call-takers.

This study contributes to research on evidentials and epistemics in talk-in-interaction (Clift 2006, Fox 2001), especially during clinical handover (Mori et al. 2017). Despite substantial interactional literature on emergency calls, little attention has been devoted to practices surrounding call transfer (Kevoe Feldman & Pomerantz 2018) and the institutional co-construction of knowledge.

“Gay” nasalization - metapragmatic stereotypes of de-/nasal pronunciation

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The fact that German gay men nasalize (‘näseln’) can be described as a metapragmatic stereotype (cf., Agha 2007: 149, 202) and at the same time as a prominent aspect of socially enregistered “gay” voices in German (cf., Vorberger 2024).

In this talk, I examine this stereotype of “gay” nasalization and approach to shed light on it. For this purpose, I performed a discourse analysis of metapragmatic utterances about nasalization (cf., Agha 2007). The study draws from two sub-corpora compiled from existing German linguistic resources: Sub-corpus I (444 records, 1605-1927) and Sub-corpus II (3,266 records, 1949-2023). Through an inductive-deductive content analysis, I categorized the records to uncover the various associations tied to nasalization.

The findings reveal that nasalization is predominantly associated (1) with the characteristics of arrogance, distinguishedness and affectation, (2) with the languages/varieties of French and English (also Austrian and North German) as well as (3) the groups/types of nobility, clergy, teachers and gay men, which often occur in combination.

This analysis employs the concept of indirect indexicality to plausibilize how nasalization is associated with the widespread stereotype of an affected, flamboyant gay man. In addition, the data prove that this association represents a metapragmatic stereotype with discriminatory potential. Finally, I consider how such analyses of “metaphonetic” discourses can complement traditional phonetic studies.

Agha, Asif. 2007. *Language and Social Relations*. Cambridge: Cambridge University Press.

Vorberger, Lars. 2024. „Das klingt echt schwul“ – Eine soziophonetische Untersuchung zur stereotypen schwulen Aussprache im Deutschen. *Zeitschrift für Angewandte Linguistik* 2024(80), 136–180.

„This dog has better communication skills than most people“ – The discursive and interactive construction of talking pets online

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Dogs using so-called “talking buttons” – i.e. plastic buttons that play pre-programmed words and phrases upon being pressed – in the communication with their human companions have become a viral hit on social media. A multitude of videos show pet-human interactions that appear as meaningful communication in which the animals express needs and desires, ask questions, or state observations and emotions. The “talking buttons” used in these videos are sold by a variety of companies promising their customers that they can teach their pets “how to talk” so that they “can express their needs and emotions more accurately than relying solely on body language and visual clues” (<https://fluent.pet/en-eu/pages/talking-dog-buttons>). The comments posted to “talking buttons” videos on social media platforms such as Instagram and TikTok further contribute to the idea of pets capable of using human language by praising their language acquisition and by discussing the extent of their linguistic competence.

This paper investigates the discursive and interactive practices involved in the construction of “talking pets” as a phenomenon prevalent in digital culture. It combines the analysis of dog-human interactions using “talking buttons” in videos posted on TikTok with an examination of these videos’ comment sections to shed light on the ways animals as speaking subjects are constructed in interaction and discourse. This will then be discussed as an example of changing human-animal relationships and evolving understandings of what language is.

Interdisciplinary Perspectives on Human and AI Intelligence in Social Realities

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The rapid rise of artificial intelligence, particularly since November 2022, has reshaped the ways humans interact with technology in everyday life, education, and the workplace. As AI systems increasingly play a more dominant role in text generation, engage in conversation, assist in creative work, and simulate human behavior, the distinction between human and artificial intelligence becomes more complex.

A key debate in this context is how intelligence and sentience manifest in human-AI contexts—not as fixed properties of either humans or machines, but as relational and context-dependent phenomena. When users engage with AI-generated (or enhanced) text, chatbots, voice assistants, or humanoid robots, they often attribute intelligence, expertise and even sentience to these systems, even though AI operates on probabilistic modeling rather than human understanding or self-awareness. So what does it mean to perceive an AI system as intelligent? Under what conditions do users understand AI-output and behavior as intelligent, expertly, sentient or socially competent?

The Merriam-Webster Dictionary defines intelligence as “the ability to learn or understand or to deal with new or trying situations” and “the skilled use of reason.” Sentience, by contrast, refers to a person’s ability to sense and feel: “being conscious of or responsive to the sensations of seeing, hearing, feeling, tasting, or smelling.” These qualities are deeply tied to social activities and the ability to engage in shared sense-making. Henceforth, we therefore treat intelligence and sentience as interdependent phenomena that emerge through sense-making activities, rather than intrinsic traits of humans or AI systems.

In computer science, intelligence is understood in terms of computation. AI does not “understand” meaning in a human sense but produces outputs based on probabilistic models, data patterns, and algorithmic rules. Nevertheless, users often interpret AI outputs as intelligent, meaningful, responsive, or even sentient. This raises critical questions about the mechanisms through which AI-human sense-making activities shape our perceptions of intelligence and sentience.

As Stultz (2024) notes, intelligence is inherently subjective, shaped by social expectations and individual experiences. This panel explores the notions of intelligence and sentience from diverse interdisciplinary perspectives, focusing on AI-mediated user experiences across multiple domains. Contributions will examine AI’s role in text production, speech-sound processing (voice interfaces), digital conversations (chatbots), and variants of human-robot interactions, and AI.

With an interdisciplinary approach, we aim to refine our critical understanding of intelligence and sentience—both from human perspectives and the lens of specialized AI systems.

“ I LOVE YOU” – The Case of Human-AI Attachment

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This paper examines emotional displays between humans and AIs from a social interactional perspective. Specifically, it explores how human experiential reality—observable in and through courses of action involving conversational AI—unfolds within distinct social realities, particularly in the domain of emotional expression. The anthropomorphization of technology is a well-documented social phenomenon. One crucial aspect of this process is the human inclination toward forming social bonds (Salles et al. 2020), which emerges early in life when children seek comfort and security from objects such as teddy bears and blankets. This form of object-bonding plays a fundamental role in developing emotions, social skills, and empathy (Chang-Kredl et al. 2024). When humans establish—or attempt to establish—emotional connections with AI, their perceptions of sociality, humanness, intelligence, and sentience are reconfigured. This paper adopts an emic perspective to investigate the depth of emotional connections that humans appear to form with conversational AI, ranging from unimodal digital AI systems to multimodal, human-like virtual AI agents. The study is based on a mixed dataset, incorporating fictional and documentary data that capture emotion-centric moments in human-AI interactions, as well as naturally occurring human-AI conversations where emotional aspects shape the interaction. Beyond analyzing the interactional emotional dynamics between humans and AI, human perceptions of these experiences are also examined. As AI technology reshapes our understanding of and boundaries between human and artificial emotional attachments, ethical considerations surrounding these evolving social realities emerge. How far can—or should—emotional bonding between humans and AI be taken?

Implementing the AI Hype into the Workplace: The Discursive Construction of the AI Consulting Market

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A claim such as 'The age of AI is now, and you're falling behind' can be a worrying thought for many companies. A simple solution might be to bring in a consultant who promises to guide you into this new era. This study explores how AI consulting firms discursively construct the market for their services as part of contemporary techno-economic developments.

Consulting organizations wield significant influence over policy changes (Schlögl, Weiss, & Prainsack, 2021) while also exhibiting blind spots in their practices (Monod et al., 2024) when engaging in discussions on technological advancements in the workplace. With LLMs emerging as a new business opportunity (see Mohan, 2024), the question arises: how is this influential industry discursively constructing the need or want for AI consulting?

In this presentation I'll explore how AI consulting organizations create and shape the market itself. This study analyzes marketing texts from 14 Finnish consulting organizations specializing in AI and 10 focused on digitalization. Using discourse and frame analysis as a methodological framework, I examine central discourses through frame setting, focusing on how different voices are framed within them.

The results illuminate how consultants frame the rising AI-consulting market and assert expertise in a technology still in its infancy compared to similar practices in established consulting markets.

These results are explored within broader market landscape where a technological breakthrough has created a new Wild West for value-seeking opportunities.

Keywords: Artificial intelligence, consulting, framing, discourse

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Simulating political dialogue with AI: Citizens' questions to the candidates' AI clones in Finnish presidential election

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Recent technological developments have given rise to conversational AI that blurs the boundaries between human and non-human agency (Leonardi 2023). In this presentation, we explore the dynamics of human-AI interaction in the context of political discourse, namely, election campaigns. The bedrock of a democratic society lies in people's freedom to form opinions based on correct information and select their representatives for societal decision-making. However, similar to other sectors of society, politics is undergoing a transformation due to AI technologies – even so that political debates may be run by the politicians' AI replicas. Our data presents such a scenario: it comes from an experimental study where citizens could discuss with the candidates' public AI chatbot clones during the Finnish presidential election in early 2024.

Using digital conversation analysis as our methodological approach, we examine 'insisting questions' where the citizen poses a question to the AI candidate and then corrects the response given. Our results show that similar to political interviews (e.g. Berg 2003), insisting questions imply accusations whose legitimacy is negotiated during question-answer sequences. The accusations draw on the politicians' public image and AI candidates are able to unpack them in their responses, followed by the citizen's third turn correction that attributes intentionality to the AI and displays mistrust towards it as a real political figure.

Our study sheds light on the nature of human-AI interplay that is increasingly prevalent across society and may profoundly transform the concepts of knowledge, trust and moral order in political and other institutional discourse.

'A spokesperson from University X said': Institutional racism in the making

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Universities in the UK are in the spotlight when they or their members are accused of racism.

Drawing on broadcast talks, discursive-psychological investigations showed that news media sanction racism by challenging speakers whose expressions can be heard as racist and/or inviting victims of racism to share their experiences. This investigation turns to newspaper articles and explores how universities respond to and address accusations of racism.

News articles were found online, using the keywords 'university' and 'racism'. Guided by discursive psychology, the analysis focused on the university's response to the accusation, specifically how racism is (re)formulated and addressed.

After reporting the racist incident, a statement made by the university/its spokesperson is systematically quoted at the end of the news articles. These statements routinely begin with the formulation, 'a spokesperson from University X said', which institutionalises this response as well as the parties responsible for making and enacting the response. In these statements, it is recurrently observed that sympathy is displayed toward the parties affected and the extended communities, equality policy is cited, and the institution's investigation is announced and portrayed as ongoing.

The findings show that racism reported is constructed, and treated, as an institutional problem. By making a statement, universities are constituted as responsible for addressing and sanctioning racism. Institutional racism is thus brought to life via news reporting. The study flags that whilst framing racism as an institutional problem grabs the news headline, it digresses the attention from the individuals and the day-to-day interactions.

A Semiotics of Solidarity: How words constrain social interaction

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Social scientists operate with essentially contested concepts that require strong explicit definitions. To designate concepts, they use signs from the standard vocabulary. All native speakers understand the words 'society', 'cooperation', or 'solidarity' in banal communication, however, in specialized discourse they are used as terms that connote different meanings. To complicate matters, the meaning varies between disciplines and paradigms. This article analyzes the interdiscursive mistranslation of sociological terminology in the Latvian language. Empirical material consists of a corpus of documents on social solidarity. Since the establishment of the Republic of Latvia in 1991, ethnic and linguistic diversity has been perceived as a threat to national sovereignty. Under the pressure of the European Union, since 2001, the government has published policy documents introducing special measures to increase social solidarity. Policy makers adapt English-language terminology and refer to the authority of classical and contemporary scientists to justify state interference in private life. Critical reading of propositions reveals inconsistent usage of terms, erroneous translation of original texts, and a lack of analytical approach to argumentation. The contextual meaning of academic terminology suggests that policy makers mistranslate the 20th century sociology in the framework of the 18th century historicism that is a foundation block of ethnocultural definition of nation. Contemporary political discourse treats ethnocultural homogeneity as a necessary condition for solidarity. In the genre of government document, this discourse shapes legal institutions that enforce modes of social interaction contradicting the reality of modern pluralistic societies.

Whose co-production, whose analysis? Collaboration between academics and their partners in impactful conversation analytic research

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Co-production refers to a collaborative approach through which researchers and non-academic partners work together throughout the research process. The aim of this discussion paper is to consider co-production practices – also referred to as, say, “user involvement”, “socially engaged research”, “knowledge mobilization”, “co-design”, etc. – in the context of conversation analytic research. I will map out some of the complexities in this domain, unpacking, on the one hand, considerations that may be general to all researchers (e.g., extending beyond linear research ethics processes to focus on achieving ethical, inclusive, equitable benefit and impact) and those that are raised in and through conducting specifically conversation analytic research. When partners are category members, whose analysis and whose co-production counts? How do weak and strong forms of ‘unique adequacy’ in ethnomethodology align with co-production? When the topic or output of research is in a designedly specialist (e.g., a piece of legislation; a new medicine, a type of battery) rather than ordinary (e.g., social interaction) domain, who has greater epistemic entitlement or access to the phenomenon? How do we consider the challenge of working ethically and impactfully in the field of human communication, where people’s lived experience may manifest as anecdotal and where “pop psychology” versions of how communication works is so readily leveraged?

Some issues of accessibility in online social services: direct access versus signposting

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Easy and low-threshold access is considered to be a major advantage of online services. In Sweden, social services in several municipalities strive to increase their accessibility by responding to anonymous users online. This paper raises the question about the nature of accessibility that the online social services entail. Two online platforms were studied: synchronous online chats and asynchronous Internet question forms. Online chat logs and question form exchanges were closely analyzed using conversation analysis. The accessibility of online social services was approached through the concept of boundary work: the focus was on how social workers touch upon and navigate the constraints of what they can and cannot do when responding to anonymous users online. The analysis showed that the users were signposted to in-person social services when they sought personalized advice or requested immediate interventions. When re-directing users to seek help elsewhere social workers could bring restrictions on their online role to account for not providing the requested help. The findings are discussed in terms of unmet expectations of online users due to limitations in the mandate of online social workers. While online facilities made social workers technically accessible for a contact, the range of services available online was restricted to providing information and general guidance.

Japanese conditional constructions in dance instructions: Coordination of grammar, prosody, and body

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Drawing on the methodology of multimodal conversation analysis, this study explores the relationship between grammar and body, focusing on conditional constructions in Japanese. The data was derived from a Japanese traditional dance workshop, in which a dance instructor teaches the handling of dance props and simple choreography. In the instruction of physical skills, such as dance, instructors frequently employ their bodies to demonstrate model movements to the students while providing verbal descriptions (Clark, 2016; Ehmer & Brône, 2021; Goffman, 1974). This study explores conditional constructions which the instructor employs as she demonstrates the body movements. Japanese has a predicate-final (SOV), post-positional structure, which allows a sentence in a turn to undergo syntactic transformation near the end of the turn even after the production of a grammatically complete sentence (Hayashi, 2003; Tanaka, 2000). Unlike pre-positional languages like English, a conditional is not marked in the beginning of a clause; instead, a conjunctive suffix or particle, such as to 'if,' is placed after a verb and turns the part before the particle into a conditional clause.

The analysis reveals a close coordination between grammar, bodily conduct, and prosody. Through coordination, the syntactic transformation into a conditional construction contributes to the switching of an action from bodily demonstration to verbal explanation. It also serves to extend the turn and enables the instructor to present a key movement and its outcome. The study thus elucidates how the addition of a grammatical morpheme to construct a clause is intricately connected to body and activity.

Language-related episodes and metatalk during a digital language-learning game in L2 Swedish

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Previous studies on digital game-based language learning (DGBLL) have shown that digital games can have a positive effect on vocabulary learning, for example. Most research, however, has been done in L2 English contexts with adult learners. Drawing on sociocultural theory and an ecological approach to language learning, we investigate Finnish pupils' (aged 14–16) interaction that occurs during a digital language-learning game aimed at improving learners' lexical, grammar and pragmatic skills in L2 Swedish. Specifically, we analyse the types of language-related episodes (LRE) and metatalk that learners engage in while playing a digital game with multiple choice answers in pairs. The results show that pupils produce a wide range of LREs during the game. Typically, the episodes are negotiations about correct answers with a focus on vocabulary. Pupils also engage in metatalk relatively often, justifying their answers in the game through meaning-related and grammatical argumentation. In addition, they rely on pragmatic reasoning and their own intuition in deciding over language items. The study shows that playing digital games together can provide learners of L2 Swedish with opportunities to discuss and learn lexical, grammatical and pragmatic aspects of language. DGBLL can thus offer effective language-learning methods also outside of the L2 English context.

The argumentative power of the WAR metaphor in Serbian lithium mining discourse

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Using the framework of Critical Metaphor Analysis, the study examines how the topic of Rio Tinto's lithium mining project in Western Serbia is metaphorically structured in Serbian political and media discourse, focusing on how both pro-lithium and anti-lithium advocates use metaphors to interact with each other. Based on a dataset collected from various electronic news media between June and September 2024, we aim to explore the argumentative power of the WAR metaphor and how it helps shape polarizing opinions in a highly charged discourse surrounding Rio Tinto's lithium mining in the Jadar River Valley. Our analysis shows that both proponents and opponents of lithium mining use the WAR metaphor to frame the debate on this social issue as a struggle for the future of Serbia. By equating environmental activists and opposition politicians with the ecological Taliban, proponents of lithium mining perceive any critical opinion or activity as an attempt to hinder the country's economic development and prosperity. Conversely, opponents of lithium mining use the same metaphor to portray Rio Tinto as an enemy and its corporate policy in Serbia as an occupation, framing their discourse as a struggle against Serbia becoming a mining colony for foreign powers. The study highlights the role of the WAR metaphor in shaping the interaction between the opposing sides and influencing the argumentation on controversial social issues.

Callers in Crisis: Practices for De-escalation in Helpline Interaction

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The concept of crisis refers to a threat to a prevailing order, requiring people to adjust or reevaluate their behavior. Although crisis helplines by definition manage crises, a major part of this voluntary social work entails emotional and social support, not de-escalation of a crisis. The relative low-frequency of crisis calls, coupled with their high-stakes, therefore represent a challenge for call-takers. In the current paper, we contribute to the small but growing body of conversation analytic studies of crisis communication (see Haddington & Stokoe 2022) by examining how people talk about crises as a reason for calling and what resources call-takers employ to deescalate an ongoing crisis. Drawing on recorded calls from three helplines we show how callers and call-takers establish whether the caller's problems should be understood with reference to the callers' internal emotional state or to external causes of distress. Resources for managing a crisis include empathic responses that also treat the crisis as passing as well as normalizing callers' extreme reactions by connecting them to the external events. The focus on external circumstances accentuates the interactional challenge of balancing empathy and advice. By showing how the effectiveness of resources for responding to a crisis depends on an agreement about the caller's problems as internal or external, we contribute to conversation analytic research on crisis talk as well as studies in discursive psychology about object-subject relations.

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Decision-making in coaching sessions of homeless people

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In Belgium, an estimated 38.726 people experience homelessness (Koning Boudewijnstichting, 2024). There are of course many initiatives to help these people, both temporary (e.g. during the winter months) and more structural ones. In this presentation, we will zoom in on recordings of authentic coaching sessions within the context of such a structural initiative, namely a Brussels' homeless shelter. In particular, we aim to tease out how homeless people and their mentors linguistically navigate the tension between independence and guidance during decision-making episodes. We analyzed such episodes in six authentic coaching sessions using multimodal discourse analysis and we particularly focused on the negotiation of epistemic and deontic stances (Heritage, 2012; Stevanovic & Peräkylä, 2012). Our findings reveal two contrasting patterns. First, when discussions concern the shelter's internal regulations, mentors adopt a high deontic stance, enforcing strict institutional rules with minimal negotiation. Second, when discussions focus on mentees' external plans — such as employment or housing — interactions allow for more negotiation, with a more nuanced epistemic and deontic stance. This results in more shared decision-making (Landmark et al., 2015), thus orienting more to the shallow side of the deontic gradient (Landmark et al., 2015) in their formulations. In sum, our study uncovers the challenges that the coaching towards the re-integration of homeless people entails in this center's specific context, as shown through the balancing act — between institutional constraints and the shared aim to develop the homeless people's independence — that emerges when analyzing how decision-making episodes are talked into being during these coaching sessions.

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Conversation Analysis and Social Work

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Given the emphasis on communication skills in social work, the empirical study of social work interactions is an important area for research (Hall et al., 2014; Richards et al., 2005). By examining recordings of naturally occurring social interaction and analysing participants' practices in close detail, conversation analysis (CA) provides rigorous resources for understanding the practical challenges and opportunities of professional intervention. In a review of conversation analytic studies in social work (CASW), Flinkfeldt et al. (2022) found that CA has begun to establish itself as a framework for social work research, not least in the Nordic countries, where CA has been used to examine social work practices since the 1990s.

This panel brings together six papers that highlight the utility of CA in social work research. The papers demonstrate how practitioners and service users navigate institutional constraints related to users' problems and how such work is visible in the details of talk: raising the topic of violence in a setting concerned with other social problems (Chon et al.), managing professional neutrality and affiliation in conversations with clients about their own (Todd-Kvam) and others' wrongdoings (Ellung Jørgensen et al.), negotiating social workers' accessibility in responses to anonymous users online (Thell), and de-escalating crisis in helplines with a mandate limited to emotional support (Bertils et al.). The papers also use conversation analysis to provide an empirical ground for social work concepts, such as rapport (Todd-Kvam), boundary work (Thell), and child participation (Wirzén).

Together, the papers demonstrate how this line of research can contribute new knowledge to the field of social work research and practice – with the potential to also inform policy change. The panel also shows the utility of this research for the CA literature on both institutional interaction (e.g., regarding inferential frameworks and professional-client asymmetry) and ordinary conversation (e.g., discussing delicate topics, emotion and morality).

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“You don’t want to say any more do you?” Asking and answering questions in viva voce examinations

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In the UK, viva voce examinations (vivas) play a key role in the assessment of research degrees. Postgraduate research students can prepare for vivas by accessing a range of educational training materials in which contributors recount their own (perhaps selective and contextual) experiences of the kinds of questions that viva examiners may ask. Despite the availability of these resources, students’ knowledge of how vivas actually take place is severely limited by the absence of real-life examples. Using conversation analysis, we investigated recorded vivas in a British university. A single-case analysis focused on how viva questions and answers were interactionally designed, treated, and managed through their sequential unfolding. We found that the opening sequence in the viva was interactionally problematic; a) the external examiner’s opening turn comprised several proposals, making a range of candidate responses relevant; b) the student treated this proposal(s) as requiring a turn-initial formulation, before outlining their thesis; c) in third position, the examiner’s response treated the student’s answer as in some way inapposite, unsatisfactory, or insufficient, hearably undermining the student’s opening account of their thesis. This finding demonstrates the incongruence between viva questions found in preparation materials and how they can unfold in practice, highlighting the importance of analysing real-world examples. The development of training resources based on the examination of actual vivas can ensure that students are better prepared, and may encourage examiners to reflect on practice that contributes to their organisation and administration.

DP-analysis of quoting mechanisms in X-posts in the debate about the permission for Community Service Officers to wear religious symbols

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In this presentation we discuss our analysis of an online discussion about a municipal decision in the Netherlands allowing Community Service Officers to wear religious symbols on duty. We designed a search string in monitoring tool Spottler to collect messages posted in a demarcated period following this decision.

To analyze the data, we used the perspective of discursive psychology which focuses on the way language is used to perform social actions and construct versions of reality (Edwards & Potter, 2001). During the iterative process of analysis, we became interested in the specific technical affordance of a quoting mechanism in which X-posts are quoted and commented on. In comments to quotes, participants did not merely agree with the original posts, but rather demonstrated their epistemic rights to the issue, and constructed their opinions as independent (Heritage & Raymond, 2005; Sneijder & Te Molder, 2006). Moreover, participants using this mechanism intensified the message of the original post by using different discursive devices such as extreme case formulations and elaborations.

Our findings add to the discursive psychological understandings of identity construction in a society where social media is increasingly important. This understanding supports communication professionals in designing responses while taking into consideration the identity constructed by posters as having independent epistemic access. Moreover, the intensification of the message of the original posts may contribute to issue formation in a broader sense and may help professionals to notice these mechanisms and enhance dialogue in an early stage (Strauß & Jonkman, 2017).

“Gaze worthy participation”: dynamic camera actions as resources for communicating involvement and engagement in video-mediated interactions

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In interactions that take place on Zoom, the mediating quality of the technology shapes the affordances that are available for interlocutors to display their participation. The present study turns the attention to one such possible affordance, namely, the camera. Drawing from two data sets (from an online crisis management training course, and from an online English language course), this research uses multimodal conversation analysis (Mondada, 2018) to analyze how interlocutors employ dynamic camera actions (including mobilizing a handheld camera, setting or adjusting the camera angle, and flipping the camera) in helping them to display their engagement and involvement in the asymmetrical joint interactional space on Zoom. The findings show that the participants employ the camera actions at transitional moments in interactions, thereby making salient the conditions and grounds of their forthcoming participation. Regarding the interactional accomplishments that result from the camera actions, the mobilized camera allows participants to navigate between “the overall meeting space” and “local space” (see Oittinen, 2020, p. 23) and to pursue two activities concurrently. By setting the camera angle in a certain way, participants communicate dual involvement, and by adjusting the camera angle toward a talking heads arrangement (Licoppe & Morel, 2012), participants communicate increased engagement and involvement (Licoppe & Morel, 2012, p. 427). The flipped camera works as a showing of the environment and thus serves as a means to communicate dual involvement also. Overall, participation is made “gaze worthy” (Licoppe & Morel, 2012, p. 408) via the employment of the dynamic camera actions.

Shaping participation: Children's initiative-taking in social welfare interviews

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Children's right to have their voices recognized is a fundamental principle in social work. Extensive research on forensic interviews (e.g. Brown & Lamb, 2015) has led to recommendations that professionals should use open-ended questions. However, the focus on professionals risks positioning the child as a passive participant (Andrén & Nelson, 2022). Shifting the perspective to the child as an active agent, this paper investigates the ways in which children contribute to shaping their participation in interviews. Using conversation analysis (e.g. Flinkfeldt et al., 2022) of audio-recorded child welfare interviews, the study investigates the sequential organization of children's initiative-taking and the social workers' responses. The analysis reveals that children initiate new topics, point out inconsistencies in social workers' questions, and thereby influence the progression of the conversation. The study contributes to the knowledge about children's participation in conversations, offering a perspective that foregrounds children as active agents rather than merely recipients of professionals' questions and support. Methodologically, the study demonstrates that a detailed, turn-by-turn analysis of participants' actions can enhance our understanding of how children's participation is expressed.

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When language isn't enough: Embodied resources in medical conversations and their interactional reuse

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In recent years, conversation analysis has become increasingly involved in multimodal research in different interactional environments (cf., e.g., Haddington et al., 2024; Haddington et al., 2023), amongst others in medical interaction (cf., e.g., González-Martínez, 2024; Weatherall et al., 2021). However, there are hardly any studies on how multimodal resources are used by patients in medical conversations to describe symptoms or countermeasures. Therefore, we apply multimodal conversation analysis to more than 20 natural video recordings of German medical history-taking interactions with children (Frank-Job et al. 2021). The patients suffer from neurological diseases like seizures, with symptoms that are inherently difficult to describe (Gulich 2012). At their young age, they hardly have linguistic routines for these unusual experiences, but the diagnosis requires very detailed descriptions. Under this communicative pressure, the patients frequently make use of multimodal resources. In our talk, we will show how a patient's embodied resource might lead to a dynamic process of reusing the embodiment during the course of the interaction. Thus, the participants intersubjectively establish a 'multimodal Gestalt' (Mondada 2014), to which they can refer in an abbreviated form for different communicative purposes.

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OPINION ARTICLES AS A FORUM FOR IDEOLOGIES AND DISCOURSES ON PLATFORM WORK

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Platform work is a current global research topic. It is also changing work and the economy, which is why it has also emerged in the public debate. This research takes part in the ongoing research debate by identifying the discourses on platform work in Germany and Finland. More specifically, this article analyses the opinion articles on platform work in prominent newspapers to reveal a.) different voices taking part in the discussion, b.) different ideologies underpinning the used words in these voices, and c.) presence of different voices and ideologies. In addition, a comparison between German and Finnish data is conducted to reveal the different discourses in these media. The research questions are:

1. What voices and ideologies are represented in the opinion articles on platform work?
2. What means of dialogicality are used?
3. Do voices and ideologies differ in these newspapers in Germany and in Finland?

This study presents a theoretical framework based on Bakhtin's concepts of heteroglossia (diversity of voices), polyphony (diversity of ideology) and dialogicality (relatedness of voices and ideologies) and on the central concepts of critical discourse studies (CDS). The study is based on a qualitative analysis of a sample of 22 opinion articles handling platform work as a main topic. These 22 articles include four different text genres: expert articles, reader's opinions, editorials and essays. The data has been collected from two newspapers, Die Süddeutsche Zeitung in Germany and Helsingin Sanomat in Finland, within timeframe 2020-2024. The analysis of the data is in process.

The omnirelevance of traffic during preschool walks

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This presentation shows how preschool groups organize their interaction in the proximity of street crossings. While teachers and children engage in phatic talk while walking through town, approaching a crossing often results in a reorientation to matters of traffic, displaying teachers' constant orientation to the contingencies and demands of traffic.

Moving through urban areas, preschool groups are in a state of continuous multiactivity (Haddington et al. 2014): they walk as a mobile formation while also talking to each other. Though much of the talk is not traffic-related, their movement through the environment regularly occasions talk about traffic. A collection of cases where the preschool group approaches a street crossing while talking was analyzed through multimodal conversation analysis. Data comprise 28 preschool walks in urban areas, recorded with two 360 cameras, three GoPro cameras worn by teachers and microphones worn by children.

The analysis shows how teachers orient to traffic in two distinct ways. To prepare for an imminent crossing, teachers may a) withhold further sequential development in conversation with a child or b) interrupt a child's ongoing turn at talk. Their accounts for these actions explicate the demands of traffic to the children. In this way, our analyses offer further empirical evidence of how the sequential organization of conversation is contingent on the socio-material surround, specifically pointing towards teachers' orientation to matters of safety as an omnipresent and omnirelevant concern.

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Perceptual chunking of multi-unit turns - prosody and syntax in interplay

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In order to make sense of speech flow, listeners employ similar tactics as with other types of cognitive input: they chunk it into smaller units (Vetchinnikova et al. 2023; Christiansen & Chater 2016). In this paper I present the findings of my doctoral research on how native Finnish speakers segment natural speech flow online, as it is experienced – linear, instantaneous, transitory and irreversible (Auer 2009; Mauranen 2018). My research problem is psycholinguistic in nature: how do listeners chunk up speech in real time. To answer this question, I combine two different approaches to language and the methodologies they provide: those of interactional linguistics and Linear Unit Grammar (Sinclair & Mauranen 2006), as well as methodology from phonetic and syntactic research. The data was collected in a listening experiment from 51 native Finnish speakers, who listened to speech extracts from expert interviews and panel discussions, and were asked to intuitively mark boundaries between chunks. Statistical methods were implemented to define the unanimity between participants, but my approach is qualitative and data-driven.

In this paper I investigate multi-unit turns from the viewpoint of perceptual chunking, with a special focus on prosody and syntax. I will dig into the interplay between prosodic and syntactic units and their boundaries, showing how the occasional mismatch contributes to the make up of multi-unit turns as well as listeners' perception of chunk boundaries. I also hope to bring a new perspective to the discussion of fuzzy boundaries (cf. Barth-Weingarten & Ogden 2021).

Exploring the ideology of authenticity in reading group discussions on literary dialect

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Authenticity is a central ideological concept in sociolinguistics (see eg. Eckert 2003; Lacoste, Leimgruber & Breyer 2014). It is also present in the study of literary representations of speech, including literary dialect. In this presentation, I will examine dialect authenticity in literary fiction from the point of view of language users. The aim is to investigate 1) how two Finnish reading groups discuss the (in)authenticity of an unconventional literary dialect representation, and 2) what these discussions reveal about the ideology of authenticity.

The data consists of video-recorded reading group meetings and hand-written participant notes. Two reading groups with varying dialectal backgrounds read one Finnish novel, in which the Far Northern dialects of Finnish are represented in a partly unconventional manner. Thematic analysis of the data reveals that the readers describe the novel's dialect as a mix of multiple dialects, recognizing both familiar and unfamiliar linguistic features in it. However, both reading groups overlook the use of unconventional features and interpret them through the novel's thematics, the author's background and creativity, or the dynamic nature of language. Instead of adhering to a static ideal of authenticity, the readers view authenticity as a process and perceive dialect variation as authentic. By examining reading groups and their thoughts on literary dialect, this study represents an experimental approach to exploring language users' ideological thinking, while also contributing to theoretical sociolinguistic discussions on authenticity.

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Healthcare professionals' writing practices and patients' ability to read and interpret health information in patient portals

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Personalized health information, such as health records and test results, is increasingly communicated directly to patients through digital portals, bypassing quality checks and translations by general practitioners. This direct availability places new demands on practitioners' writing of health information.

The aim of this project is to examine the production and understanding of texts for patient portals. Research question: How does the direct publication of health information texts in patient portals affect both healthcare professionals' writing practices and patients' ability to read and interpret the information?

The project employs a multi-method approach, including interviews, workshops, and document analysis from a corpus of 250 test results.

Preliminary analysis of the interviews and workshop data reveals a gap between what healthcare practitioners and patient representatives consider understandable texts, particularly regarding text structure and the use of phrases and terms. While healthcare professionals emphasize the importance of correct terminology, including acronyms and detailed explanations, patients highlight that the average health literacy level of citizen-patients is equivalent to a 10th-grade school level (15 years). Therefore, basic terms such as "hormone" and "thyroid gland" should be explained within the textual context in which they are introduced.

These insights suggest that patient portals should present text material with a recognizable structure and common terms, quality ensured by patient representatives. When medical terms are necessary, they should be explained in a way that is relevant to the patient. For healthcare professionals, this is challenging, and even more so for language models and chatbots that don't know the patient.

Studying conversational podcasts as interaction – the characteristics of doing podcasting

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During the last two decades, podcasting has become an increasingly popular way to broadcast various content. Here, we focus on private conversational podcasts, consisting of two or several persons having a conversation. Thanks to podcasts, there are much conversational data already produced that we could use for research in Interactional Linguistics (cf. Couper-Kuhlen & Selting 2018).

In our presentation, we discuss what to consider when using podcast data in Interactional Linguistics. More specifically, we discuss how participants are 'doing podcasting'. We use podcast data from our own studies of word order variation (e.g. Strandberg 2024) and pragmatic borrowings from English in Finland-Swedish (e.g. Huhtamäki, ongoing) and perform sequential analyses of this data.

Our analyses show that podcasters orient in many ways to an overhearing audience. This may take the form of planned turn-taking, greeting and saying goodbye to the listeners, explaining things to the listeners, and engaging with the listeners by questions and requests. Podcast interaction is thus staged interaction, much like radio and television conversations (cf. Nylund 2000), but the listeners have more possibilities to affect the interaction in podcasts. Consequently, we have to treat podcast conversations not as everyday interactions but as institutional interactions in their own right and with their own characteristics.

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Language and body in accomplishing directives in Mandarin interaction

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It is acknowledged that human interaction is inherently multimodal. Social actions are accomplished not only through the use of language, but also through bodily-visual means (Kärkkäinen & Keisanen, 2012; Rossi, 2014). The present study explores the systematic working together of language and body in accomplishing directive actions in Mandarin interaction. A typological feature of Mandarin being a “pro-drop” language (Huang, 1989) is relevant to the use of language and body in directive actions. Both subject and object pronouns may “drop” from a clause in Mandarin, if they are understood from the context (Li & Thompson, 1981:656). The pronoun-drop or “pro-drop” in Mandarin is different from that in agreement-based inflectional languages in that Mandarin is an isolating language with no system of verb-subject or verb-object agreement (Huang, 1984). The prevalence of zero pronouns in Mandarin is highly relevant to the formation and ascription of directive actions in that the agent and beneficiary of a directive action may not be specified in the linguistic form, but indicated through bodily-visual means and inferred from the interactional contexts. Thus, TCUs with zero pronouns used to accomplish directive actions in Mandarin provide an ideal site to explore the systematic interplay between language and body in accomplishing social actions. An examination of 8 hours of naturalistic everyday Mandarin interactional data shows that participation framework, sequential position of a directive turn within a larger activity, and participants’ gaze and ongoing practical actions are relevant to the accomplishment of directive actions with TCUs/turns containing zero pronouns.

Professionals use of hypothetical active-voicing in social services

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In institutional talk within social services, communicative projects and power asymmetries are managed through interaction. Professionals in social services employ a repertoire of conversational practices to navigate their institutional roles—at times assessing clients' suitability for a particular outcome, and at other times facilitating clients' participation and talk progression. Previous research has examined professionals' use of question design in accomplishing institutional tasks and has highlighted the role of hypothetical talk in projecting future actions and preparing clients for uncertainty (e.g. Noordegraaf et al., 2008). However, the specific interactional resource of hypothetical active-voicing—where a professional enacts a hypothetical character in a hypothetical situation—has not yet been much studied in relation to other institutional objectives (but see Simmons & LeCouteur, 2011). Drawing on empirical data from two contexts—adoption assessment interviews and child welfare interviews—this study demonstrates how hypothetical active-voicing serves multiple institutional functions and enables professionals to navigate power asymmetries while simultaneously supporting clients' participation in interviews. These findings contribute to a deeper understanding of interactional strategies used in institutional talk and their implications for professional-client dynamics.

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Academic and lay researchers' discussions in a Citizen Sociolinguistic project – How linguistic knowledge is handled and challenged

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The presentation deals with a project that investigates societal awareness of linguistic variation and change (of Finnish language) using participatory methods (LANGAWARE 2023–26). The project stretches from Folk Linguistics (e.g. Niedzielski & Preston 2003) to Citizen (socio)linguistics (e.g. Svendsen & Goodchild 2023) by promoting co-researchers' ownership and agency, stemming from key principles of Citizen Science (ECSA 2015). The scientific goal of the project is to contribute to the development of perceptual sociolinguistics, on 'language regard' (perceptual and ideological dimensions of language, see e.g. Preston 2013) by building on academics collaborating with language users as co-researchers.

In this presentation, we first present an overview of the co-research design of the project and its general and discourse level approaches in Zoom and face-to-face contexts. The exploratory co-research practices were applied in collaboration with high schoolers and adults.

Second, the presentation will address interaction between researchers and lay participants (co-researchers). We particularly concentrate on how co-researchers reflect on and react to the input provided by academic researchers. The specific focus is on the analysis on how the scientific input concerning language variation and perceptual approaches contribute to the viewpoints and prior expectations of co-researchers, and possibly challenge these. More generally, this analytical focus contributes to developing co-research practice as a form of citizen science.

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Constructed Argumentation in Election Debates

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In election debates, politicians try to steer the discussion to their own advantage and to the disadvantage of their opponent. One strategy to do so are quotes by the opponent and others to construct an argument. Using work from discourse analysis on constructed dialogue, quoting and argumentation, we analyze Dutch election debates from 2021 and 2023 to answer the question: 'how is quoting employed by politicians to turn an election debate to one's own advantage and bring the opponent into disrepute?'

The idea of constructed dialogue refers to the use of real or imagined speech to represent dialogue that was never actually there (e.g., Tannen, 2007). It is central to many rhetorical practices, as alignment (Fleckenstein, 2022) and ethos (Truan, 2021) can be expressed. By recontextualizing an opponent's words (Arnold-Murray, 2021), the discussion can be managed by crafting a position for the other side which was not uttered in that way yet. Therefore, we speak about 'constructed argumentation' in debates, as the quotes of the other party are recontextualized to appear within a particular discussion, not by their own initiative but by their opponent, in order to put pressure on them, force particular discussion points, and frame the other's position. This practice is central to the interactional fabric of election debates in which politicians engage in so-called 'interactional rhetoric' (Bilmes, 1999) in which quotes of the other party are used to both include and exclude them in a discussion.

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The use of the Finnish modal verb “joutua” ‘have to (do)’ in spoken interaction

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In this paper, I will analyze the interactional tasks of the Finnish modal verb “joutua” ‘have to (do)’ in spoken interactions by combining Interactional Linguistics, Conversation Analysis and Cognitive Grammar. The interactional tasks of “joutua” will be examined by using Conversation Analysis. The Cognitive Grammar will be utilized for exploring why “joutua” can have these interactional tasks in terms of the semantics of the verb. Two semantic features of “joutua” observed by Flint (1980: 74-75) are utilized: 1) the verb expresses the absence of volition; 2) the verb expresses external forces. These two semantic features are interrelated by using force dynamics (Talmy 1988) based on which the subject of “joutua” is compelled to do an unwanted event due to external forces.

Several interactional functions of “joutua” were observed. For instance, “joutua” can be used in a generalizing scenario for revising the speaker’s own or the co-participant’s understanding of a telling. By using “joutua”, the speaker can negotiate with the co-participant about what external forces resist the occurrence of a specific event. This can further pursue the alignment from the co-participant and cause early recognitional overlap (e.g., Vatanen 2018). The data consist both face-to-face and telephone conversations.

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The naturalness of anthropomorphism: a theoretical discussion based on video-recorded human-humanoid interactions.

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Anthropomorphism is attributing human traits, emotions, or intentions to non-human entities. People have routinely, throughout history, attributed human emotions and behavioural characteristics to animals. Rather than being inherently problematic, anthropomorphism has consistently helped humans relate meaningfully to gods, animals, nature, and machines. Psychological theories argue it to be a natural mode of thinking. Rather than a pathology, it is an extension of our theory of mind (Guthrie, 1997). Anthropomorphism has gained new attention in the wake of social robots and humanoids in particular. Instead of trying to demarcate what is “real”, what is a “real” agent and what is a “real” relation, we seek in this presentation to explore the natural fluidity of producing realness and agency through occasioned, situated processes of sociomaterial engagement. Instead of discussing anthropomorphism from a cognitive, historical or psychological point of view as either a good or bad thing, we depart in this presentation from video-recorded data of human-humanoid interactions in social environments as the baseline for arguing the relevance and realness of local ontologies (Holbraad & Pedersen, 2017). We will, based on ethnomethodological conversation analytical methods with an openness towards distributed agency (Due, 2024), show the temporal shifts and sociomaterial practices of forming different kinds of human-humanoid assemblages in which the robot is moment-by-moment naturally anthropomorphised or treated as dead material.

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“Sounds like a really scary time for you”: Affective inferences as transition devices in helpline calls about suicide.

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In the UK, mental health helpline services provide support and guidance to callers with a range of health concerns, including those who express suicidal ideation. Despite receiving training to manage these challenging environments, call-takers face the recurring interactional dilemma of navigating the transition from empathic listening to the implementation of new institutional tasks (e.g., risk assessments, signposting to other services). Using conversation analysis allied with discursive psychology, we investigated recordings of telephone calls to a British mental health charity helpline, focusing on how interactants oriented to and managed moments in calls where suicide talk became manifest. We found that call-takers regularly produced affective inferences (Ekberg et al., 2016; cf. Hepburn & Potter, 2007) that attended to callers' emotional states, in turn prefacing the initiation of new action sequences. By explicitly orienting to callers' affective status, call-takers' affiliative displays hearably act as conversational pivots, preparing the ground for new, sometimes disaligning institutional activities (callers can resist call-takers' moves to different action sequences). The ways in which this transition device facilitates a shift between activities in a uniquely urgent, high-stakes institutional setting offers new insights into how mental health formulations feature in the institutional management of empathy, affiliation, and immediate, possibly risk-oriented, tasks (cf. Jefferson & Lee, 1981). Findings from this study can be developed into evidence-based training resources.

CA-Squared: Advances and Applications of Researcher-first Computer-Assisted Conversation Analysis

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Creating multimodal conversation analytic (MMCA) transcripts can require 60 + hours of transcription time/hour of raw video data. Here, we present a new automated “CA-Squared” approach under a single design methodology. Using advances in AI and algorithmic approaches, we develop researcher-centric methodologies to enhance researchers’ productivity that better support specific research questions without sacrificing accuracy. Our system combines new advances in AI, large language models, and computer vision to detect certain features of embodiment commonly studied in MMCA. Specifically, we develop and use coherent spatial and temporal segmentation techniques to analyze multi-participant video streams and empirically demonstrate the applications of modern computer vision techniques that exceed the performance of naively used AI models. These applications include the identification of embodied features that are commonly included in multimodal transcripts (eye gaze phenomena, facial expressions such as thinking faces, hand and other gestures, and different manifestations of body torque) which are particularly useful in developing rigorous analyses of socially distributed cognition. To preserve privacy, we demonstrate computer-assisted CA using only local computational resources; we do not send audio or video data to remote API, free or paid services. We also present and evaluate detection approaches suitable for both extended (>0.1s) behaviors such as thinking faces and much briefer events (<0.1s) such as eyebrow flashes and breaks in mutual eye gaze. Finally, we discuss some exciting and unexplored benefits for MMCA research including language use and (second) language learning and explore the potential cross-cultural advantages of using CA-Squared versus traditional CA approaches.

Presenting evidence to suspects in police investigative interviews

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In the course of an investigative interview, police investigators regularly present evidence in the form of witness statements or technical evidence, such as telephone traffic logs. Previous research has shown that doing so is associated with resistance and confrontational responses from the suspect, leading to decreased cooperation in the interview (Kelly et al. 2025). However, very little is known about how investigators present evidence and how conflict is generated. Using a conversation analytic methodology, this study analyzes the presentation of evidence in a corpus of 80+ video recordings of naturally occurring police investigative interviews in Norway. The focus is on attributions and presuppositions of blame. The analysis shows that the investigator may present the evidence as more or less misaligned with the suspect's previous account. The suspect's response, in turn, may treat the presentation as more or less accusatory and disaffiliative by either continuing to collaborate on information exchange or by entering a conflictual or defensive mode by for instance rejecting the legitimacy of the presented evidence. The study thus contributes to uncovering how conversational cooperation may be maintained or challenged in a high-stakes situation of conflicting descriptions of reality.

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Eliciting understanding of terms relevant to a crime during police interviews

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The information-gathering purpose of a police interview is often tied to the type of possible crime committed. Understanding the terms used to describe the crime thus matters for the information provided by the suspect, as certain kinds of crimes are assessed on the basis of specific details. The police interviewer may ask a suspect about their understanding of a legal term, or a term that in the context of a crime may have special meaning or implications. For instance, a police interviewer can ask “when I say the word violence, what do you consider part of that word?”.

Employing Conversation Analysis, my presentation will focus on this type of understanding checks used for legal or crime-relevant terminology in Norwegian police interviews of suspects. I investigate how the sequences play out in the interest of information-gathering and how they arise, what kind of question type they get treated as, and how they reveal the goals of the information gathering. It turns out that these are common in cases of rape and sexual violence, such as how suspects understand terms like sex and violence. Uncomfortable topics and the level of detail sought by the police seem to be a barrier for further elaboration. For suspects who speak Norwegian as a second language, the understanding checks may treat them and their competence in a certain way, beyond the relevant information gathering by requesting specific details.

Overt copula in Danish talk-in-interaction: Stress, contrast and “modification”

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The languages of the world exert large variation in the implementation of copulas, i.e., expressions like *be* used for the ascription of properties to entities, among other functions. They are present in many practices. In Danish, the frequent lack of an audible copula verb in copula clauses has been studied as part of various interactional practices (in, e.g., Jensen 2021, Kjær et al. 2020, Kragelund 2015).

In this presentation, I come at this from the other side, with an interactional analysis of cases where the copula is clearly present, mainly the stressed cases (which have received comments in previous literature). It turns out that stressed copulas are used for indexing a relation to something previous, either as a contrast or an upgrade. The previous turns often contain a copula relation (including “inaudible” copulas). However, copulas in Danish are also overt when they are placed in certain positions in the turn, traditionally described through the syntax of stress placement.

The description feeds various theoretical questions: Are the two overt copula types related? And can we account for both at the same time? This touches on the question of phonology and other features and their role in the grammar of interaction. The notion of “stress” or emphasis is another discussion point, regarding its interactional function. This also opens for a discussion of what, exactly, constitutes a “modified repeat” (Stivers 2005) both in terms of form and function – a term used for various Danish constructions, both with and without any copulas.

Conceptualizing professional listening in doctor's consultations

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Listening is considered an essential skill in patient work. Medical textbooks and editorials remind doctors that listening is key to understanding the patient's symptoms and their meaning, paving way to better care outcomes and patient satisfaction rates. However, little is written about how to listen and how listening can be displayed in patient interaction. In this study, our aim was to conceptualize professional listening in doctor's consultations by reflecting authentic practices of displaying listening on various theories of skillful listening. Firstly, we employed conversation analysis to identify doctors' practices of displaying in ten consultations with patients with stage IV pancreatic cancer. Then, we analyzed deviant cases in which the doctor's listening practices did not seem appropriate or successful in terms of orienting towards the patient. Finally, we formed a theoretical model of professional listening in doctor's consultations.

In our model, we divided doctors' practices of displaying listening into three domains: 1) active listening, 2) empathetic listening, and 3) listening as a medical expert. The practices of active listening display focus and attention, encouraging the patient to continue talking. The practices of empathetic listening express agreement and willingness to collaborate with the patient, validating the patient's feelings and experiences. Listening as a medical expert, in turn, entails harnessing medical knowledge so that it responds to the patient's epistemic and emotional needs. In this presentation, we will demonstrate the use of these practices when handling highly sensitive topics such as incurability and dying.

Investigating Situated Practices of Access-Making with People with Disabilities Using Access Technology at Work

Barbara Nino Carreras¹, Brian Due¹, Maija Hirvonen², Sara Merlino¹, Dorothée Schulz-Budick²

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Literature in EMCA has studied how people with disabilities use computational technologies spanning mobile phones, or robots to accomplish different tasks (Nielsen et al., 2024; Due, 2023). Video ethnography and the transcription of gaze, talk, and gestures are valuable to understand how people's diverse interactions with technology and others cannot be anticipated but studied in situ. Recording and transcribing videos of these interactions facilitates a granular analysis of what people and technologies accomplish as an assemblage of distributed agents (Due, 2024). Building on these studies we investigate how accessibility, understood as a practice (Muñoz, 2023) not only a quality of designed things, emerges as a distributed accomplishment in the interaction between people and technology. Drawing on video ethnographic data with a blind participant and wheelchair user respectively, we analyse how accessibility is accomplished in specific work situations. As such we focus on analyzing in detail how participants, their colleagues, and access technologies, as an assemblage, create different forms of accessibility in situ. The analysis informs EMCA studies of technology use centering people with disabilities in workplace studies, while also grounding a theoretical discussion in science and technology studies and EMCA on the concept of accessibility as a frictional and ongoing practice (Hamraie & Fritsch, 2019) embedded in situated uses of technology (Oudshoorn & Pinch, 2003) and sociomaterial interactions.

What does it mean to work as a team? Participation frameworks in primary school children's peer-interaction

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In Conversation Analysis (CA), classroom interaction has been investigated not only in relation to whole class teacher-led instruction, but also with a focus on students' peer interaction and the thereby emerging participation frameworks (Goffman 1981; Goodwin/Goodwin 2004; Jones & Thornborrow 2004; Koshmann 2013), in middle and secondary schools, and higher education (e.g. Musk 2021; Konzett 2023). Attention has also been given to pre-school and primary school settings (Cobb-More et al. 2006; Cekaite/Björk-Willén 2012; Cekaite et al. 2014; Schanke 2019), in which peer interactions are seen as shaping a "double opportunity space" (Blum-Kulka et al. 2004) in terms of children's acquisition of social and linguistic skills as well as co-construction of social organization and peer-culture within the larger institutional context (Tholander/ Aronsson 2003; Kyratzis 2004; Nasi 2022).

Building on this background, the present study – based on audio- and video recordings (approx. 20 hours) from a CA-informed project examining 8-9 year-old-children's interactional competence in Italian primary schools – explores how children manage working as a "team" (Lerner 1993; Antaki/Widdicombe 1998; Djordjilovic 2012; Nissi/Stevanovic 2021) during the joint accomplishment of didactic tasks by negotiating and distributing interactional roles and opportunities for participation. Drawing on interactions in 2-5 member groups engaged in collaborative activities (e.g. inventing a fairy-tale, solving a math problem), the analysis focuses on the practices children employ to negotiate turn-taking and individual contributions to the task-at-hand, manage peers' conduct not aligning with joint activity, and present outcomes as the product of group vs. individual work.

From joint reference to conjunctions: Yup'ik demonstratives in discourse cohesion

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The Yup'ik language lays claim to the world's largest demonstrative inventory with 32 demonstrative reflexes (Miyaoka, 2012). My research uses a corpus-based methodology to describe and analyze the contours of these demonstrative forms and their structures and functions in the underdocumented Norton Sound Kotlik Yup'ik dialect (NSKY). Demonstratives prototypically construe spatial frames of reference. However, through conceptual metaphor, the spatial domain naturally extends to temporal and discourse reference, often grammaticalizing into new structural systems such as conjunctions (Diessel, 1999; Kuteva et al., 2019).

In my NSKY corpus of spoken discourse, demonstratives account for 30% of word tokens. Among the most frequent demonstrative tokens in the corpus are four phonologically reduced particles (tayima 'hopefully,' tau 'and then,' taugam 'however,' kiituan 'thereafter') which function principally as conjunctions to establish discourse cohesion. Cohesion differentiates discourse from a string of sentences by establishing referential relationships between clauses. Cohesion includes a variety of strategies, including reference, anaphora, focalization, and conjunctions (Halliday and Hasan, 1976; Berge, 1997). While all NSKY demonstratives perform the former functions, only the discourse particles join clauses to maintain thematic continuity. The cohesive function of pointing to the upcoming clause as an object of attention is heavily influenced by the demonstrative base's spatial source. This influence on the NSKY conjunctive substance illustrates that while demonstratives readily undergo grammaticalization, the outcome remains grounded in the system's invariant meaning 'concentration of attention' and the forms' paradigmatic relationships (Contini-Morava et al., 1995). Though reduced, the demonstrative substance persists, shaping new cohesive structures in discourse.

Cross-linguistic variation in multimodal feedback in conversation

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In conversation, recipients continuously provide feedback to their interlocutor(s), signaling the presence or absence of conversational trouble and contributing to the flow of interaction (Allwood et al., 1992; Schegloff, 1982; Tolins & Fox Tree, 2014, Dingemanse et al., 2022). This feedback is inherently multimodal, incorporating embodied behaviors such as head movements and smiles (Brunner, 1979; Allwood & Cerrato, 2003; Stivers, 2008; Bauer et al., 2024). However, is this the case to the same extent across languages? Or do languages differ regarding the design of multimodal feedback in conversation? To address these questions, we conduct a comparative study of six typologically diverse spoken languages: German (Indo-European, Germanic), Datooga (Nilotic, Tanzania), Khoekhoe (Khoe-Kwadi, Namibia), Russian (Indo-European, Slavic), Ruuli (Bantu, Uganda), and Yurakaré (isolate, Bolivia). Using multimodal conversational corpora with uniform annotations, we compare multimodal feedback signals across these languages. Our findings reveal a striking pattern: speakers of the Indo-European languages in our sample extensively use head movements as feedback signals, while speakers of the non-Indo-European languages exhibit a stronger reliance on verbal forms. These results suggest that speakers of different languages organize their multimodal feedback repertoires in distinct ways. This study highlights the cross-linguistic variability in the design space of multimodal feedback. Our findings align with prior research demonstrating variability in vocal feedback strategies across languages and language varieties (Tottie, 1991; Clancy et al., 1996), offering new insights into the interplay between language, culture, and interactional behavior.

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Rejection of citizens' ideas in opening and closing the idea development in participatory budgeting workshops

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In modern societies, the citizens are increasingly involved in bureaucratic processes through participatory practices (Bherer et al., 2016). This study examines such a context by focusing on participatory budgeting, where the residents of a Finnish city propose ideas for urban planning, and where these ideas are then co-developed in interaction between city experts and citizens. The data consists of one face-to-face and one video-mediated workshop, where we look at both written and oral ideas and their development during and across the workshops. We focus on the rejection of ideas by city experts and the functions these rejections play in this local democracy process. By drawing on multimodal conversation analysis, we show a) how citizens' ideas are treated differently depending on the phase of the participatory process, b) how these differences are related to the distance between the presenter of the idea and its rejection, and c) how the rejections are used to either open or close the sequence of further idea generation. The findings reveal that idea rejection in this context is a longitudinal activity: Rejection can be done in a stepwise manner by treating citizens' ideas only as ideas-in-progress, for which there is no need to show a strong commitment in the situation. Such graduality mitigates rejection, but at the same time it can obscure the role of citizens in collective ideation.

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Multiple buts and yeah buts across turns: Turn-initial particles as a means of calibrating (dis)agreements and turn-entry devices

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Studies have shown that participants use turn-initial particles to tie their turns to the previous ones and also to foreshadow what kind of action they will build in the emerging turn (Heritage & Sorjonen, 2018). However, previous studies have focused predominantly on singular occurrences of such particles. In this paper, we build on a dataset of 8.5 hours of interactions among peers in upper secondary English as a foreign language classes in Czechia and Finland. Our collection includes 39 instances of turn-initial (yeah) buts which occurred in 12 task-focused episodes. Building on the principles of multimodal conversation analysis, we will demonstrate that these multiple (yeah) buts function as a resource for argumentative talk as participants use them to calibrate their answers while managing disagreement and as turn-entry devices. Our findings show that students express disagreement or alternative viewpoints quite directly: often latching onto or in (terminal) overlap with the current speaker's turn, sometimes also with gaze directed at the co-participant. These findings indicate that the students' task orientation overrides the preference organization (e.g., Kendrick & Holler, 2017), which is closely related to the nature of the L2 classroom tasks that our participants are engaged in, such as comparing different data, sharing personal viewpoints, or inventing a story. Our findings also contribute to the existing body of research on (yeah) buts as turn-initial particles used for expressing disagreement (e.g., Bjørge, 2012; Niemi, 2014, Pekarek Doehler & Pochon-Berger, 2011) by showing how speakers use (yeah) buts across multiple turns.

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Displaying uncertainty in response to language-related questions in informal L2 learning settings

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In L2 learning contexts, participants with epistemic authority in the second language (e.g., language teachers) are typically regarded as experts in the target language. However, sometimes experts' assumed epistemic authority is at stake, e.g., when they encounter difficulties explaining the appropriate use of linguistic constructions. While prior research focused on self-talk in classroom interaction (Hall & Looney, 2021), we still know little about other practices that participants employ in such moments, especially in less institutionalized encounters. This paper aims to fill this gap by investigating how language tutors and L1 speakers navigate observable trouble responding to questions related to language matters. The study is based on a corpus of 28 hours of video-mediated L2-German lessons involving a tutor and two beginning-level adult learners and 40 hours of video-recorded tandem meetings in German-Spanish, German-Italian, and German-English. It analyzes language experts' responses to learners' requests for information, actions that question the language expert's prior language-related informing, and requests for confirmation. The responsive practices include dispreferred design features, ranging from producing epistemic hedges and embodied displays of uncertainty to engaging in self-talk and introducing alternatives. However, instead of foreshadowing a normatively dispreferred response, they allow participants to gain time to formulate an answer and restore the momentary imbalance in the epistemic ecology. By not providing a straightforward response, language experts treat the learner's question as valid and position themselves as responsible for providing the most helpful answer. The study discusses implications for our conceptualization of preference organization in informal L2 instructional settings.

Interactive meaning constitution and meaning negotiation in asymmetric workplace interactions

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When ethnographic and ethnomethodological data is collected at different workplaces across Europe with a focus on people with disabilities, the question arises of how we as researchers approach and understand interactions in this context. In this contribution, we offer a theoretical exploration of interactional asymmetries that arise in the context of workplace interaction between sighted and blind people. We will discuss implications of these asymmetric interactions from two perspectives. The first perspective deals with asymmetries in access to and sharing of multimodal or linguistic resources (Hirvonen & Schmitt, 2018; Lilja, 2014). The second perspective deals with asymmetries inherent in workplace interactions: Asymmetry may be found in interactions between professionals and lay people (Drew & Heritage, 1992), in different distributions of knowledge amongst colleagues (Drew & Heritage, 1992), or may lead to team competence (Hirvonen, 2024).

While asymmetry is prevalent in all social interaction (Enfield, 2011), these interrelated approaches underline the need for an in situ perspective on analysing meaning-making processes as “Sinnherstellung” (Schütz, 1932), when meaning is understood as jointly constructed and situationally evolving (Deppermann & De Stefani, 2024, p. 4). Drawing on examples from video data of workplace interaction between blind and sighted people, we will present the analysis of three situations in which these different dimensions of asymmetries are made relevant by the participants themselves. Through these cases, we will discuss how participants collaboratively negotiate and share meaning despite or through asymmetries.

Task Instructions and Repair in Multilingual Interaction on Construction Sites

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Drawing on a dataset of currently 9 hours of video recordings from 4 construction sites of a mid-sized steel construction company operating in Germany, this paper examines how foremen instruct workers in multilingual construction teams.

The preliminary inspection of the collected data shows that the interactions on construction sites are mostly task-related and material-driven, involving verbal language and gestures, pointing, and the handling of tools (Lilja et al., 2024; Lilja et al., 2025; Urbanik, 2021; Urbanik, 2024). Furthermore, directives are central components of construction work, as foremen must provide precise, sequenced instructions to ensure that the assembly work is done safely, on time, and in accordance with the contractual requirements. Additionally, linguistic asymmetries - particularly, limited German proficiency among some workers - can create challenges in achieving intersubjectivity.

Based on these observations, my paper examines how foremen instruct workers with limited or no German proficiency. I will use Multimodal Conversation Analysis (Mondada, 2019) to explore how foremen and workers mobilize verbal, embodied, and material resources to issue and respond to instructions. The analysis focuses on instances where repair practices or language brokering are necessary to resolve interactional trouble and contrasts these with cases where mutual understanding seems to be achieved seamlessly.

By examining the interactional challenges that linguistic diversity poses in blue-collar workplaces, the study contributes to research on intercultural professional communication (Kahlin et al., 2022; Svennevig, 2018; Theodoropoulou, 2020). It also adds to CA research by showing how multimodal resources, including material resources, support mutual understanding in multilingual workplace environments (Goodwin, 2017).

Disability in Workplace Studies: Redefining Accessibility, Asymmetry, Technology, and Competence

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The world of work is evolving to become more diverse and inclusive (Brimhall et al., 2017; EC, 2021, n.d.; Lulli et al., 2024; OECD, 2022; OECD, 2023); for example, making working life accessible for people with different abilities and capacities and distributing labour between humans and machines. This panel accounts for this development and introduces new settings and contexts to be explored in the field of workplace studies.

Workplace studies address the relationship between human practices, action, and technologies (Luff, Hindmarsh & Heath, 2000). At the heart is human sociality and how it shapes, organizes and governs work, organizations, and professions. The panel discusses the first insights from an ongoing large workplace study into the use of technologies by people with disabilities at workplaces across Europe. In the project NewWorkTech (Horizon Europe, #101177176), we approach technology as a set of techniques, tools, and machines that are used to transform the natural world and human-made artifacts. Technology is not just a means to an end, but it is also a way of revealing the world to us (Heidegger, 1977).

The panel features presentations that are both methodologically consonant but thematically diverse – each presentation dealing with particular theoretical concept, empirical data, and disability group – so as to illustrate the varied potential of studying the world of work from the disabilities perspective (e.g. Hedley et al., 2018; Kulkarni et al., 2014; Marinaci et al., 2023).

The panel's praxeological and interactional approach invites the presentations to shed light on the following questions: How do people with disabilities use assistive technologies in work settings? How do people with disabilities adopt and adapt technologies, their own bodies as well as interaction to "do work", e.g. accomplish work tasks and co-operate with people? How is disability emerging in specific situations and in the interaction between people and technology? The presentations frame workplace practices from the perspective of sensory (persons with visual disability, deaf persons), physical (wheelchair users), and cognitive disabilities (persons with Down syndrome, neurodivergent persons).

In the introduction to the panel, we review the state of the art in workplace studies and introduce the workplace settings and disability contexts. These are then elaborated in the panel presentations as they zoom in on key theoretical concepts (asymmetry, disability, accessibility, competence) and on empirical studies – all of which are key to approaching and understanding workplace studies from a disability perspective.

How heteronormative are English textbooks in Norway? A critical discourse analysis of the textbook series Link

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This study seeks to assess the degree of heteronormativity found in contemporary English textbooks used in Norwegian schools. For this purpose, gender and sexuality are highlighted as dimensions of inclusion in foreign language education. A non-, under- or misrepresentation of marginalized or minoritized social groups is argued to form a representational linguistic barrier that puts successful language learning at risk. At the theoretical level, a queer approach is adopted that fosters a critical discussion of heteronormativity in educational practices. Against the backdrop of the Norwegian curriculum, a multimodal critical discourse analysis of books in the Norwegian textbook series Link (catering to years 1 to 7) is carried out, which foregrounds representational aspects that construct gender and sexuality in heteronormative ways. This is done to raise awareness among English teachers, and to give both teachers and textbook creators a chance to develop more inclusive learning materials.

Keywords: heteronormativity, gender, sexuality, inclusion, social representation, ELT, English textbooks, critical discourse analysis

Possible closings in breastfeeding interactions

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Breastfeeding is one of the earliest interactions a human can experience, but, despite widespread myths, breastfeeding is not intuitive, and many families worldwide struggle to breastfeed for the recommended timeframe of at least six months (WHO 2021). Given the significant health and well-being benefits it provides to both infants and caregivers (Victora et al. 2016), it is critical to understand how breastfeeding interactions are accomplished. Both infant and caregivers become attuned to each other with practice, as they learn to make sense of cues for hunger, (dis)comfort, and sleepiness, and how to manage issues such as biting. Breastfeeding is thus a rich multisensory context of socialization and interpersonal communication.

However, breastfeeding has almost never been studied from an interactional perspective; most studies to date are based on decontextualizing methods that fail to identify the local practices and contingencies that, collectively, constitute the breastfeeding activity. In this study, we will adopt ethnomethodological conversation analytic (EMCA) perspective to analyze how the feeding activity participants make sense of each other's embodied – tactile, vocal/verbal and visual -- signals amid breastfeeding encounters. Drawing from a corpus of 9 hours of natural video-recorded breastfeeding interactions (across 3 families) and autoethnographic observations, we focus on the kinds of sense making involved in closings of feeding sessions.

We argue that by investigating the everyday lived ecology of breastfeeding, we are developing our understanding of how humans become socialized into an accountable world through multimodal and multisensorial interactions with their caregivers.

Syntactic recompletions of multimodal turn-constructive units

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In this paper, we investigate the interplay between syntactic-auditory and bodily-visual resources in interaction. Previously, we have argued that bodily-visual displays can occupy the place of syntactic constituents, such as nouns and verbs, in turn-constructive units (Keevallik, 2018). Using multimodal interaction analysis, we now scrutinize 30 instances where utterances are completed with bodily-visual resources and then immediately re-completed syntactically. The data are in Swedish, English, French and Estonian, and come from opera rehearsals, scenography meetings, pilates and dance classes, and chats at a café. While earlier studies have shown that non-verbal resources often get disambiguated by verbal explanations (Schegloff, 1984; Couper-Kuhlen, 2012), we argue that the different modalities accomplish different interactional goals. While the bodily-visual completion directly displays, syntactic re-completions either describe the general gist of the display, or some aspect of it. They may also explain the rationale behind what is suggested through these multimodal structures. Finally, as they offer a verbal transition-relevance place, they increase the pressure of conditionally relevant replies. In sum, the paper reveals the intricate temporal intertwinements of syntax and the body in naturally occurring conversation at both professional and leisure encounters.

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Defining disability from within and in social interaction through the study of workplace settings

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Among studies who contributed to social models of disability, research in Ethnomethodological Conversation Analysis shows, through detailed analyses of naturally occurring data, the way people with physical, cognitive and/or linguistic impairments do de facto experience disability in social interaction (Antaki & Wilkinson, 2012; Wilkinson et al., 2020). Indeed, rather than identifying and treating disability with assumed cognitive or physical states, this perspective focuses on participants' interactional practices, as they act and perform actions with their bodies, in specific contextual and material configurations, and in cooperation with their interlocutors (see Goodwin 1995; 2003 on aphasia; Antaki et al., 2017 on learning disabilities; Maynard & Turowetz, 2017 on autism; Due, 2024 on blindness). In this paper, we expand on this line of research and present some preliminary observations on a large corpus of data which is being collected within the framework of a Horizon European project (NewWorkTech, 2024-2027), which investigates how participants with different (dis)abilities interact and accomplish tasks in workplace settings while making use of different technologies. The populations included in the research are persons diagnosed with physical and/or cognitive impairments: blind people, wheelchair users, people with down syndrome and neurodiverse persons. The study is framed within Multimodal Conversation Analysis and is based on detailed transcripts of participants' verbal and multimodal conduct. Though the analysis of selected sequences of interaction, we discuss etic and normo-centric perspectives on dis-ability and show instead if and how participants themselves, during their working activities and through their use of technologies, practically and interactively orient to dis-ability as such.

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Developing resilience skills in simulator-based training of future mariners

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The Resilience Engineering (RE) perspective in safety science emphasizes performance variability as crucial for ensuring safety in risk-prone industries. This is often described as socio-technical systems' ability to be resilient and adjust functioning prior to, during, or following expected and unexpected events. Performance variability at the individual level is associated with resilience skills and contains four principles related to safe work practices: responding to regular and irregular threats robustly and flexibly, monitoring ongoing activities including one's own performance, anticipating disruptions and the consequences of adverse events, and learning from both successes and failures. Learning is often highlighted as instrumental in achieving the other three principles, but how this occurs is not well studied in the RE literature.

We explore this topic by applying empirical material from a study of bachelor-level students in a nautical science educational program. To bridge theory and practice, these students rely heavily on simulator-based training throughout their 3-year program. The training scenarios range from short and mundane situations in low-fidelity simulators to complex, hour-long crisis situations in high-fidelity simulators. A key objective of the training is to combine technical knowledge such as navigation and ship handling with interaction and communication skills. We ask the following questions:

- How are nautical students trained to handle system variability in simulator-based training?
- How do they acquire resilience skills throughout their bachelor education?
- What teaching methods are used to develop resilience skills in the safety training of these students?

Supporting medical reasoning through shifts in footing: The facilitator role in simulation-based training for medical students

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Simulation-based training in medical education often takes place in a laboratory setting with trained facilitators and a technologically advanced mannequin patient. The facilitator plays a dual role in supporting the students' training, as responsible for the execution of the scenario and by playing the role of nurse in the emergency room. In this study we examine the facilitator contributions to the training interaction with a specific interest in how their actions encourage and support the students' medical reasoning. The data comprise video-taped training sessions in which eight different groups of third year medical students engage in simulation of an acute medical situation at an emergency ward. With a discourse analytic approach inspired by Goffman's participation framework, the analysis focuses on participants' shifts in footing in this role play setting in which multiple frames might appear. The analysis identifies facilitator shifts in footing that accomplish different interactional frames; an emergency care frame (nurse role), a simulation training frame (facilitator role), and a medical education frame (educator role). These contributions invite action from the students and ensure progress in reaching the learning outcomes. In this way, shifts in footing serve as a scaffolding device for the students' medical reasoning, both in terms of content and progress, and at critical moments in the training. The findings have relevance for facilitator training and strategies for supporting group interaction in simulation-based training.

Sure I can help you! Language as a trigger for anthropomorphization

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Conversational 'AI', such as Claude or ChatGPT, is designed in a way that amplifies the human tendency to anthropomorphize technology (Reeves & Nass 1996). Among factors fueling this tendency are chat-formatted interfaces and personalized language, such as first- and second-person pronouns (Abercrombie et. al 2023; Li et al. 2024; Cheng et al. 2025). Furthermore, the predictive models behind chatbots allow them to respond in ways that replicate human writing patterns, leading even experienced tech users to report an eery feeling of sentience in chatbots (e.g. Roose 2023).

In this talk, we use cognitive-functional linguistics to explain in more detail how language can trigger anthropomorphization. A fundamental point is that words and grammar only provide cues to meaning and require semantic and pragmatic enrichment to be contextually meaningful (Grice 1975; Levinson 2024). This enrichment relies on inferences based on our mental models and it gives rise to a host of expectations about our interlocutors and the activity we are engaged in (Tannen 1993).

On this basis, we examine data from a recent study on human-chatbot interactions to explore whether chatbot users evince anthropomorphizing behavior and how it relates to their self-reported attitudes towards the technology. While users often employ language that presupposes intelligence (do you know, are you sure?, are you stupid?!), most express a high awareness of the technology's limits. For instance, several use politeness formulae (can you, please, thank you) as a prompting strategy rather than as an acknowledgment of the existence of another person.

Syntax as a multimodal phenomenon

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Human communication makes use of a complex ecology of resources that are orchestrated for mutual meaning-making and coordinating social action. A long tradition of linguistic research has explored decontextualized syntactic and prosodic resources. Another line of inquiry has advanced our knowledge of how gesture, posture and gaze are used in interaction. These lines of investigation, however, have largely developed independently from each other. We know from work in conversation analysis and interactional linguistics that verbal and bodily conduct are intricately intertwined, and may be complementary in the multimodal accomplishment of social actions (Deppermann 2013; Goodwin 2013; Keevallik 2013). We also have initial evidence of how participants' verbal-bodily conduct may be mutually adapted moment-by-moment in real time. Yet, the systematicity of the interface between morphosyntax and the body remains largely unexplored, and collection-based analyses of how a given (type of) syntactic construction is recurrently coupled with specifiable embodied conduct in order to perform, or contribute to, a certain action are scarce. The proposed panel targets collection-based qualitative analyses of syntactic-bodily practices: recurrent combinations of morphosyntactic constructions with particular embodied conduct, where "constructions" may range from single lexical items and simple phrases to clause-combining. The main question is:

How are syntactic structures and bodily conduct coordinated to perform social actions?
Is there evidence for routinization of syntactic-bodily practices?

While embracing the sequentiality of grammar discovered in interactional linguistics, in this panel we will go beyond verbal utterances to explore the dynamic and continuously evolving nature of multimodal action. While multimodal interaction analysis has begun to reveal aspects of multimodal and multisensorial (Mondada 2021) sense-making, we will target the essential connection between syntax (production) and the rest of the body. Multimodal conversation analytic methods are tailored to reveal the local contingencies for the emergence of morphosyntax, and are thus uniquely suitable for dissecting language practices in interaction. In this panel, we will explore the embodied contingencies of language production and the emergent syntactic structure in relation to the interacting bodies across languages.

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Goodwin, C. 2013. The co-operative, transformative organization of human action. *J. of Pragm.* 46(1): 8–23.

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Ethnicity-based categorization in storying experiences of problematic interactions

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Immigrants are often categorized as 'others' by a country's majority population members. In the extreme, racist harassment is directed towards persons categorized as 'different' due to their skin or hair color, clothing or spoken language. Othering categorizations also occur in more subtle ways, for example through seemingly benign questions of 'where are you really from', or assumptions about a person's language skills and other capabilities based on their presumed background. These membership categorizations, regardless of their intentions, reproduce societal power structures and inequalities between groups of people.

Ethnicity-based categorization also complicates the sharing of these othering experiences. On one hand, ethnicity-based categories may become relevant and necessary to make the antagonist's actions conflicting with the category-bound moral expectations understandable to the story recipient. On the other hand, using said categories in storytelling interaction can inadvertently reproduce existing power asymmetries.

In this presentation I analyze nine audio-recorded focus group conversations with immigrants (n=23) and Finnish majority population members (n=5) using Membership Categorization Analysis and Conversation Analysis. I examine how ethnicity-based categorization is used as a resource in storytelling interaction regarding problematic social encounters.

The results show how ethnicity-based categorization in storytelling interaction serves to 1) establish moral expectations and obligations between and within different groups; 2) highlight the problematic nature of the antagonist's actions; and 3) normalize the antagonist's troublesome behavior. Understanding the functions and implicit expectations of ethnicity-based categorization is crucial for questioning and dismantling the unjust power imbalances and exclusionary daily encounters it perpetuates.

Embodied initiations in classroom: From co-presence to focused interaction in peer groups

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Peer interaction is a crucial part of children's school life that demands a nuanced understanding of how to access and participate in it (see Corsaro 1979). Getting others' attention requires appropriate timing, understanding of the recipient's ongoing activity, as well as concrete ways to approach others. This presentation draws on a video ethnographic approach and uses the methods of multimodal conversation analysis to examine ways interactions are initiated and responded to in a primary school classroom setting. The data for this study come from a corpus of video-recorded data collected in Finnish primary classrooms featuring open and flexible learning spaces. These spaces operate as adaptable working areas with movable furniture and a variety of seating types typically involving multiple classes and collaborating teachers.

We show how the children's embodied means to gain the attention of their peers range from verbal greetings to gaze, shifts in embodied posture and touch using objects. In this context, children's initiations appear to connect to social rather than task-oriented needs, and they often interrupt or intervene in their recipient's ongoing course of action. Children's interaction with their peers builds and maintains social relationships with others as well as within the broader social group. Interactions taking place during class are typically short and temporary and vulnerable to interruptions. We also discuss the possible constraints and the affordances created by the setting (e.g., spatial organisation).

Reference:

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Structures that enable the timing of shared laughter in conversation

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This paper investigates the phonetic and social organization of laughter in conversation, expanding on Jefferson, Sacks, and Schegloff's (1987) view of laughter as a structured, co-produced event. We argue that seemingly variable phonetic details (Bachorowski et al., 2001) are crucial for participants to predict laughter completion and synchronize their own laughter. Using Conversation Analysis and phonetic analysis of English, Spanish, and Finnish conversations, we examine how participants manage laughter in real-time.

We propose a four-phase schema (Chafe, 2007) to describe laughter episodes: the initiating pulse, variable exhalation sequence, glottal reset, and inhalation. Our analysis details how participants utilize phonetic features like pitch, rhythm, and amplitude within these phases to signal the onset and termination of laughter, and to coordinate with each other and surrounding talk. For instance, an initiating pulse can signal a laugh-able moment, prompting others to join, while the exhalation sequence facilitates alignment through matched phonetic features.

By demonstrating how participants orient to these phonetic phases, we illustrate how laughter's rhythmic and melodic organization, rooted in respiration, provides the resources for coordination. This highlights the social significance of detailed phonetic features in joint laughter and contributes to a more nuanced understanding of laughter's role in managing social interaction.

Taking one more potato:

Working around a solitary eater after the preschool lunchtime

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When a shared meal is over and yet uneaten food remains on the table, the possibility of taking more is present. Our analytical concern is with what happens when extra food is added unilaterally by a child, after the collective closing of a preschool lunch. Moreover, we are interested in understanding the institutional constitution and moral ordering of preschool activities when faced with a lone child continuing to eat after the meal has been ended. The action of taking a post-meal item of food is raised as a problem with the child around satiety, completion, and being left behind at the table. In this paper, we examine the collective work around, and responsive to, the child who continues to eat: questioning their actions, clearing the dishes, fellow diners leaving the table, and children filing out of the room. Finally, we examine the regurgitation and mishandling of food by the eater, once un-monitored by others. The recording is taken from a large corpus of video-recorded preschool lunches in Sweden. Our ethnomethodological conversation analysis (EMCA) approach describes responding to the disruption of what would otherwise have been a collective departure from the table. The child taking an extra piece of food raises issues around allowing or denying more, recommencing eating in the face of potential satiety, yet also, food waste. The analysis of a post-closing actions is comparable to other recognisable collective responses, such as from vehicles to a pedestrian who is still crossing after the light has gone red.

Climate activists' civil disobedience at the interface of proximal and distal deontics

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Climate activism is driven by the urgent need for political action to prevent irreversible ecological collapse. As a last resort, civil disobedience has become a pivotal method to pressure decision-makers, navigating the interplay between immediate disruption and long-term socio-political claims. Activists employ urgent actions, such as blockades, to force engagement with broader systemic issues, often receiving warnings from the police to cease their actions. In parallel, the activists themselves issue analogous warnings to society, urging a broader societal reckoning with ecological collapse, systemic injustice, and the legitimacy of current democratic systems.

From a social deontic perspective, a distinction is made between proximal rights—actions that shape the present interaction—and distal rights, which address future actions or institutional outcomes. Civil disobedience exemplifies the intersection of these levels, as activists disrupt the present site (proximal claims) while invoking broader socio-political reforms (distal claims). In this presentation, we draw on video ethnographic data from climate activist actions to analyze how activists' disruptive actions leverage police warnings and confrontations to give form to distal claims. This confrontation is central to the logic of civil disobedience, as it reframes the activists' actions within a larger moral and political struggle.

Our analysis explores how disruptive actions, police responses, and selective acquiescence within this deontic order reflect the activists' moral imperative. Ultimately, civil disobedience projects a future in which the activists' claims either prevail or society faces irreversible harm.

Maintaining ‘decent driving’ in autonomous vehicle testing

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As autonomous vehicles (AVs) become more common on public roads, “beta testers” of Tesla cars in fully autonomous mode play an important role in evaluating their performance. Recurrently, beta-testers intervene with the car’s driving to ensure that its driving is safe and aligning with the traffic code and social norms. Beta-testers interventions thus highlight the gap between machine competence and social driving norms in traffic. Some beta-testers share their experiences in video clips on YouTube, where they comment on its driving as it unfolds. Using such clips as data, we focus on beta-tester interventions to manage violations of the moral order of traffic. Prior research in conversation analysis and ethnomethodology has shown that deviations from expected behaviour may be morally accountable, and that this accountability is in part constituted by explanations (e.g., Antaki 1988). Through a multimodal analysis of 45 beta-tester interventions on AVs, documented in video clips from 12 beta-tester channels, we show how they justify, for their YouTube audience, their intervening action by reasoning aloud. Such reasoning identifies types of emerging moral problems that their interventions on the driving address, such as AVs unnecessarily slowing other road users down or blocking their way. By showing how, and on what stated grounds, beta-testers intervene to maintain “decent driving” in traffic, our study underscores the distinction between AV’s preprogrammed operations and human adaptability in making moral judgments in situ.

Reference

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When is it “haha” and when is it “hahaha”: What affects the duration of laughter?

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The topic of this presentation is the duration of laughter and the factors that affect it.

The early studies on laughter examined everyday conversations, revealing that laughter occurs in both non-serious (Schenkein 1972; Jefferson 1972) and problematic situations (Jefferson 1984).

Similar findings have been observed in institutional interactions (Lavin, Maynard 2001; Haakana 2010). However, the connection between the situation that laughter occurs in and the duration of laughter has not been studied in naturally occurring conversations.

My research question is: How is the duration of laughter affected by the type of interaction (everyday vs. institutional), the situation at hand (non-serious vs. problematic), and the action performed by laughter (mitigating the meaning of speaker’s turn vs. reacting to previous speakers’ turn)?

The data consist of institutional and everyday interactions from the Corpus of Spoken Estonian of the University of Tartu and from two Estonian TV talk shows. Collection includes 472 instances of laughter. Analysis draws on conversation analysis.

Findings indicate that laughter tends to be shorter in institutional interaction and longer in everyday conversations. Additionally, the situation in which laughter occurs (non-serious or problematic) affects its duration in institutional settings but not in everyday interactions.

References

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Schenkein, James 1972. Toward an Analysis of Natural Conversation and the Sense of Heheh. – *Semiotica*, 6(4), pp. 344–377. <https://doi.org/10.1515/semi.1972.6.4.344>.

Managing blaming in complaint sequences - interactional dilemmas in community social work with former inmates

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In community social work with current and former inmates, social workers and volunteers regularly face situations in which users recount experiences of frustrating or unfair treatment by institutional authorities, such as police, prison staff, or social services. In conversation analysis (CA), reports that convey a negative stance toward a conduct that affects the speaker (or others) and that someone or something is perceived as being at fault for are typically labelled complaining (Drew, 1998; Pino, 2022; Schegloff, 2005).

Responding to these complaints pose a complex interactional dilemma in community social work. While affiliating responses such as agreements, matching assessments, or expressions of sympathy may foster relational closeness, they risk undermining professional neutrality by appearing to side against collaborators in the criminal justice system. Conversely, withholding affiliation may damage the worker-client relationship, potentially intensifying users' perceptions of systemic injustice. This study explores how community social workers and volunteers manage this delicate balance. We show how professionals and volunteers navigate pressure from users to acknowledge systemic wrongdoings through morally upgraded impact formulations (acknowledging emotional impact while subtly endorsing complaint legitimacy) and morally mitigated negative assessments (downgraded evaluations of complaint targets or their actions).

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Pino, M. (2022). Hurting and Blaming: Two Components in the Action Formation of Complaints About Absent Parties. *Research on Language and Social Interaction*, 55(3), 260–278.

Schegloff, E. A. (2005). On complainability. *Social Problems*, 52(4), 449–476.

Reimagining Language Teaching in Europe: A Causal Layered Analysis of Educators' Professional Discourse

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This study investigates how language educators in Europe construct discourses around current challenges and anticipated futures within multilingual educational contexts. Anchored in a critical futures studies framework, it applies Causal Layered Analysis (CLA) to qualitative data derived from a future-oriented questionnaire administered to practicing teachers engaged in a professional development programme. By examining language across four analytical layers—litany, systemic causes, worldview, and myth/metaphor—the study reveals how educators articulate complex professional realities shaped by institutional, cultural, and ideological forces.

The analysis identifies recurrent themes such as the marginalization of language education, tensions surrounding technological integration, and the perceived dominance of English. At deeper levels, participants invoke metaphors—such as “language as a gateway” and “teaching as juggling”—to express concerns about agency, visibility, and the sustainability of linguistic diversity. These discursive constructions reflect not only systemic inequities but also the symbolic resources educators draw upon to reimagine language education.

By situating teachers' discourse within broader sociocultural and policy contexts, the study contributes to interdisciplinary scholarship in discourse studies, applied linguistics, and educational futures. It demonstrates the value of futures-oriented qualitative methodologies for accessing latent dimensions of professional meaning-making and for informing inclusive, forward-looking strategies in language education.

Making violence visible in welfare state interactions

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Intimate Partner Violence (IPV) is a serious social problem that is difficult to identify, especially since experience of violence is a sensitive topic. In Sweden and elsewhere, welfare organizations are therefore increasingly expected to ask about IPV when encountering clients. While previous research suggests that both professionals and clients find conversations about IPV challenging, few studies have examined how such interactions are played out (e.g. Tegler et al. 2023).

Focusing on the Swedish Social Insurance Agency (SSIA), this study illuminates how conditions for investigating IPV occurrence are shaped within institutional contexts with a different main institutional goal. The data consist of 100 recorded phone calls between case officers and clients about maintenance support for separated parents. In these calls, IPV occurrence is sometimes discussed as it can constitute grounds for eligibility.

We use conversation analysis and membership categorization analysis to examine how IPV is handled in these interactions. Specifically, we focus on how questions about violence are asked and responded to, showing how participants treat this as an inapposite activity. In addition, the analysis indicates that questions and tellings about IPV occur in sequential contexts where clients bring up communication problems, and shows how parents' accounts of past violence experience tend to be treated as irrelevant for the ongoing case.

References

Tegler, H., Fernqvist, S., & Flinkfeldt, M. (2023). Challenges in recognizing and facilitating disclosures of intimate partner violence in customer service calls about maintenance support. *Discourse Studies*, 25(5), 641–663.

Serving up closings: Coordinating the ending of preschool meals

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Building on EM/CA work on closings, this paper addresses the issue of how shared mealtimes in institutional settings are brought to an end. Taken from the specific context of preschool lunches, our concern is to delineate the multimodal practices through which participants progressively bring the mealtime to a close. This focus is grounded in research interests which seek to explicate the social organisation of children's eating practices within, and the implications of these organisational structures for, the eventual production of food waste (specifically, plate waste).

Data is taken from a large corpus of video-recorded preschool lunches in Sweden and multimodal conversation analysis is used to examine the closing sequences of the mealtime. As children's pace of eating and consumption quantities vary substantially, the data show that meal closings are accomplished over an extended period of time and involve the teachers' embodied and verbal monitoring of eating progress and completion. Meal endings are moreover also about institutional concerns including nutrition, satiety, and food waste. The analysis will demonstrate how these concerns surface in the interaction around the table and how individual psychological states (e.g., satiety or food "likes/dislikes") are negotiated alongside more general environmental concerns (e.g., wasting excessive amounts of food).

The results show that the mundane practice of progressing from eating to meal endings holds important clues into how young children are routinely socialised into everyday practices that promote healthy as well as sustainable eating habits.

On the “split personality” of tasks: Accountability, alignment, and resistance to the workplan in students’ task-based interactions

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This panel focuses on the interplay between tasks-as-workplan and tasks-in-process (Breen, 1987), which becomes observable in task-based interactions. Various conversation-analytic studies have explored this “split personality” of tasks (Seedhouse, 2004) with a process-oriented focus. Specifically, prior research has investigated how students actually accomplish tasks as observable activities by exploring the interactional organization of their work and the resources they deploy in the local material ecology (Kunitz et al., 2022; Lee & Burch, 2017; Sandlund & Sundqvist, 2011, 2013), while also orienting to emergent learnables (Greer & Nanbu, in press; Kunitz & Skogmyr Marian, 2017; Musk, 2024; Sert & Amri, 2021). In this panel, we zoom in on the students’ emergent “immanent pedagogies” (Lindwall & Lymer, 2005), which may or may not fully align with the task-as-workplan, as they accomplish group classroom assignments. The papers in this panel investigate different educational settings, from English-as-a-foreign-language classrooms in lower (Kunitz & Sandlund; Musk) and upper (Amri; Hoskins) secondary schools to higher education classrooms where English is used as the medium of instruction (Bozbiyik, Jakonen, & Sert; Sert). The focal assignments vary in the degree of guidance provided to students, from more structured tasks (Hoskins; Kunitz & Sandlund; Sert) and project assignments (Amri; Musk) to tasks involving free discussion on a given topic (Bozbiyik, Jakonen, & Sert). The panel’s contributors explore whether and how the students orient to the task input (i.e., the task instructions and other materials provided to the students; see Ellis, 2003) and whether they display a normative orientation to the workplan as designed by the teacher. The findings illustrate diverse orientations. Explicit, aligning orientations to the task questions foster the students’ collaborative establishment of a common ground (Sert); at the same time, the students’ evolving interpretations of the task (whether aligning or not with the workplan) may display their engagement (Bozbiyik, Jakonen, & Sert). Students’ engagement also emerges when they invoke the task problem to realign their task-based interactions with the workplan, thereby orienting to task progressivity (Hoskins). Finally, while students may orient to the accountability of their work in relation to a normatively interpreted workplan, either during the process of task accomplishment (Kunitz & Sandlund) or during discussions on the task outcomes (Amri), they may also openly resist the workplan set by the teacher (Musk). Overall, these findings show how students agentively monitor their work in relation to the task input thereby orienting to the normativity of pedagogical assignments.

Resisting and contesting the teacher's workplan in English as a foreign language project work

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When the teacher sets a task and provides detailed instructions about how it is to be carried out, the process can be masked in the final product. In other words, the teacher's task-as-workplan may not correspond to the task-in-process (Seedhouse 2004: 264). However, when the teacher circulates, s/he may discover such discrepancies and be faced with having to deal with them on the fly. This study of secondary school pupils' collaborative information literacy practices for gathering and synthesising information in English project work examines specifically how pupils consistently resist and contest the teacher's workplan.

Using multimodal conversation analysis (Broth & Keevallik 2020) of video recordings from different stages of the project work, this paper shows empirically how the task-as-workplan is transformed by pupils (and teacher) on a moment-by-moment basis during the emergent task-in-process. The data come from over 30 hours of video recordings of project work, but here the focus will be on one pair, who consistently display their resistance (cf. Humă et al. 2023). In doing so, the pupils contest the teacher's workplan, for example, by launching attempted long turns prefaced with "but" and they collaborate in producing objections by endorsing or completing each other's turns. The pupils either continue to meet some of the requirements to appease the teacher's repeated efforts to get them to implement the workplan or they simply say they will do as asked. However, in both cases they eventually revert to their own way of carrying out the task.

“But why would she take the train?” - Negotiating accountable solutions in an L2 collaborative imagining task

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Task-based interactions show the students' interpretation of the task instructions and the emic criteria they orient to during task accomplishment. In this EMCA paper we explore in particular L2 learners' orientation to the accountability of their task-based work. The dataset consists of 9 video-recorded interactions (total 1.7 hrs) by 6 pairs and 3 triads of 9th grade students from three English-as-a-foreign-language classrooms in Sweden. The students were assigned an open-ended problem-based task revolving around River, a fictitious character who reportedly disappeared and was later found with no recollection of the day's events. As task input (Ellis, 2003), the students received 8 cut-out pictures representing items in a paper bag found next to River. In their interactions, the students work to find a solution to the task problem by collaboratively imagining what might have happened to River. As they do so, they accomplish social actions such as proposals, agreements, and disagreements concerning the interpretation of the pictures, their role in the emerging narrative, and the scenario that led to River's disappearance. Our analysis focuses on the accounts and the account requests that accompany these social actions and illustrates how, through their accounting work, the students orient to finding a logical and reasonable solution to the task problem. While discussing their ideas, the students orient to the accountability (Robinson, 2016) of their task-based work, thereby showing a normative orientation to the task as a classroom assignment and to their talk as institutional. Overall, the study contributes to the CA-SLA literature on tasks-in-process.

Addressing Face-Threats of Unsolicited Advice: Doctors' Use of Politeness Strategies in Clinical Interactions on Weight Loss

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Context. Advice as a speech event often poses a threat to the recipient's "face" —the public self-image one seeks to maintain in social contact (Goffman, 1955; Brown & Levinson, 1987). This challenge is amplified in clinical settings, where advice delivery is influenced by knowledge and power imbalances between doctors and patients, as well as the sensitivity of the topics discussed.

Aim. This study investigates how general practitioners (GPs) employ politeness strategies to manage various face-threats posed by providing unsolicited weight loss advice in routine medical appointments.

Data and Methods. We analysed 185 recorded consultations in which GPs delivered opportunistic weight loss advice to patients living with obesity (Aveyard et al., 2016). The data were transcribed using Jeffersonian conventions, and conversation and discourse analyses were applied to study facework in GPs' turns.

Results. Our findings reveal that GPs employed a variety of face-saving strategies to address different types of face-threats associated with weight loss advice. Negative politeness strategies were used in topic initiation where they served to reduce GPs' personal responsibility for broaching a sensitive topic. These strategies also helped minimise the imposition on the patient and mitigate potential critical implications. Positive politeness was primarily used when suggesting future actions, framing weight loss as a shared goal and a collaborative effort between the GP and the patient.

Conclusion. Politeness strategies employed by GPs help mitigate the face-threats of weight loss advice delivery, making these conversations less fraught for both parties and potentially enhancing patient engagement with recommendations.

Human – chatbot interaction: The case of disinformation in large language models

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The recent developments within large language models (LLMs) have been extremely rapid, with the launch of ChatGPT in November 2022 as a major milestone. LLMs open new opportunities (Bommasani et al., 2021), but also amplify challenges, particularly in the context of online disinformation (Goldstein et al., 2023). Bad actors easily and cheaply use LLMs to produce synthetic content at scale, which threatens to significantly increase the volume of disinformation online. Adding to this threat is the increasing use of LLMs as interfaces for online information retrieval. Despite improvements LLMs are prone to bias and hallucination, thereby increasing the risk of users unintentionally generating, spreading and amplifying disinformation (Brandtzæg et al., 2024). Given the rapid increase in AI-generated text online, we need to know more about this language in general, and its persuasive potential and power in particular. In this study we combine insights from the language, media and computer sciences to investigate (i) how persuasive and pragmatic features of human-produced language hold up for AI-generated language and (ii) how LLMs may increase or decrease the persuasiveness of disinformation. For this, we prompt various LLMs to generate news items that are comparable to the human-generated ones used in Trnavac et al. (2024). We propose that the tendency towards a specific set of persuasion techniques is less clear, while the language itself is no less persuasive. This will be tested through a combination of human feedback on persuasiveness, as in (Thomas et al., 2019), and through automated analyses based on AI models and algorithms.

Educating chronically ill cancer patients in pain management: the role of discussion about daily agenda

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Pain management is an essential part of cancer care, and therefore it is frequently monitored and adjusted in cancer consultations. Safe and effective use of pain medication, particularly opioids, requires patient education so that risks and side-effects can be controlled. We analyse video-recorded oncology and palliative care consultations with chronically ill cancer patients with conversation analysis, and study how pain medication is discussed.

Our data is longitudinal, and shows that correct type, dosage and timing of pain medication is a recurring and problematic topic in cancer consultations. Chronically ill patients need pain medication for the rest of their life with increasing intensity. This creates practical problems: tolerance, side-effects and risks increase, whereas the effectiveness of the medication may decrease. Furthermore, even when the use of opioids is well justified, it is stigmatizing and can be contrary to patient's values.

The patients are instructed to adjust their medication within limits to acquire accurate pain control. Nevertheless, our data shows that in spite of previously given instructions, there are recurrent problems and misunderstandings regarding the use of medication, which make relevant repeated instructions on how to control the pain in a safe and effective way.

We describe a specific practice in interaction in which problems come up, are elaborated and further instructions are given - namely, discussion about the patient's daily agenda. It can be initiated by the doctor or by the patients themselves, and it is a key practice in and through doctors recognize need for advice regarding pain management.

(Re)specifying rapport: the interactional achievement of a purposeful relationship

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In spite of being formulated as a central and necessary condition for doing social work, the concept of rapport is poorly defined (Prior, 2018). Existing definitions and descriptions vary widely and tend to include characteristics of the social worker, client, or the relationship between them, as well as vague descriptions of practices thought necessary to build rapport. We lack clear descriptions of how such characteristics or practices might be interactionally achieved in the potentially challenging communicative environment that the pursuit of social work agendas represents. To address this lack, I use conversation analysis to analyze social work interviews with fathers suspected of perpetrating violence against their children. These interviews constitute a setting where social work agendas of managing risk and motivating treatment may challenge the relationship between the social worker and client, thus accentuating the complexities involved in accomplishing rapport in a social work institutional setting. Specifically, I look at how the conversation analytic terms of (mis)alignment and (dis)affiliation (Steensig, 2020) can help us understand the fine-tuned work of eliciting, supporting and resisting talk about violence perpetration. The analysis thus contributes new knowledge to the field of social work research and practice by providing an empirically grounded conceptualization of the social worker-client relationship.

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STEENSIG, J. 2020. Conversation analysis and affiliation and alignment. *The concise encyclopedia of applied linguistics*, 248-253.

Gaze direction as framing for interaction in sign language interpreted routine postnatal visits.

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This study aims to gain insight into participants' use of gaze in sign language-interpreted consultations in health centres for babies and toddlers in the Norwegian context. The study investigates how gaze direction and eye contact frame the interaction between the participants where the mothers are deaf, and the health personnel are hearing. The empirical material is based on five video recordings of interpreted health consultations, and multimodal interaction analysis is used to examine the participants' use of gaze in these interactions. The analysis demonstrates differences in eye contact, providing participants access to different footings because of their language modalities and language knowledge. The mothers and the sign language interpreters take responsibility for the interaction when the health professional is unaware of the importance of a specific gaze in sign language. When taking responsibility, they shift between frontstage activity and backstage activity. In addition, the mothers do not have full access to the interaction, even with sign language interpreters present. The findings show that it is imperative that health personnel know how to communicate with deaf parents and how to work with sign language interpreters.

Addressing changes in decision-making capacity in primary progressive aphasia

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Primary progressive aphasia (PPA) is a group of language-led dementias. Language difficulties are the first and most prominent symptom, other cognitive and behavioural symptoms can be present from symptom start and will become more present with time. The Better Conversations with Primary Progressive Aphasia (BCPPA) is a communication partner training program for people with PPA and communication partners (CP) (Volkmer et al., 2023). It is led by a speech and language therapist (SLT). As recommended in the Best Practice principles for working with people with PPA (Volkmer et al., 2022), planning for the future, including changes in decision-making capacity, is one topic addressed in BCPPA.

Four dyads (persons with PPA and CPs) participated in a study on BCPPA in Norway. All sessions were video recorded. For the current project, we are using conversation analysis to analyse the data about planning for the future.

Analysis showed that the topic is introduced gradually, beginning with future changes in general and narrowing down to changes in decision-making capacity. For three of the dyads, the sequence is closed after the SLT have provided generic information. For the fourth dyad, we find that the CP produces a series of requests for more information and that the SLT upgrades the answers for each request, which leads to a longer sequence about possible needs for support in the future.

Our preliminary analysis indicates that generic information is provided to all dyads, but specific information tailored to the dyad is only provided if requested by the dyad.

Multimodal Communication in Word Searches of L1- and L2-speakers

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Multimodal communication in word searches involves the use of both verbal and nonverbal resources to resolve lexical retrieval difficulties. Word searches occur when a speaker struggles to retrieve a word or phrase, often employing multimodal strategies to signal the search and invite assistance from others (Henricson 2008). These searches are considered collective activities, where participants collaborate by suggesting words, providing clues, or confirming suggestions (Steensig 2001). Reichert and Liebscher (2012) define word searches as relational actions, emphasizing their social nature, as participants negotiate and position themselves in the conversation, especially concerning expertise.

The aim of this study is to examine what multimodal aspects are used by L1- and L2-speakers of Swedish when they search for words. I will further examine the possible quantitative and qualitative differences between the L1- and L2-speakers in the use of the multimodal in word searches. The main focus is on the initiator of the word search. The results show that both L1- and L2-speakers use several linguistic and bodily strategies when they struggle to retrieve a word. They mobilize gaze and other bodily signals to either invite others to help or to provide an outcome by themselves.

Material for the study is video-recorded and transcribed group discussions of L1- and L2-speakers of Swedish. The participants, who are not art experts, familiarize themselves with selected artworks and discuss them in small groups.

Acquiring new interactional competences in visual communication: Deaf signers as coaches to non-deaf employees for improved practices in online meetings

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Interactional competence refers to the ability to formulate social actions in ways that are recognizable and acceptable by others (Pekarek Doehler, 2019). This ability rests on the capacity to use and coordinate multimodal resources both locally, in situated interaction for specific communicative needs, and more generally, when entering into new social engagements (Hellermann et al. 2019). The development of interactional competences is part of socialization processes evidenced in the everyday practices at various workplaces.

In professional or institutional interaction, competence can denote the skilful use of communication and action as devices for activity accomplishment, whereby skilfulness is to be understood in concrete, situational terms rather than as an abstract property residing in the mind (Hirvonen, 2024). In this presentation, we study competences in visually laden workplace interaction.

The data come from interaction training in Finland whose aim is to help companies and organisations to improve interactional practices in online meetings. Four deaf coaches piloted the training method with seven individual clients. In this presentation, we present an analysis of ethnographic data from the training, including among others video recordings of the training sessions between deaf signers and hearing clients, who do not know sign language. The data are analysed in the framework of practice theory (e.g., Schatzki, 2002) and multimodal interaction analysis (e.g., Mondada, 2018). The feedback by the clients reports an improved awareness to enhance interaction in online meetings, such as the use of gaze for coordinating attention and managing interaction in the overlapping physical and digital spaces.

Modulation markers, inference markers and connectives in the requests for confirmation in everyday Estonian

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The topic of our presentation is the use of modulation markers (e.g., modal particles), inference markers, and connectives in requests for confirmation (RfC) in everyday Estonian conversations.

Our research questions are as follows:

RQ1 What modulation markers, inference markers, and connectives are used in Estonian RfCs?

RQ2 What relationships to the previous conversation do these markers highlight in repair and non-repair RfCs (e.g., hedging, contrast, change-of-state, etc.)?

Our study follows the approach presented in the comparative RfC project of ten languages published in *Open Linguistics* (e.g., König et al., MS; Deppermann et al., 2024; Küttner, and Szczepek Reed, 2024) and the analysis of social actions performed through RfC (e.g., Zinken, and Küttner, 2022).

Our data come from the Corpus of Spoken Estonian of the University of Tartu (SEKK). We have randomly selected 200 videotaped extracts of everyday communication from 2012 to 2019. We follow an interactional linguistics approach in the analysis of these excerpts.

Preliminary results show that the most used markers are the softeners/hedges *mingi* ('some kind') and *vist* ('probably, possibly'), the inference markers *aa* ('oh') and *siis/sis* ('then, so'), and the connectives *a/aga* ('but') and *ja* 'and'. The analysis reveals a difference in the frequency and repertoire of markers in the repair versus non-repair questions.

In our presentation, we will also compare our results with those from German and English, as these languages have influenced Estonian.

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Compliments in Telephone- and Chat-based Counseling: a Conversation Analytic Study

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Nowadays, many helplines offer clients various media channels to reach out for information or advice. When providing single-session counseling through telephone or chat, counselors face the challenge of building a relationship with their client in the absence of the non-verbal and paralinguistic resources that are available in face-to-face communication. Previous conversation analytic research has demonstrated that, across a range of institutional settings, compliments are a commonly occurring practice for relational and other interactional work. Given that compliments may occur both in spoken and written interaction, we use conversation analysis to study the ways in which compliments are used in single-session counseling interactions in chat and phone calls. The data consist of 57 chat logs and 48 phone recordings of counseling sessions on an alcohol and drugs information service. We explore the sequential environments in which compliments are produced, alongside the actions they are used for within the overall organization of the counseling session. As part of this, our analysis demonstrates how counsellors adapt the turn design of the compliment through resources like discourse markers, amongst others, to fit these environments and actions. Focusing on complimenting in a specific setting, but across different media, we also shed light on the interconnection between compliments and the affordances of the communication medium.

Intimate Publics in and through Swedish Conversational Podcasts

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Podcasting and podcast listening have evolved into activities with significant social impact potential. According to Spotify (2024:4), 42% of Swedes listen to podcasts at least once a week, and more than half of the listeners feel such a strong sense of community with the podcasters that they consider them friends (Acast 2024).

This CA-based study of 40 Swedish conversational podcasts aims to identify how Swedish podcasters create interactional intimacy and achieve an intimate public, defined as “a porous, affective scene of identification among strangers” (Berlant 2020:viii). The podcast medium's capacity to foster a ‘hyper-intimacy’ (Berry 2016) between participants and listeners – linked to individual and mobile listening, technological accessibility, and the content and format of the podcasts – has been cited as a reason for its growing popularity (Berry 2016; Swiatek 2018; Spinelli & Dann 2019). This study aligns with Euritt’s (2023) perspective of podcast intimacy as socially constructed discourses rather than an inherent quality of the medium. The analysis builds on two of Adler Berg’s (2023) analytical parameters: intimacy in what is said (e.g. topics’ breadth and sensitivity, subjective or personal information) and in how it is said (e.g. non-lexical vocalisations).

Preliminary findings suggest that regardless of the podcast's focus (e.g. sports, humour), podcasters share their experiences of pleasures and pains using similar emotional wording and non-lexical vocalisations. However, differences in emotional intensity seem to be closely related to the participants' perception of their target audience, as expressed through epistemic presuppositions and frames of reference.

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“But how did this person end up in the cave?”:EFL students’ normative orientation to task instructions in a speaking task

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This paper examines how English-as-a-foreign-language students implement a speaking task and how they display a normative approach to doing the task “right” by invoking the instructions. The data comprise 5 hours of video recordings of 20 dyadic task-based interactions between EFL students working with an open-ended problem-based task in Swedish upper secondary schools. The task revolved around the excavation of a cave where a person had been found together with six items. The task input (Ellis, 2003) consisted of an instruction card and one set of items. The items were presented either as i) pictures, ii) actual material objects, or iii) in a word list. The sequential analysis of the students’ task-based interactions shows how they make sense of the task instructions during the task-in-process (Breen, 1987) by collaboratively imagining and co-constructing storylines around the task input as a way to solve the task problem of how the person ended up in the cave. In some cases, the students reorient specifically to the task question formulated in the instructions by reading it aloud. This orientation occasions further talk where the students create new storylines to solve the task problem or account for what they have done in relation to the instructions. With this conduct, the students observably treat prior talk as not (adequately) solving the problem, thereby displaying an emic concern for task progressivity and a normative orientation to what represents an acceptable solution. This study contributes to the CA-SLA research on task-based interactions.

Reframing NHS complaints final response letters through a conversational lens

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Final outcome letters responding to NHS complaints are a common source of complainant dissatisfaction. They occur at the end of an often long journey of interactions between complaints handler and complainant and frequently have a significant negative impact on the complainant's view of their overall complaint experience, even where earlier encounters have been positively evaluated. Reasons for these negative evaluations are typically linked to discourse features of the written communication, such as poorly framed apologies. This paper demonstrates the value of seeing the written response letters as the final turn in a conversational exchange and applying interactional principles to the problematic discourse features.

The 'Real Complaints' project (Rhys et al 2024) combined conversation analysis of complaints encounters with complainant appraisals of those encounters through diarising and interviews. In our analysis of our spoken data, we focused on the interactional concept of affiliation, building on Pino's observation that what exactly recipients affiliate with in the prior speaker's turn matters for interactional outcomes (Pino 2022). Our micro analysis of the affiliation practices in our data revealed both the interpersonal priorities of complainants, and the significant negative impact of the absence of affiliation with these priorities by call handlers (Benwell et al 2023).

This paper draws on these insights from our spoken data analysis and shows how we can apply the concept of affiliation to the written response letters to better understand how and why complainant dissatisfaction arises and thereby improve practice.

(239 words)

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Challenges associated with language variation in interactions between L1 and L2 speakers of Norwegian

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Intelligibility and comprehensibility are important for successful communication in interactions between native (L1) and non-native (L2) speakers of a language. Dialects of Norwegian can vary greatly in pronunciation, grammar, and vocabulary and, unlike many languages, there is no official spoken standard (Heide, 2017). Previous research has explored the complexity of dialect use in Norwegian society (e.g. Røyneland & Lanza, 2023) and the impact of teachers' use of dialect on comprehensibility for L2 Norwegian-speaking students in a school context (Andreassen & Kjelaas, 2025). In this study, we look at challenges for communication between colleagues in interactions between L1 and L2 speakers of Norwegian, with a focus on how language variation impacts intelligibility and comprehensibility for L2 users of Norwegian in a university setting.

This presentation explores data from a survey of 313 L2 Norwegian-speaking university staff about their experiences of challenges related to language variation in interactions with L1 Norwegian-speaking colleagues in a workplace context. When asked to rate challenges to successful communication in workplace interactions on a 5-point scale, 83% of participants reported that unfamiliar dialects presented a major challenge. Informal spoken language, pronunciation, and fast speech were also reported to present significant challenges. In responses to open-ended questions, many participants reported experiencing frustration that L1 Norwegian speakers seem unwilling or unable to accommodate to a more standard variety of Norwegian to assist communication with L2 users. We also discuss different perspectives on what constitutes politeness in these interactions and how language practices could have different intentions and interpretations.

Stancetaking in narratives of experience with “food justice”: An interactional discourse analysis of a public policy initiative

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Food insecurity affects 45% of the population of Boston (USA), with Black and Hispanic families at a disproportionate risk (Greater Boston Food Bank, 2024). When Boston Mayor Michelle Wu replaced the City’s Office of Food Access with the Office of Food Justice in 2021, public discussions sought to understand exactly what “food justice” is, which populations the programming would target, and what specific policies the government would institute. To better understand the rationale and material outcomes of this municipal rebranding project, I take a discourse-ethnographic approach (Krzyzanowski 2017) in examining Food Justice policy documents, discourse, and educational initiatives in schools and communities. In this presentation, I examine interactional data from a television program in which four experts discuss food justice in Boston. I first investigate how a definition of food justice is discursively negotiated among participants, highlighting the intersecting discourses they draw on (e.g., race, class, culture, climate, education) and how they differ in connecting the concepts of “culturally relevant” and/but/yet “healthy” food. I then consider discourse strategies employed to construct individual expertise on the topic, including stancetaking (Du Bois & Kärkkäinen 2012, Kiesling 2022) in personal narratives and references to specific food items and preparations. I find that while no participant admits having faced food insecurity themselves, each discursively constructs a shared social history with Boston’s food insecure communities to advocate for specific policies aimed at guaranteeing a stable food supply to the city’s inhabitants. I conclude by suggesting implications and applications of this analysis for public policy practitioners.

Students' orientations to the task in presentations and follow-up discussions in English as a foreign language project work

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Students' presentations of their task outputs are a common feature of project-based EFL classrooms (Böök & Berggren-Darnell, 2024). These presentations and their follow-up discussions constitute an interactional space where the presenters retrospectively make visible the outcome of their task-as-process for the audience members. This study examines students' normative orientations to their project task during the presentations and follow-up discussions. The task requires the students to design propaganda posters based on the fable *Animal Farm*, showcasing different propaganda techniques. Drawing on multimodal conversation analysis (e.g., Mondada, 2008) in analyzing video recordings of 10 students' presentations and their follow-up discussions, this study provides an in-depth examination of how the presenters and the audience members display retrospective orientations to the task requirements during these moments. The findings show that the presenters explicitly orient to accountability in their choices through the display of authorship of their outputs and then giving accounts for these choices by invoking the fable. The audience members embody orientation toward holding the presenter accountable for their posters. This is achieved, for example, through producing multi-unit questions, first pointing at a component of the poster before posing a question on its relevance to the fable and the task or through using the fable to establish criteria for evaluating the poster. All in all, this study contributes to the body of knowledge on students' orientation to the task-as-workplan, not in terms of how they carry out the task but in how they retrospectively and normatively justify and negotiate their work.

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Facilitating situated inclusion in hybrid learning via multimodal resources and practices: the case of camera mobilization

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Teaching in so called “hybrid ecologies”, in which there are both physically co-present and remote participants, presents some challenges. How to promote inclusion and equal opportunities to participate in interaction is one practical problem for educators and learners to solve in the moment (see e.g., Oittinen, 2022).

This study draws on video and screen recorded data from a crisis management course where the majority of students and teachers are physically in one location and there is one party attending the sessions using the video platform Zoom. I use conversation analysis (CA) (e.g., Sidnell & Stivers, 2012; see also Sacks et al., 1974) to examine the multimodal resources and practices the participants deploy to facilitate situated inclusion. More specifically, I focus on the timing and coordination of moments when a camera placed in the main room is mobilized by the local participants to grant the remote party better access to what is going on. The findings show the importance of verbal, embodied and screen-based resources for organizing these moments and including everyone in the ongoing interaction and pedagogical activity. The study contributes to a deeper understanding of the affordances of hybrid teaching environments for organizing social conduct.

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Syntax-level temporal variation in Modern Finnish

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Spoken Finnish has periods during which changes are clearly happening on morphological and phonological levels. We hypothesise that the changes in written Finnish over the past century go beyond stylistic choices of individual authors and study this, focusing on phenomena that can be seen as indicating syntactic change. As data, we use the magazine *Kotiliesi*, published continuously since 1922, and the corpus of Finnish spoken in Helsinki which includes data collected in the 1970's, 1990's, and 2010's. The computational part of our analysis extracts statistics such as proportions of syntactic word categories and coherence scores, and compares their differences over time.

We found a clear transitional period in written Finnish in the 1960's and 1970's, and also in spoken Finnish from the 1970's to the 1990's. In a prior study, we discovered that a highly standardized form of spoken Finnish disappears after the 1970's. This coincides with the urbanization in the 1960's, and economic depression in the 1990's and the birth of the new millennium's narrative journalism are also apparent in the data. Thus, cultural context has a significant effect on not only what is written but also how it's written.

Modern Finnish has traditionally been seen as the latest stage in the development of Finnish, emerging from Early Modern Finnish around 1870. We suggest that it would be better to divide this stage into two, with a transition to Late Modern Finnish in the 1960's and early 1970's.

Remote camera actions as a resource for participation in synchronous hybrid language classrooms

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The increase of video-mediated interaction (VMI) in different domains has sparked interest in Conversation Analysis (CA) on how video, as a medium, shapes the organisation of interaction and the use of embodied resources for action (e.g., Luff et al., 2016; Seuren et al., 2021). Much of existing CA research has investigated videoconferencing settings in which all participants are “equally remote” and see and hear each other through VMI technology. Consequently, less is known about the organisation of hybrid meetings, which include both co-present and video-mediated interactional spaces (e.g., Büyükgüzel & Balaman, 2023). Contributing to CA research on hybrid interactions, I explore the use of telepresence robots to participate remotely in classroom interaction with classroom-based members. These robots are remote-controlled videoconferencing devices, which enable the operator to control their visual perspective and movement in the ‘local’ space such as the classroom (see e.g., Due, 2021; Jakonen et al., 2024).

Drawing on a broader corpus collected from second language classrooms at universities in Finland, I analyse screen recordings made on remote students’ computers. I investigate remote participants’ camera actions as a form of mundane video production (e.g., Broth et al., 2014; Licoppe, 2015) and demonstrate how they use the robot’s visual and mobility controls to reconfigure the robot’s camera view to follow actions and objects in the classroom and to manage transitions between personal online spaces such as websites and the classroom view. The findings shed light on multimodal practices of addressing technology-induced interactional asymmetries in novel distributed ecologies for action.

Giving and Receiving Negative Feedback in Student Teams

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Developing the ability to give, receive and to process feedback is a key competence for students in higher education, both during their studies and in their future work life. In the experiential project-based course Experts in Teamwork (EiT) at NTNU, students work together in interdisciplinary teams to develop their interdisciplinary collaboration skills. One of the learning outcomes is for students to be able to give and receive feedback, as well as to reflect on the feedback individually and within their teams. The feedback should relate to patterns of action and behavior in the team and contribute to learning that promotes effective team collaboration. Student surveys indicate that feedback is essential for their learning outcomes in the course.

In EiT, various structured exercises are used to facilitate this learning. One such exercise, called 2+1, involves giving and receiving both positive and negative feedback within the team. We observed five student teams as they participated in the 2+1 exercise and interviewed them afterwards. The data consists of transcribed audio recordings of the exercise and the follow-up focus group interviews. The interviews revealed that students found giving negative feedback to be the most challenging aspect, while receiving negative feedback was less difficult. Using a detailed discourse analytical approach, we will demonstrate the communicative recourses students use to formulate and accept negative feedback, such as mitigators (e.g. “maybe” and “a little bit”), the use of pronouns (e.g. “we” and “one”), and normalizing (e.g. “of course, everyone has weaknesses”).

What counts as correct? Establishing finger counting norms in early childhood mathematics learning interactions

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Young children frequently use their bodies, especially hands and fingers, to represent numbers in early mathematics learning. This paper examines how normative representations of number are established through finger counting in preschool mathematics interactions. Using conversation analysis, we analyse approximately 115 hours of video-recorded data from three English preschool settings, focusing on group learning interactions with 3–4-year-old children in the UK. These interactions take place in activities such as circle time, group singing sessions, and sand play. Our analysis identifies that and how practitioners orient to children's finger-counting in ways that make tacit norms explicit. Specifically, we find that practitioners treat particular ways of positioning hands and fingers to represent numbers as incorrect. However, they do not always explicitly address the deviation and sometimes positively reinforce it. We discuss how practitioner responses contribute to the social construction of mathematical norms in early childhood education, shaping children's understanding of number concepts and influencing their engagement with mathematical learning. These findings also provide a basis for practitioners to critically reflect on their role in balancing conventional numerical representations with opportunities for creative thinking. By highlighting the social negotiation of mathematical norms, this research informs best practices in early childhood mathematics education. Data are in British English.

Student Engagement in Group Discussion Tasks: Personalization and Collaborative Meaning-Making in Higher Education Classrooms

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Student engagement refers to not only individual active student involvement but also orientations to each other's contributions to collaborative meaning-making. While previous research has examined engagement in terms of meaning-making in whole-class interaction (e.g., Jacknick, 2021), less is known about how students engage one another by responding to, expanding on, or reinterpreting each other's contributions. We address this research gap by examining how student engagement unfolds in small-group settings after one group member topicalizes the assigned task through students' emerging interpretations. The data consists of 24 hours of video recordings from two undergraduate courses in the Language and Communication program at a Swedish university, where students (in groups of 3–6) discuss open-ended topics (e.g., AI as a friend). Using Multimodal Conversation Analysis (CA), the study investigates how students engage and topicalize tasks by sharing personal stories, experiences, and familiar examples that resonate with all group members. In light of our findings, student engagement in group discussions emerges through evolving interpretations of the task, which may align with or subtly diverge from the expected work plan. The findings also offer insights into how students navigate and negotiate classroom assignments in ways that reflect both adherence to and reinterpretation of instructional guidelines, showing the institutional fingerprint of group discussion tasks.

Keywords: Student Engagement, Personalization, Group Discussion Tasks, Collaborative Meaning-Making

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Not 'Everyone' Has to Lie: A Longitudinal Study of Non-neutral Personal States in Opening Sequences

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Responses to Howareyou (HAY) may be classified into neutral, or non-neutral, i.e., positive or negative, personal state reports (Sacks 1975), with important implications for sequence closure/expansion. When a non-neutral response is given, usually participants engage in a 'diagnostic sequence' in which they topicalize the life-events related to their current 'state'. Schegloff (1986, p. 129) points out that "participants may 'know' their interlocutor's 'style,' To certain interlocutors, therefore, one may have to "lie" (Sacks 1975) about their actual personal state to avoid revealing information that is not appropriate for the recipient. In this paper, I seek to further understand the link between the HAY sequence and participants' relationship by analyzing a longitudinal dataset comprising 13 months of weekly video-mediated interactions between the same tutor-tutee dyad (Malabarba et al 2022), from their very first session on. The analysis reveals how i) non-neutral personal state reports initially appear in other sequential contexts and make their way into the responsive slot in the HAY sequence and ii) participants' interactional history, in later encounters, is mobilized as a resource in the interpretation lexically "neutral" responses as negative or positive, i.e., non-neutral. In terms of opening practices, getting acquainted and becoming close(r) means i) increasingly making self- and other well-being a matter of "joint priority concern" (Schegloff 1986) in the opening phase of encounters; and ii) displaying knowledge of each other's HAY response 'style' with reference to their interactional history.

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Responding to suspensions: sequential implicativeness and displays of affect in family interaction

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When a child produces a request while the parent is occupied with another activity, the parent may respond with a suspension, such as hetkinen ‘a moment’, kohta ‘just a sec/soon’, wait or hang on (Vatanen & Haddington 2024; see also Keisanen et al. 2014). Our talk focuses on how children respond to parents’ suspension turns. The analysis shows that children can respond to parents’ suspension turns in different ways. Children may simply comply and wait for the adult to resume the suspended action/activity, sometimes even by visibly and hearably ‘doing waiting’ (cf. Svinhufvud 2018), for example, by humming. In some cases, children resist the suspension and its implications: they may continue to pursue their original request or explicitly resist the suspension (e.g., *älä anna kohta vain nyt* ‘don’t give soon but now’). Children may also start to cry or whine after a suspension. Children’s responses to parents’ suspensions can therefore display various kinds of affect. More generally, the analysis suggests that, similar to repair initiations, suspensions do not provide what was sequentially implicated in the prior turn. They seem to initiate an insertion sequence of sorts, during which the sequential implicativeness of the initial request still holds. In our talk, we analyze the sequential implicativeness of suspensions, exploring also how responses to suspensions relate to preference organization and the building of social harmony in families. The data is video-recorded naturally occurring family interaction in Finnish and English. We use Conversation Analysis as our method.

Involving people with dementia in applied conversation analytic research

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In recent years, there has been an increase in Public Patient Involvement (PPI) in health research, including the Scandinavian countries, and it is recognised as an important element in health research (Biddle et al., 2021).

People with the language-led dementia, primary progressive aphasia (PPA), and their care partners report that being able to have conversations with family and friends is the most important outcome of treatment (Volkmer et al., 2024). The Better Conversations approach is a method underpinned by conversation analysis (CA) that aims to help people with communication difficulties maintain and improve conversations. Acknowledging the importance of PPI, Better Conversations with Primary Progressive Aphasia (BCPPA) was co-produced with people with PPA and care partners (Volkmer et al., 2021). In this presentation, we will use the BCPPA as an example when discussing PPI and CA. We will discuss how people with dementia and care partners can be involved in the development of a CA-based intervention and how PPI can be incorporated into the analysis process. Finally, it has been noted that the lack of funding, time and competence is a barrier to successful PPI in Norway (Aas et al., 2023). This issue will be discussed with examples from the Norwegian adaptation of the BCPPA.

Co-production of knowledge on cluttering-in-interaction in a video-based (CARM) workshop

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This paper explores interactions between participants and researchers in a workshop as part of the research project “Living with cluttering”. The project aims to build knowledge and awareness about cluttering - a speech fluency disorder. Using video-recorded workshops, focus groups and everyday conversations as sources of data, the project combines the perspectives of people living with the speech fluency disorder (within their epistemic domain), with those observed through a conversation analytic (CA) lens on talk as it unfolds in interaction (within a CA-based epistemic domain).

The specific dataset analyzed for this paper is a researcher-led workshop using the Conversation-Analytic Role-play Method (CARM) to present interactional issues that had already been implicitly or explicitly raised in previously recorded data involving people with cluttering. Many of the issues raised could be conceptualized in terms of intersubjectivity, progressivity and repair-initiation, and our analysis reveals how such typical CA concepts were made relevant by the participants as part of describing their everyday interactions.

Using conversation analysis as method, this paper examines how CA-based findings and participants’ own perspectives may inform each other through analyzing the knowledge exchange that takes place in a CARM-type workshop. The particular data for this paper focuses on co-production of knowledge on cluttering-in-interaction; however, our analysis contributes to understanding what co-production of knowledge - and ‘user involvement’ - may look like through the research process more generally, in research on communication disorders and beyond. The paper also addresses some of the challenges in mixing epistemic domains in research.

'Free' infinitives in German and Polish

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We present first results from an ongoing study of a particular kind of 'free' or 'independent' infinitive (Visapää 2022; Wiemer 2017) in German and Polish talk-in-interaction. Data come from corpora of naturally-occurring interaction. Examples (1) and (2) provide illustrations of the kind of infinitive turn we are concerned with.

<pre>

1. Laying table (Polish)

01 Mum: To brać to (.) tam ju:ż?
 PTCL take.IPFV.INF this there already
 So (should I) take this over there already?

02 Dad: No-
 yes

2. Clearing table (German)

((Dad gets up from table, rest of the family has just left the table))

01 Dad: so ↑tisch abräumen;
 PTCL table clear.INF
 right, (can you) clear the table (please)

02 Lia: >↑ja< mach ich;
 yes, will do

</pre>

The infinitive turns in the first lines clearly accomplish very different social actions: requesting information (and possibly offering to do the work) in (1); directing others' behaviour in (2) (Deppermann 2006). While we find infinitive directives in both German and Polish, infinitive questions are prominent in Polish, but not German talk-in-interaction. We are interested in the extent to which such infinitives can nevertheless be understood as being one and the same practice, with language-specific elaborations. The following formal and functional commonalities make a joint consideration of cases like (1) and (2) plausible: In both usages, the infinitive (a) is the only predicate in the turn; (b) participates in the coordination of here-and-now behaviour; and (c) would accomplish the same action if the entire utterance consisted solely of the infinitive verb (e.g., question: PL brać?, 'take'; directive: DE abräumen!, 'clear').

Our analysis starts from the interactional-linguistic finding that language practices belong in specifiable sequential environments or positions (Schegloff 1996; Couper-Kuhlen und Selting 2018). We find that what free infinitives have in common is that they orient to an external circumstance as the ground for making relevant the action articulated in the turn. Evidence for this analysis comes from three sources: (1) Sequential analyses showing systematic differences between the contexts in which speakers select infinitives vs other directive and question/offer constructions; (2) Turn design analyses showing that expanded turn designs orient to the relevance of external circumstances; (3) Normative analyses showing that participants resist the use of infinitives in cases where the directive or question is not accountable in terms of external circumstances. In sum, the analysis uncovers shared principles of situated meaning-making underlying diversity in practices of speaking across languages.

Accomplishing mutual access: a longitudinal analysis of collaborative adaptation to shared screen use in immersive virtual reality

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One advantage that immersive virtual reality (VR) environments provide for technology-mediated interactions is the possibility of using shared objects. This study explores how participants learn to use a shared screen during VR collaboration. In VR, the properties of a shared screen differ from those in video-mediated interactions; the exact location of the screen in the immersive space and the way it is visibly configured for each participant can vary. As a result, mutual access to the screen and screen-related activities is fragmented (see Hindmarsh et al., 2006).

The data for this study come from 11 video-recorded team meetings in VR over a six-month period. Using longitudinal conversation analysis (Deppermann & Pekarek Doehler, 2021), the analysis focuses on the participants' talk and multimodal conduct in relation to screen sharing in each meeting.

The analysis shows how the participants' opening turns and initial actions in relation to the screen use change over time, reflecting their learning and past experiences with the screen. The analysis of other explicative turns referring to the screen also reveals changes in the participants' orientation and problem-solving strategies regarding multiple challenges that emerge with the screen from meeting to meeting.

Given that VR is increasingly used in remote collaboration and training, the findings of this study provide valuable insights into participants' gradual technology adaptation process. This study offers a lens into their interactional and intuitive strategies when aiming to understand how shared objects in VR work and can be used in collaboration with others.

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Emerging narratives: Grammatical and embodied resources for building multi-unit turns

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Our presentation concerns multi-unit turns (MUTs; e.g. Marian et al. 2021) in a narrative context. By multi-unit turns we mean long and complex turns consisting of several turn-constructive units (clauses, phrases). They have also been called never-ending sentences (Auer 1992; Laury & Ono 2014). They flout the conversational constraint allowing speakers only one TCU at a time. They occur in different types of long turns; tellings are one environment for them (see Marian et al. 2021).

Using conversation analytic and interactional linguistic approach, we focus on so-called emerging narratives, that is, tellings that emerge in and from social interaction. According to Jefferson (1978) stories can be “triggered” in the course of turns-at-talk, or they may be projected in advance by a preface through which rights to a telling are accomplished (see also Schegloff 2007: 41–42). In our presentation, we focus on stories that are “triggered” and form incrementally accreted multi-unit turns that emerge in the course of interaction in response to local contingencies.

Our data come from Finnish everyday conversations. In our analysis, we focus on linguistic and embodied resources participants employ to make room for longer turns that turn out to be narrative even though they are not projected as such at the beginning. These resources include grammar, semantics and prosody on the one hand, and gaze, gesture, and body posture on the other. We also analyze how the co-participants’ responses can make room for multi-unit turns.

Asking about drug allergies: Managing antimicrobial medicines-related risks in primary care in England and Sweden

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Penicillins are the most common cause of drug-induced anaphylaxis worldwide, yet penicillin allergy status is seldom clinically tested and therefore reliant on patient/caregiver report. Managing the risk of harm when prescribing antimicrobials is fraught with uncertainties: patients may not always be truly allergic and medical records may not be accurate. The aim of this study was to investigate how conversations about drug allergy risks unfold when prescribing for common infections.

We screened 156 acute primary care consultations for adult patients presenting with upper respiratory concerns in England and Sweden to identify all cases where drug allergies were raised. We used conversation-analytic methods to make systematic observations on how the topic was initiated; the activity context; the patient's response and any subsequent mention of drug allergy; identifying recurrent patterns within and across the two datasets.

In both datasets, drug allergies were raised in just over one third of consultations most often via questions conveying a bias towards a 'no allergy' outcome. When asked during information gathering, the question was sometimes misunderstood as asking about allergies in general. In the majority of cases, no allergies were reported, yet patients often qualified their 'no allergy' answers displaying uncertainty. Patients who did report allergies were seldom questioned about the nature of their symptoms. Where patient allergy status was contested or neglected by clinicians and brought to the interactional surface, work was done by both parties to maintain neutrality or display cautiousness around differing territories of knowledge.

Our analysis reveals common interactional problems faced by prescribing professionals when managing the risk of patient harm from drug allergies when prescribing antimicrobials.

The study was done in collaboration with Rebecca Barnes. It is one of several studies in the research project Antibiotic prescription in Swedish primary care consultations. Principal investigator: Anna Lindström. Uppsala University. PhD student: Klara Bertils, Uppsala University. Affiliated researchers: John Heritage, University of California, Los Angeles, Rebecca Barnes, University of Oxford and Thomas Tängdén, Uppsala University. The research project was partially funded by Uppsala Antibiotic Center.

Custodial Capital and Digital Distinction: How Midlife Single Fathers Navigate Desire and Responsibility on Dating Apps

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This paper examines how midlife single fathers in Norway present themselves on dating apps and how these self-presentations are shaped by cultural expectations surrounding modern fatherhood and romantic desirability. Based on a multimethod qualitative design, including interviews with 12 single fathers, a walkthrough of Tinder's interface, and qualitative content analysis of 100 Tinder profiles, the study explores how men navigate the tensions between care and autonomy in digital dating. While previous research has largely focused on young adults, particularly students, and on women seeking men or men seeking men (Diesen et al., 2025), this study shifts attention to an underexplored group. Given that heterosexual men represent the largest share of dating app users, and that these platforms are increasingly used by older adults (BusinessOfApps, 2025), focusing on single fathers in midlife offers new insight into digital self-presentation. Findings show that single fathers carefully manage how they present their parenting roles on dating apps, foregrounding responsibility while avoiding signs of constraint. Their bios and category selections reflect both internalized cultural norms and the structuring logic of the app interface. Dating apps emerge not simply as tools for connection, but as socially patterned arenas where desirability is classified and negotiated. Applying Bourdieu's (1984, 1991) theoretical lens, the analysis introduces the concept of custodial capital to describe how 50% shared custody functions as a symbolically valued ideal. In this context, it is not divorce or single parenthood that is stigmatized, but failure to align with this culturally sanctioned mode of modern fatherhood.

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Student-orientations to task questions during Transcription and Video-based Guided Discovery Tasks

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This study investigates students' explicit orientations to task questions during Transcription and Video Based Guided Discovery Tasks (TV-GDTs, Sert forthcoming), which were designed to teach aspects of classroom interaction to student-teachers (STs) enrolled in a teacher education course at a Swedish University. TV-GDTs required STs to watch videos based on recorded lessons, go through transcriptions, and share their analyses based on questions that were designed to guide them to find and discuss certain aspects of language classroom interaction. The data consist of video recordings of five 2.5-hour teaching sessions in addition to audio-recordings of group interactions (twenty-eight 10-minute interactions per group), which were transcribed using conversation analytic conventions for close analysis. The multimodal analysis of the group interactions shows that after STs explicitly orient to and/or quote task questions (21 cases for the focal group of three students) during the group work phase of TV-GDTs, they collaboratively establish understanding, which leads to the co-construction of evaluative actions and common ground. The explicit orientations to task questions helped STs stay on task and lead to task-convergent behaviours, observable in the ways the student-teachers collaboratively construct turns and create alignment. Implications for designing teacher education courses and professional development sessions will be given.

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Hate Speech in Disguise

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The Rabat Plan of Action (UN, 2013) provides a framework for assessing incitement to hatred, emphasising the role of explicitness in identifying hate speech. While direct expressions of hate are more likely to warrant legal intervention, implicit messages can be equally harmful. Court practice suggests that such implicitness creates ambiguity, making it difficult to reach consensus on whether certain speech constitutes hate speech or protected opinion. This study aims to examine the discursive strategies used to disguise hate speech as legitimate opinion, based on data collected from Lithuanian digital media.

The data includes 843 Lithuanian internet comments identified as hate speech using the Cardiff AI model (Antypas & Camacho-Collados 2023). Through manual classification, the comments were further categorised into potentially unlawful hate speech, lawful hate speech, and non-hate speech. The analysis focuses on ambiguous cases that could pose challenges in legal contexts and examines key discursive strategies that blur the boundary between hate speech and protected opinion. These include intertextuality (normalising hate speech through appeals to historical or cultural continuity); framing hate speech as personal anecdotes, making it appear as subjective experience rather than a systemic attack; historical revisionism and scapegoating, which present hate as objective historical insight; and appeals to local knowledge, framing hate speech as widely accepted community beliefs to justify individual bias.

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Conventional implicatures and language contact: discourse markers in Sanna

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This presentation examines discourse markers, also called pragmatic markers (Fraser 1996, Anderson, G. 2001) in Sanna (Cypriot Maronite Arabic, CMA), focusing on those borrowed from Cypriot Greek. The data reveal the integration of several discourse markers from Cypriot Greek, such as kaló 'of course', ómos 'however, but' and telospanton 'anyway'. This study primarily explores kaló, which has been incorporated recently in Sanna, referring to recent data collected and comparing it to data from the 80's&70's.

Specifically, I will investigate whether kaló belong to the domain of conventional implicature or not (Grice 1978, Feng 2010, Horn 2004). This includes assessing whether kaló embodies what Feng (2010:184) calls a "conventional implicature potential" – what a speaker conventionally uses of a language to implicate a specific meaning. I will also explore the discourse and interactional context in which kaló occurs, providing examples. I will then discuss the potential reasons for its incorporation in Sanna as a specific discourse marker. Particular attention will be given to their pragmatic functions in (non)-spontaneous speech.

This study is based on data collected through fieldwork in the village of Kormakiti in Cyprus in 2024, supplemented by corpora from Borg (1985) and unpublished corpora from Arlette Roth.

By investigating the role of Sanna discourse markers in their function as part of conventional implicatures, this study could contribute to a broader understanding of the impact of language contact at the pragmatic level. The study forms part of an ongoing doctoral research project at the University of Gothenburg.

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Structural alignment with projected continuation, in Norwegian and Spanish

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When we need more than one turn-constructural unit (Sacks et al., 1974) to speak our minds, we can project continuation (Schegloff, 1980; Streeck, 1995; Ford & Thompson, 1996; Auer, 2005) into multi-unit-turns and Big Packages (Sacks, 1992ab). Such lengthy stretches of same-speaker talk require the recipient to collaborate through structurally aligning with a temporary asymmetry in who has the floor (Schegloff, 1982; Stivers, 2008; Mandelbaum, 2012). There is reason to believe that such structural alignment, aiming for later (affective) affiliation, is a universal relational phenomenon (cf. Stivers, 2022, p. 22).

However, the resources we use to do or signal such structural alignment may vary with language and culture (Couper-Kuhlen & Selting, 2018, p. 61). My studies of extensive databases of everyday conversation in Norwegian and in (Peninsular) Spanish indicate structural alignment with projected continuation as language-culture-specifically routinized as divergent practices. In the Norwegian data structural alignment is predominantly done through vocal continuers, mostly *mm* with the intonational pattern of the East Norwegian second tonal accent (Sbertoli-Nielsen, 2023). In the Spanish data, however, vocal continuers of any form are rare (Sbertoli-Nielsen, forthcoming); when participants project continuation, usually recruiting floor-holding gestures, recipients structurally align predominantly through gazing directly at speaker (cf. Schegloff, 1982; Rossano et al., 2009; Fant, 1989). There is thus reason to investigate whether such divergent practices may have an impact on (affective) affiliation in intercultural second-language interaction.

The discourses of co-imagined futures: Coffee talk

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This study examines coffee talk built around fortune-telling sessions, a culture-specific, informal speech event common among Turkish women, as a site of intimate discourse where imagined futures are collaboratively constructed. Beyond typical small talk, coffee talk emerges as a performative space where women co-narrate hypothetical futures, express aspirations, or voice concerns about their past, present, and upcoming life events. This study adopts a discourse-pragmatic perspective and analyses excerpts from 20 sessions of this specific speech event among Turkish-speaking young women in informal settings. Building on the previous work which depicted the sociocultural and linguistic characteristics of this talk as a distinct speech event (Eroz et al., 2025), this study reveals that the temporality and causality markers are utilised by both the fortune-tellers and the listeners to construct the imagined futures. The study also highlights the strategic use of vague category markers such as 'şey' (Eng. 'thing') and general extenders such as 'falan' (Eng. 'and stuff') in the construction of a vague and uncertain, yet a safe discourse space for the participants. The present study contributes to the growing body of research on the negotiation and navigation of agency by foregrounding the role of culturally embedded speech events in the co-construction of the discourses of imagined futures. We argue that it is essential to examine culture-specific speech events to better understand the multifaceted, dynamic, and often chaotic nature of intimate spoken discourse.

Indexing Queerness: Lubunca as a Linguistic Conduit of Queer Activism

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This paper explores how Lubunca is used by members of Turkey's queer community to index and recontextualize queerness with broader cultural and political significance, grounding the analysis in the argument that language and gender's relation is continuously mediated and constituted through socially organized pragmatic meanings (Ochs, 1992). Originating as a cryptolect among imperial court entertainers in the late Ottoman Empire (Kontovas, 2012), Lubunca has since evolved into a complex linguistic phenomenon intertwined with the lives of the contemporary queer community in Turkey (Çakar, 2023). Drawing on data from Lubunca's use in contemporary queer activism and general community interaction, the study employs a sociocultural linguistics framework to conduct multimodal discourse analyses of recorded interviews with Lubunca speakers and Lubunca-infused protest materials like banners and placards. The findings suggest Lubunca acts as a binding agent for the queer community by creating a shared sense of belonging and a unique queer ethos that is noticeably more politically robust than its counterparts elsewhere, like Swardspeak, IsiNgqumo, and Polari. Lubunca plays a key part in resisting heteronormativity and state-sanctioned erasures of queer ways of being and queer desires through its unique application in activism, which is empowered by code-mixing. By foregrounding how users invoke Lubunca in activist settings, the study highlights its capacity to recontextualize queerness as an agent of social change, thereby offering novel insights into our understanding of the reciprocal relationship between language, power, and identity in queer contexts.

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Exploring interactional complexities for funeral directors in pre-death a funeral preparation interaction

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Funerals in the Netherlands have become individualized in recent decades. For each funeral, there is a range of choices to be made for nearly each aspect of a funeral. These choices are typically discussed in funeral preparation interactions between funeral directors and families. This increasingly happens pre-death because people want a say in their own funeral, and want to support their next of kin (Mathijssen & Venhorst, 2019). Funeral directors generally conduct such pre-death preparation interactions free of charge, but hope that the funeral will be commissioned to them. Hence, these interactions are important to professionals.

Simultaneously, these interactions are complex. Drawing on conversation analysis and an audio-recorded pre-death funeral preparation interaction, I found that funeral directors may face e.g. advice resistance, indecisiveness, and off-topic elaborations. In this presentation, I discuss these complexities and explore how funeral directors navigate them, using strategies including postponing decisions and formulating. I also show how funeral directors foreground their experience to maintain an expert identity in the face of implicit challenges, thus displaying their competence as a professional.

The findings add a more commercial setting to literature on death-related talk in e.g. palliative care (Pino & Jenkins, 2023), suicide helplines (Iversen, 2021), and crisis negotiations (Sikveland, Kevoe-Feldman & Stokoe, 2022). The analyses also make professionals' tacit 'know how' explicit, so it can be shared and enhance professionals' interactional competence. Finally, it adds a new perspective to ritual and death studies by unraveling how funerary rituals are negotiated turn by turn (Wojtkowiak, 2022).

Asking About Violence in Antenatal Care

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All Nordic countries have implemented guidelines recommending that midwives ask all pregnant women about violence. Sweden was the first to do so in 2008 and Denmark the last in 2024. In Norway the guidelines were introduced in 2014, based on the assumption that adding another question would have minimal impact on the midwives' workloads (Hjemdal & Engnes, 2009). However, research suggest that midwives find the task challenging (Henriksen et al., 2017). Building on qualitative interview studies, this project addresses a research gap by exploring what happens turn-by-turn during these conversations in real-life consultations. Using Conversation Analysis (CA), 35 video-recorded antenatal care consultations were collected, and 21 instances where violence was discussed was analysed. The data includes consultations from 35 pregnant women and 8 midwives, mostly from the first or second antenatal visit, where Norwegian midwives are expected to ask about violence. The analysis explores how midwives design and formulate questions about violence, and the consequences this may have for the pregnant woman's possibilities to respond.

Keywords: Antenatal care, conversation analysis, question-design, violence, sensitive topics, interactional delicacy

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The sequential organization of computer use in geriatric intake consultations.

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Research on computer use in patient–provider interaction generally adopts one of two perspectives: either treating computer use during consultations as separate from the interaction, or examining it as an integral component of the interactional process. Studies aligned with the first perspective often rely on broad measurement tools - such as gaze direction, speaking time, or overall patient satisfaction - which can highlight general effects of computer use but fail to capture its nuanced integration into turn-by-turn interaction. In contrast, studies that view computer use as embedded in interaction have demonstrated that both patients and healthcare providers actively manage and coordinate moments of computer use within specific interactional activities, such as history-taking and patient education.

As shown in our recent scoping review, this interactional approach remains underexplored. Only a small number of studies have employed detailed analyses - some grounded in conversation analysis - to investigate how computer use is sequentially situated within the unfolding structure of medical interactions. Although research recognizes that moments of computer use are actively co-constructed within interaction, research on this topic is limited. Specifically, few studies have systematically examined how computer use is sequentially organized across different interaction activities in medical consultations.

Addressing this gap, the present study explores how computer use is interactionally managed and sequentially embedded in medical consultations. By analyzing ten geriatric intake consultations using conversation analysis, we aim to provide a fine-grained understanding of how doctors and patients collaboratively organize computer use as part of turns-at-talk.

Clause-combining in the multimodal interface of turn expansions

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In social interaction, speakers deploy various practices for extending their turns at talk by making syntactically simpler units structurally and semantically more complex. Such expanding practices may result in multi-unit turns or increments to turns. However, the systematics for how speakers manage, and recipients recognize, turn expansions across clausal units are not fully understood. Earlier research suggests that turn unit boundaries are relative to syntactic, prosodic and pragmatic cues (e.g. Ford & Thompson 1996; Ford et al. 2002; Couper-Kuhlen & Ono 2007), but much less is known about the role of speakers' embodied resources in such contexts.

In our talk we seek to contribute to a better understanding of clause-combining and turn-expanding practices by attending to speakers' gaze, posture and gesture at unit boundaries in the making of complex turns. At the same time, we are paying attention to unit boundary-relevant syntactic, prosodic, pragmatic and sequential features. Our analyses suggest, indeed, that expanding practices are multimodal, and that embodied cues are of central importance for signaling unit continuation or closure. The clausal expansions we are considering include complement, relative, temporal, causal, and conditional clauses. Through our account, we will contribute to current interests in continua of clausal integration and in the complexity of how grammar and body interface in social interaction, as well as in the multimodal nature of turn-transitional relevance places (see Kendrick et al. 2023). Our analyses are based on excerpts of video-recorded conversations in French, Hebrew, and Swedish.

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First turns, initiated, suspended, and resumed later: towards a praxeological ecology for turns-at-talk

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This paper focuses on sequential relations that are established by the participants within social interaction at some distance, across some time, by means of recycling specific syntactic fragments even after several minutes have passed. The phenomenon includes a first attempt to initiate a turn, followed by its suspension due to a concurrent course of action; and then a second (as well as sometimes a third, fourth, etc.) attempt to re-initiate that turn, by means of the same syntactic format, when circumstances (and the material praxeological ecology) seem more favorable. This phenomenon reveals several key issues in interactional linguistics and CA: a) while studies of sequential and sequence organizations have privileged relations of contiguity, possibly expanded by pre- and post-sequences (Schegloff 2007), the phenomenon enables to demonstrate that sequential relations hold firm also across significant time spans (in form of distant continuation or distant backlinking, Schegloff 1996: 69, De Stefani & Horlacher 2008); b) recycling of lexico-syntactic material at some distance raises the question of the persistence of a syntactic, topical and actional project for a significant time, in its precise details; c) the suspension of the first projected turn continuation is provoked by some other course of action, often strongly implicating the bodies of the participants and the material ecology around them; d) this casts some light on how several courses of action are maintained and pursued together by the participants (see issues of multiactivity, Haddington et al. 2014, Mondada 2014), e) how speakers inspect the current praxeological ecology for identifying concurrent events that suspend their local projects, f) and how speakers constantly orient to local as well as overall structural emergent organizations (Mondada 2025). In the cases considered here, this ecology is characterized by several participation frameworks and several activities, which all have their own normative expectations and sequential projections, generating several lines of conduct that are visually, audibly and sensorily monitored and bodily achieved in parallel. What is remarkable, is that in this complex ecology, participants keep a very precise memory of their syntactic attempts. In turn this casts light on the strong interface between turns-at-talk and their syntax, body engagements, and multiple participation frameworks. The analyses are based on video-recording of interactions in a high-end French restaurant, characterized by the intertwined organizations of service interactions and interactions between customers at the table.

Young Learners' Agency: Footing and Voice in bilinguals' (Swedish-Chinese) Heritage Language Learning

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This article explores how young bilingual children exercise agency in a Chinese heritage language (HL) preschool classroom by drawing on the multilingual varieties (Swedish and Chinese) and multimodal resources at their disposal for asserting own stances, creating alignments and securing speakership to advance their own agenda (cf. Kyratzis & deLeon, 2019; Cekaite & Evaldsson, 2017), while they enhance their linguistic fluidity in a heritage language. Drawing on 50 hours of video-ethnographic data from a community-based Chinese weekend school in Sweden, the study focuses on a group of 7 children aged 3–5 with Swedish-Chinese family backgrounds.

The analysis is situated within a language socialization framework (Ochs & Schieffelin, 2014) and multimodal conversation analysis (cf. Goodwin, 2018; Sacks, 1992), combining Goffman's (1981) concepts of footing (cf. Godwin, 2009) and participation (Goodwin & Goodwin, 2004) with Bakhtin's (1981) notion of polyphony. While the teacher-child classroom interaction promotes a monolingual Chinese language ideology, the analysis shows how children create "translanguaging spaces" (Li, 2018) to agentively draw on their full semiotic repertoires—including Swedish and Chinese linguistic forms and embodied actions (gaze, gestures, prosody), to assert own stances and negotiate alignments, in ways that reconfigure the participation framework into a child-centered heritage language learning.

Particular attention is paid to the ways in which children display agency through shifts in footing and voicing using reported speech displayed through embodied actions as a key resource to animate authoritative voices and explore adult registers of absent family members. These multivocal practices (Bakhtin, 1981; Agha, 2005) reveal how young heritage speakers draw upon adult roles and registers (Paugh, 2018), indexing personal experiences from outside school (home) to appropriate normative expectations around monolingual language use while they position themselves as active, knowing, and morally accountable participants within a heritage language classroom. By tracing how young learner engage in shifts in footing and voicing, exploiting adult roles and registers from outside, this study contributes to understandings of young children's creative and agentive participation in heritage language learning as a dialogically constructed, socially situated process.

Reference

Agha, 2005

Bakhtin, 1981

Cekaite & Evaldsson, 2017

Godwin, 2009

Godwin, 2018

Goodwin & Goodwin, 2004

Kyratzis & deLeon, 2019

Li, 2018

Ochs & Schieffelin, 2014

Paugh 2018

Sacks, 1992

Religion, Gender and Family in the Discourse of Ratification of Istanbul Convention and Sexual Education in Latvian and Lithuanian Media

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In the post-secular public sphere, religion plays an important role in formulating and crystalizing opinions about family and gender. This paper presents the main results of the discourse analysis of Lithuanian and Latvian secular and religious media coverage of the Istanbul Convention (IC) and sexual education between 2011 and 2025. Both countries have signed the Convention in 2013 (Lithuania) and 2016 (Latvia) but only Latvia has ratified it at the end of 2023. The issue of the Convention ignited public debate around gender and family that has already started in connection with sexual education initiatives in both countries. Media play a central role in this debate by staging conflicts, presenting actors and offering platforms for arguments to be expressed. We applied Critical Discourse Analysis (CDA) and paid attention that actors linked to religious organisations entered the mass media discourse by presenting arguments against the ratification of the Convention and sexual education echoed in opinions expressed by conservative political actors. The perceived threat of what was called “gender ideology” to the future legal support of the traditional model of family, natural roles and rights of men and women, and traditional and Christian values in general. The media discourse is similar in both countries, but the discursive strategies of religious and political actors differ. In Lithuania, religious actors are more directly involved in the public debate than in Latvia. However, in both countries, the discourse on IC and sexual education contribute to the anti-genderist discourse emerging in the public sphere and the politicisation of religion.

Utterance semiotics as recipient design in signed-to-spoken interpreting

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This paper explores the inherently interactional nature of linguistic choices in signed-to-spoken interpreting, arguing that renditions are designed to achieve common ground with addressees. Through the analysis of naturalistic interpreted conversations, it demonstrates how interpreters must navigate not only lexical choices but also the semiotic configuration of utterances. The examples are presented as video sequences, annotated using a version of Mondada's (2018) conventions for transcribing multimodal conduct.

Establishing intersubjectivity in interpreted interactions is identified as a core challenge for interpreters (Davidson, 2002). Viewing languages as multimodal, semiotically complex systems reshapes our understanding of interpreting —requiring renditions to semiotically align with the target language. Constructed dialogue, a semiotically complex discourse device in which speakers depict discourse (Metzger, 1995; Tannen, 1986) serves as a focal point for this discussion. While constructed dialogue is a semiotic discourse strategy available in both signed and spoken languages, it may be more prevalent in Norwegian Sign Language (NTS) than in Norwegian. Interpreters are thus faced with a choice: to preserve the semiotic structure of the source utterance or to adapt it.

I argue that such decisions reflect recipient design, and I illustrate this with two examples: one in which the semiotics of the original utterance are largely maintained, and another in which they are significantly altered. The focus on multimodal conduct further reveals that determining whether an utterance constitutes constructing dialogue is not always clear-cut.

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Autism in interaction: How conversation analytic research on autism can benefit from participatory research

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In the past, autism research has been conducted by non-autistic researchers and not necessarily raised research questions and topics relevant to autistic people themselves. Recently, participatory research, grounded in the principle of 'nothing about us, without us,' has emerged within the field of autism studies with the goal of conducting research that aligns more closely with the preferences and priorities of the autistic community (Bottema-Beutel et al., 2021; Nicolaidis et al, 2019). In autism research, participatory research has been conceptualized as occurring when “the autistic community and researchers work together to design, carry out, and share research” (National Autism Indicator, 2025). Directions for participatory research approaches guide research on autism to “include, center, and be led by autistic people with a variety of skills, support needs, identities, experiences and ages” in all stages of the research process (National Autism Indicator). While several guidelines have been developed to successfully include autistic participants as co-researchers, less is known about how autism research conducted within a conversation analytic framework can benefit from involving autistic expertise. Involving or not involving autistic co-researchers in EMCA research raises methodological concerns. In this presentation, with reference to the early-stage project Autism in interaction (AUTIN), we ask: How can EMCA as an emic, inductive and bottom-up approach be informed by experiences of autistic co-researchers. What insights are lost when autistic co-researchers are excluded from EMCA research? How can the methodological principles of ‘participant perspective’ be conceptualised alongside the (frequently problematized) notion of the ‘double empathy problem’ (Milton, 2012)?

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Mutual orientation among NTS signing construction workers

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Conversational data in Norwegian Sign Language (NTS) recorded for corpus linguistics and conversation analysis (CA) are predominantly situated in naturalistic settings (i.e., neutral background, two camera angles,). While important for documenting the language, what is not yet understood is how deaf signers negotiate interaction in the workplace. Several recent CA works investigate interaction in manual work situations (Lilja et al., 2025; Lilja & Jokipohja, 2024; Urbanik, 2024). This study presents findings from a dataset of deaf NTS signing construction workers interacting as they work. Specifically, analysis focuses on gaze, summoning, mutual orientation and peripheral view. Through this analysis, it is shown that signers deploy these practices in slightly different ways than has been previously shown in non-work place interactions.

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The interactional work of chairing: Facilitating co-construction of knowledge in healthcare meetings

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Meetings are a central arena for organizational knowledge creation and the negotiation of future courses of action. They also serve as sites where participants build commitment to decisions and, by extension, shape the future of the organization itself. Still, relatively little is known about how these activities are accomplished at the very grassroots level of organizational life through social interaction. This presentation explores the processes of knowledge creation and decision-making in the context of Finnish primary health care, focusing on meetings where professionals discuss the application of national Clinical Practice Guidelines (CPGs) to their work.

Drawing on video-recorded meetings, this study employs a microethnographic approach informed by Conversation Analysis (CA) to examine how knowledge construction is interactionally accomplished. The analysis focuses on episodes in which participants work to make CPG items applicable to everyday clinical contexts. Particular attention is paid to the role of the chair – exploring the practices through which they advance or constrain knowledge construction and the development of locally workable clinical practices.

Our preliminary results highlight the interactional practices through which meeting chairs support collective knowledge creation while simultaneously safeguarding the professional autonomy associated with medical doctors. While the data derive from a specific professional setting, the findings aim to contribute more broadly to interactional research on management and knowledge practices in institutional contexts.

Emergence, embodiment and syntactic embeddedness of perception imperatives: Italian “guarda” and French “regarde”, ‘look’

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Perception imperatives such as “guarda” and “regarde” have been described as resources speakers use to orient the co-participant’s attention to some material object (Mondada 2012), but also to display a noticing of a (positively) assessable referent (Auer et al. 2024). They occur either as isolated units, or as TCU-initial elements with a variety of grammatically more or less dependent continuations, from simple NPs to entire clauses (e.g., for Italian, “guarda” + NP, “guarda che”/‘look how’ + adjective, etc.). Speakers of both French and Italian may use either simpler or more complex formats. These differences have been explained, e.g., as possibly manifesting aspectual variance (i.e., more or less urgency), as distinguishing between already ongoing and new action-projects (see German “guck” vs. “guck mal”, Laner 2022), or as the result of more or less pragmaticalization (with isolated ‘look’ depicted as discourse marker-like; Günthner 2017). In this contribution, we describe the different formats in which the perception imperatives “guarda”/“regarde” occur when used to reorient the recipient’s attention to some material object, in ordinary, institutional and service-related interaction. We show that their varying formats, temporal manifestations, and syntactic embeddedness are responsive to situated contingencies (i.e., the imperative construction is itself responsive to a witnessed lack of attention by the co-participant). We also examine the recipient’s embodied response to perception imperatives and demonstrate that it is sensitive to the grammatical format of the imperative construction. The analyses allow us to rediscuss the projective import of perception imperatives, and to reflect on gestalt-like “action packages”.

Exploring teacher educators' writing-oriented language about students' academic writing.

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Upon entering higher education, students are socialized into an academic culture which is characterized by different ways of creating and expressing knowledge in written form. Considering the centrality of writing to student teachers' disciplinary and professional development, it is crucial that the teacher educators have a language for talking about various aspects of writing in the disciplines and the teaching profession with their students.

Grounded in a sociocultural paradigm and the understanding of discourses as ways of expressing ourselves within different domains, this presentation reports on a study in which I sought to answer the following research question: What characterizes the writing-oriented language a cross-disciplinary group of teacher educators used in collegial conversations about student teachers' academic writing? A writing-oriented language includes vocabulary and concepts that are closely associated with different dimensions of writing. To answer the research question, I analyzed eight collegial conversations in an effort to identify different features which characterized the teacher educators' writing-oriented language.

The findings suggest that the teacher educators have knowledge about academic writing in their respective disciplines as well as in teacher education and the professional sphere. However, the findings also suggests that the writing-oriented language the teacher educators employ is rather informal and personal in tone and form. As a result, it seems that their knowledge is not always clearly formulated.

Through this exploration of the teacher educators' writing-oriented language, this study aims to contribute more knowledge about what such a language about students' academic writing may look like.

Pragmatic functions of the evaluative marker zhende (shi) 真的 (是) in Taiwan Mandarin Chinese

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This contribution analyzes the pragmatic functions of the marker zhende (shi) 真的(是) (“really”) as it occurs in a corpus of radio conversations involving two or more young speakers of Taiwan Mandarin Chinese.

Pragmatic markers are signals that convey the speaker’s potential communicative intentions (Fraser 1996). Feng (2019) identifies “evaluative pragmatic markers” as expressions that indicate the speaker’s attitude toward their own proposition. In Chinese, these markers typically consist of an adjective stem with the adjectival marker de 的 with the copula shi 是. The form zhende 真的 (“really”) is usually followed by the particles a/ma 啊/吗 in spontaneous conversation, conveying surprise and signaling an invitation to the interlocutor to continue speaking (Zhang (2019)). In our corpus, zhende shi is used to manage the flow of dialogue, in line with Zhang (2019). Moreover, it also performs other pragmatic functions, some of which do not directly involve the interlocutor(s). Structurally, the same marker zhende often occurs with other elements, such as hen 很 (“very”), hui 会 (“will”), meiyou 没有 (“not”).

This study examines the pragmatic functions of zhende (shi) in our collected corpus and compares them with those observed in the larger corpus of spontaneous conversations called NCCU Corpus of Modern Taiwan Mandarin. The aim is to identify new pragmatic uses of the marker zhende and to better understand its role in spoken Taiwan Mandarin.

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User involvement of persons with aphasia in analyzing conversational data

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User involvement is crucial in research to ensure that studies are relevant and impactful for the target population. Aphasia, a communication disorder, affects individuals' ability to understand and produce language, making it essential to explore factors that promote or hinder their participation in conversations. Despite the value of including persons with aphasia (PWA) in conversational data analysis, there is limited knowledge on how to do this effectively. Yet, PWA are experts in their own communication experiences and can offer unique insights.

In Dutch research projects COPACA and MAP, PWA were involved in all phases of research: planning, developing research questions and methods, analyzing data, disseminating findings, designing interventions, and evaluating outcomes. This presentation reflects on strategies that best support user involvement, particularly for individuals with communication disorders. We will share lessons learned and demonstrate that it is both feasible and valuable to involve PWA in the analysis of conversational data.

Studying conversations with individuals with communication disorders offers insights that can only emerge through a user-centred lens. However, meaningful involvement requires an environment that supports participation. The facilitation process itself can benefit significantly from the input of PWA and their families.

This presentation aims to provide guidance for researchers seeking to involve PWA in conversational analysis, emphasizing the importance of accessible methods and collaborative facilitation. By including their perspectives, research becomes more inclusive, impactful and grounded in lived experience.

Multimodality in interpreted interaction: Interlocutors' combined use of different multimodal resources and interpreters' strategies regarding role distribution/footing during interpreted GP-encounters

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Studies on multimodality show how people use the human body as a multimodal conveyor of meaning in communication, applying diverse semiotic resources (Kendon 2004, Mondada 2011, Enfield 2009, Goodwin 2000, 2013). However, there is still a knowledge gap regarding interpreters' utilization of a wide range of different multimodal resources, such as pointing, gestures, head movements, gaze, posture/positioning, use of artefacts etc. How do interpreters render interlocutors' embodied utterances and how does embodied action contribute to the collaborative construction of meaning in interpreted interaction?

My presentation discusses PhD-project findings from 7 video recordings of authentic GP-patient-encounters, from the points of departure of dialogism (Bachtin, 1981, Linell 2009, 2011, Wadensjö 1998, 2001), coherence (Coates 1995, Goodwin 1995, Korolija/Linell 1996) and multimodality (Kendon 2004, Enfield 2009, Dimitrova 1991, Goodwin 2000, 2013, 2018, Vranješ 2018).

I will discuss some findings regarding interpreters' strategies when juggling the simultaneous verbal/non-verbal conveying of meaning; how they render and recombine the interlocutors' use of composite utterances (Enfield, 2009) in their efforts to achieve accuracy in rendition (Skaaden 2013, Wadensjö 1998; 2018).

This presentation will have a particular focus on the distribution and understanding of role, on participation and footing (Goffman 1981). Based on some excerpts from a multi-party conversation, I will discuss Wadensjö's (1998) response to Goffman's production formats with her reception formats – listening to repeat, to rapport or to respond to what is being uttered. How does the interpreter deal with the intricate layers of footing in an encounter with several participants?

Semiotic Diversity in Interaction

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Multimodality has become a more common focus in the field of Conversation Analysis (CA) and Interactional Linguistics (IL) as researchers try to understand how communicative actions are projected as interactions unfolds. Predominantly, these multimodal studies have focused on spoken language interactions. While these are important contributions, these analyses still reflect a spoken language bias. This has implications for how transcriptions are presented as the conventional, spoken utterances are used as the temporal anchor for all other bodily actions (see Mondada, 2018). However, when analyzing interactions that occur primarily in the visual-spatial (e.g., signed language) or tactile modality (e.g., tactile signed languages), traditional transcription conventions are less applicable due to the lack of orthography and simultaneity of signals across channels.

To understand how participants orient to the underlying turn-taking system, it is important that CA and IL approaches account for not only conventional, hearing, spoken language practices, but all resources that we may employ during communication—including deaf, deaf-hearing, and deafblind interactions. In this panel, we suggest a modality-agnostic approach to communicative moves (Hodge, Barth, & Reed, 2023). The following papers demonstrate how members of language ecologies leverage their shared semiotic repertoires (Kusters et al., 2017) in order to project communicative moves. These analyses highlight the diversity in how interactants compositely describe, depict, and indicate as they orient to and negotiate meanings with one another. Further, we aim to show that—moving forward—CA/IL must account for the variety of ways that interaction is achieved.

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Objects in interaction – crystallizing expertise gradients between speakers in institutional interaction

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The question of where we obtain knowledge from and which knowledge we consider relevant and reliable is central to both our private and professional lives. In everyday interactions, sources of knowledge cannot always be substantiated with explicit references but often require other means of validation. This study examines how objects, primarily texts (Weilenmann & Lymer 2014; Lehtinen & Pälli 2016), are made relevant in situations where one party's viewpoint conflicts with another's. The study focuses on sequences in which one party attempts to assert the relevance of their perspective to persuade the other party. We demonstrate how, in conflict situations, speakers introduce texts and other tools as reliable sources into the interaction to support the trajectory of their argumentation.

The method used is conversation analysis (Sidnell & Stivers, 2013) and the data come from four different medical contexts granting us one institutional corpus of video- and audiotaped data. We refer to Ryle's (1949/2009) dichotomy between practical knowledge on how to perform a task (i.e., knowing how), and expert knowledge (i.e., knowing that), which is derived from the expert sources of knowledge (e.g., medical education). We argue that experts and non-experts evaluate knowledge types and (textual) objects differently in interaction: Objects and knowing how are considered relevant only if they conform to the basic principles of knowing that. Objects and knowing how are treated as irrelevant if they represent experiences without a clear link to expert knowledge.

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Other-repetitions in Norwegian Sign Language Conversations: Language Contact as a Reflection of the Norwegian Language Ecology

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Interaction is a jointly achieved as participants make contributions to the conversation as it unfolds. In some cases, contributions may take the form of repetition of a fellow interactants turn (i.e., other-repetition). These are often derived from the proceeding turn (Bolden, 2010) and can be considered a type of turn-sharing practice (Pfänder & Couper-Kuhlen, 2019). Turn-sharing practices have been studied in spoken language interaction and have been shown serve a variety of functions including initiation of repair (Walker & Benjamin, 2017), displays of affective stance (Svennevig, 2004) as well as to project confirmations (Schegloff, 1996). While other-repetitions have been observed in signed language conversations (Baker, 1977) researchers have not yet investigated their interactive functions. This study explores how members of Norwegian Sign Language ecology deploy nonmanual other-repetitions during interaction in the (co)-design of these turn sharing practices. Specifically, this analysis focuses on how signers leverage their multilingualism through the repetition of Norwegian mouthings as confirmations.

The current analysis focuses on a random sample of 10 conversations (eight dyadic, one triadic, and one multiparty) from the Norwegian Sign Language Corpus (Ferrara in prep). The findings indicate signers that through these partial or full other-repetitions, signers overtly display their understanding as well as their affective stance toward the ongoing talk. By investigating signed language interaction, this study highlights that practices such as other-repetitions may be core to human sociality—regardless of language modality.

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Embodying driverless shuttles

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From 2016 to 2022, ten pilot trials of automated vehicles (AVs) for public transport took place in Switzerland, but their final reports rarely acknowledge the routine work done by the human staff. In 2024, we conducted 25 video-recorded interviews with former safety operators of AVs, mostly at the original pilot trial sites. A recurrent phenomenon observed in the recordings is that interviewees produce bodily conduct representing the vehicle's movement alongside their narrative accounts. Grounding our insights in ethnomethodology and conversation analysis, and contributing to studies of mobility and AI (e.g., [1–2]), we focus on two distinct ways this is done.

First, in schematic embodiment, the interviewees represent the driverless shuttle gesturally (using their palms or objects such as smartphones) to illustrate the AV's coordination with other traffic members. This typically demonstrates coordination issues, such as overtaking or giving way. Secondly, in experiential embodiment, the entire body is used to re-enact how the AV's movements are experienced by the human on board. This typically demonstrates problematic aspects of riding with driverless shuttles, such as abrupt emergency braking.

Our paper explicates both types of embodiment through video excerpts, analysing their sequential detail and relationship to similar practices (e.g., [3–4]). We show how demonstrating features of a non-present technology in an embodied way minimizes the technical character of the recounted experience. The 'autonomous agency' of a machine thus emerges from specific situations of its use, relying on the skilled work of human participants.

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Joint accounting for favorite artworks

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Aesthetic judgments and evaluations can be seen as both personal and shared. In evaluative activities, speakers are confronted with expressing their own taste and preferences as well as respecting the taste and preferences of one's co-participants'. A way of calibrating one's taste and preferences is by providing reasons – accounting – for them, which is an essential phenomenon of social interaction.

In this presentation, I examine and compare sequences where Finnish university students (laypeople) in task-based group discussions about visual art choose their favorite artworks and give reasons for these choices. With a multimodal interactional approach, I investigate how these explanative sequences are co-constructed, and what kind of aspects the participants put forward to account for their choice of their favorites. Earlier research on the reception of visual art in Finland (see Linko 1992) has shown that formalistic aspects such as composition, colors, light or a realistic style are in focus in accounts by school students in upper secondary education.

A similar pattern seems to be the case for the university students in my data. Interactionally, it is not only the speakers themselves that come up with reasons for appreciating a work. The recipients also step in with descriptions and analyses that bring forth e.g. formalistic aspects or the craftsmanship of the artist. Through these reasons they can affiliate with the speakers' choices. Thus, the explanative sequences in these group discussions are collaboratively achieved, and the participants seem to orient to the process of accounting as a joint project.

Interpreter-initiated multiple repair sequences in mediation discussions

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The study examines interpreters' repair-initiation during mediation discussions. Mediation in criminal and civil cases in Finland is a public service where volunteer mediators mediate discussion between the parties to a crime or a dispute (Christie, 1977). When the participants don't share a language, the discussion is conducted with the help of an interpreter.

In a previous study on repair in this setting (Saarenmaa, in prep.), I have examined interpreters' candidate understandings that specify or make an inference regarding a prior turn. If the original speaker confirms it, the interpreter usually renders the specified or inferred information in the next possible occasion. This serves to maintain or elaborate information in relation to how it was expressed in the original utterance.

In this presentation, I expand the analysis to instances of repair that extend beyond the first repair sequence. Repair can extend from orienting to one trouble source, e.g. when its solution becomes a new trouble source (Skedsmo, 2020), or separate repair initiations can target different trouble, e.g. during a lengthy telling. Previous research (Gavioli & Baraldi, 2011) shows that the rendition following a multiple repair sequence is often not an exact but summarizing translation. I examine how the multiple repairs are sequentially organized in the present data and how the interpreter renders them.

The method of the study is conversation analysis (Sacks et al., 1974). The data (~3,5 hrs) consist of four authentic video-recorded interpreter-mediated mediation discussions in Finnish and Arabic, Dari or Russian. Transcripts include English translations.

Writing as a joint accomplishment in crisis management training

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Writing in task-based multiparty settings is a collaborative and multimodal process where the social and material environment intertwine (Magnusson, 2021; Mondada & Svinhufvud, 2016). It involves using objects (i.e., writing utensils) and, typically, one person enacting as a composer. Collaborative writing has been found complex due to participants' differing rights and responsibilities that are constantly negotiated during the writing activity. However, little is known about the practices for coordinating writing in on-site and video-mediated professional training.

Drawing on data from crisis management training, we take an EMCA approach to examine the joint accomplishment of writing in two different contexts: 1) field training, which involves report writing as part of vehicle patrolling and 2) online training, where participants collaboratively work on a PowerPoint presentation. In both examined training settings, collaborative work and producing texts together based on either joint observations or jointly processed material is an important underpinning for the organization of the interaction and an emblematic part of the training. Our analysis shows the affordances of these training settings for collaborative writing and how team members in charge of the writing equipment include or involve others in their projects. We also discuss how the socio-material environment and access to the writing activity influence the temporal and sequential organization of the joint activity.

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<https://doi.org/10.1075/ld.6.1.01mon>

The Social Work of Teachers and Screens in the Classroom

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The Social Work of Teachers and Screens in the Classroom

Individual adaptation is one of the fundamental principles in Norwegian schools. During the pandemic, several argued that the use of learning platforms had positive effects on individual adaptation. In the post-pandemic period, critical voices have risen against the use of screens in preschool and primary school, blaming digital technologies for problems related to lack of learning and issues with inclusion/exclusion. This paper focuses on how teachers use digital technologies as a “community-making tool” alongside teaching regular school subjects.

The paper draws on ethnomethodology/conversation analysis (EMCA) and science and technology studies, investigating the intersection of screens, software, talk, and embodied action in creating the school class as a social community. Data consists of 20 hours of video recordings from a Norwegian fifth-grade class (ages 10-11). Analytically, the focus is on how the smartboard is used as a tool to frame ongoing activities as common and social. Findings show that teachers' use of digital technologies creates common experiences, common knowledge, continuity, and social structure throughout the day.

Diverse compositions in interpreter-mediated deaf-hearing interaction

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This presentation approaches the multimodality or polysemioticity of sign language interpreter-mediated deaf-hearing interaction between co-present sighted individuals. Interpreter-mediated deaf-hearing interaction is here conceptualized as multiparty interaction in which all participants, i.e. the deaf and the hearing party and a professional sign language interpreter, mobilize multimodal/polysemiotic resources for meaning-making and managing interaction. As the interaction unfolds, the primary participants may flexibly orient to their mutually shared semiotic resources and interpreter's renditions

With this as a starting point, three authentic data excerpts are presented to discuss the semiotic resources mobilized by the participants, firstly, in terms of their accessibility, i.e., perceivability and understandability, and secondly, the challenge they pose to transcription. The languages used in the data are Finnish Sign Language and spoken Finnish. The excerpts originate in situations where mobility, i.e., human movement through space, plays a role in interaction. The analysis draws on conversation analysis.

The first excerpt shows how the participants manage access to the resources. The second excerpt illustrates how all participants utilize describing, indexing, and depicting while negotiating a meaning. In the third excerpt, the primary participants negotiate how to use a shared resource for mutual understanding. The observations on the data shed light on meaning-making practices in deaf-hearing interaction and sign language interpreter-mediated interaction as well as the challenges in transcribing these practices.

How do students display interactional competence in “subject talks”?

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¹University of South-Eastern Norway

In Norwegian classrooms, students are assessed with grades and by participating in “subject talks.”

The term subject talk is used across schools and subjects, but it lacks a formal definition.

Nevertheless, it appears in curricula, policy documents, and research to describe an assessment

situation where one or more students engage in a topic-specific conversation, with or without a

teacher present (Author). Since interactional competence (Pekarek Doehler, 2019) is part of the

competence aims on which student assessment is based, it is important to explore whether and how

subject talks create opportunities for students to demonstrate this competence.

As subject talk is a relatively new assessment format, we know very little about how teachers

organize these talks and what implications the overall organization may have for students’ ability to

display their interactional competence. Using conversation analysis, we transcribed and analyzed a

collection of subject talks in Norwegian secondary school classrooms, addressing the following

research questions:

- What is the overall organization of subject talks?

- How do subject talks allow students to express their interactional competence?

We found that the organization of subject talks varies both within and across schools, and that these

organizational differences lead to varying opportunities for students to demonstrate their

interactional competence. A detailed analysis of the subject talks revealed that they allowed for

conversational turn-taking but lacked features such as overlap. We discuss the pedagogical

implications of these findings for the assessment of interactional competence.

Resistance shaping the development of ideas in Sloyd

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This presentation is about the role of resistance in the development of ideas in Sloyd classes. The school subject Sloyd is a compulsory part of elementary education in the Nordic countries and is according to the curriculum intended to foster, among other things, innovative thinking. Thinking innovatively involves aligning with ideas proposed by peers as well as input that evolves in interaction with materials. Innovation however also involves being able to resist and rethink, something that may be interactionally challenging. The tension between the management of resistance while sustaining collaboration and progression in students' idea development, is moreover an important pedagogical question.

The study is based on video recordings of a research lesson in a Sloyd classroom, documenting how pupils aged 8–9 years, in pairs, collaborate to create waste wood sculptures by drawing on inspiration from existing sculptures and a place of their own choice in the schoolyard. The data are analysed using multimodal conversation analysis, involving talk, embodied actions (gaze, movement), and the materials that the students work with.

In the analyses, interest is directed toward interactional displays of resistance and their consequences for the development of ideas. In sloyd, material properties also contribute with resistance that influence the ideation processes. By studying how pupils resist proposals for ideas from peers and how they interact with the material, the analyses detail the interactional organization of idea development. Preliminary results show that resistance is displayed through avoidance, refocusing, and counter-proposals.

Trauma informed practice; A conversation analytic enquiry to reporting rape and serious sexual offences

Dr Emma Richardson¹

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Sexual violence in England and Wales is highly prevalent, grossly under reported and rarely results in conviction. The latest figures show that of the 67,125 recorded rape offences (ONS, 2022) there were just 2,537 rape prosecutions (CPS, 2022) leading to 1409 convictions (CPS, 2022). The investigative police interview, enshrined in written guidance, is central in the route to obtaining justice. Recently, updates to interviewing guidance documents (Ministry of Justice, 2022) and the roll out of 'Operation Bluestone Soteria' in England and Wales has placed focus on police interviewers taking a 'trauma informed approach' to investigative interviewing. Additionally, best practice suggests shifting focus to the behaviour of the accused rather than the complainant in relation to the assault.

The study asks, what does a trauma informed approach look like in practice in the unfolding interaction and what are the interactional impacts of the new guidance, ten years on? To answer this, two data sets of video recordings (n=39) collected ten years apart of investigative police interviews with 'vulnerable' adult and child witnesses of rape and serious sexual offence (RASSO) are combined. The study employs conversation analysis to examine what a trauma informed approach looks like in practice. Phenomena of interest include where progressivity is stalled due to distress, and sequences begin with questions such as "So what was going through your head. At that ti:me?" Data are in British English.

Oral health literacy among adolescents using an online Q&A service

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³Department of Design, NTNU

Background and Aim:

Young people increasingly rely on the internet for health information but often lack the skills to assess its quality. Although they are digital natives, many have low health literacy and seek guidance from adults. To provide trustworthy information, the Norwegian government launched ung.no in 2003, a website for youth aged 13–20, featuring an anonymous Q&A service. This study explored how adolescents use the Q&A service to build oral health literacy.

The results are a part of #Care4YoungTeeth<3, funded by the Research Council of Norway.

Methods:

All dentist-answered questions submitted to the Q&A service over three years were collected. A sample of 756 questions was qualitatively analysed using the four health literacy dimensions: finding, processing, evaluating and using health information.

Results:

Adolescents seem to use the Q&A service as a decision-making aid. Their questions often reflect a desire for confirmation or clarification of previously found information. Many demonstrate good oral health literacy, showing awareness of symptoms, the need for reliable sources and when to seek professional help. However, they also reveal uncertainty in evaluating different actions, and typically ask about the consequences of various options and request help in identifying the best choice—or alternatives that fit their preferences. In some cases, they seek ways to maintain harmful habits, e.g., asking how to drink acidic beverages with less dental harm.

Conclusion:

Adolescents seem to use the Q&A service to support decisions and confirm their understanding, thereby building oral health literacy, but this does not necessarily lead to healthier choices.

Dealing with suspects' procedural misunderstandings and non-understandings in police interviews

Dr. Paweł Urbanik¹

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Police interviews are conducted in phases that differ in terms of procedural constraints and interactional contributions. At the beginning of the interview, suspects receive information about rights, obligations, and provisions, while at the end, they are asked several procedural questions. These formal stages may pose difficulties in understanding, especially when the suspect is unfamiliar with legal procedures and/or legalese. To secure understanding, investigators may use various pre-emptive practices, such as reformulation or simplification (Svennevig et al., 2023). However, such practices are not always employed, nor are they applied uniformly. Moreover, even when used, they do not guarantee that the suspect will understand the information. What remains largely unknown is how investigators handle understanding problems post hoc – that is, how they respond when suspects misunderstand or do not understand what has been procedurally communicated to them during the initial or final stage of the interview.

This study examines such cases by focusing on the investigators' methods for clarifying legal procedures and formalities in response to suspects' misunderstandings or non-understandings. Using Conversation Analysis as a method on a corpus of 98 recordings of police interviews with first- and second-language suspects in Norway, the study identifies how understanding problems concerning formalities and procedures are manifested by suspects and how they are subsequently addressed by investigators. More specifically, the analysis focuses on the design and content of investigators' responses and the extent to which they engage with and succeed in providing sufficient explanations.

Clients' repair initiations on mediation agreement texts during collaborative reading and writing

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The study investigates verbal repair practices on written text (e.g., Balaman, 2021) in the context of criminal and civil case mediation. In mediation, the parties affected by a crime or dispute discuss their case with the help of two volunteer mediators. If they reach resolution, a mediation agreement is written at the end of the meeting. The agreement is between the clients, and legally binds them, while the practical writing work is done by mediators. The writing of the agreement can be organized (Komter, 2006, Mortensen, 2013, Mondada & Svinhufvud, 2016) in two main alternative ways: A) verbal discussion about the agreement is followed by one mediator individually writing it, or B) verbal discussion is intertwined with collaborative writing (on an individual or a projected screen). In both settings, the clients are at some point asked to read the text and request changes if needed.

In this study, I examine how clients initiate repair on the text when reading it from a paper print-out (setting A), or when listening to the mediator read aloud from an individual screen or when observing ongoing writing on a projected screen (setting B). It is discussed how these different constellations afford requesting changes, and, relatedly, how the repair initiations display clients' low or high entitlement to repair (Bolden, 2011) textual formulations in the agreement. The study contributes to research on collaborative writing, and it has potential implications for mediation practice.

The data are video-recorded mediation meetings in Finnish. The method is multimodal conversation analysis.

Interactional Accountability in Mediation Meetings

Mr Aleksandr Dubovyj¹

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Mediation is a non-adversarial, alternative approach to conflict resolution, widely used in resolving minor crime and civil disputes in Finland. As a distinct form of institutional interaction, mediation has been the focus of numerous studies that examine various aspects of its interactional structure—for instance, how mediators maintain neutrality or which strategies for problem-solving interactants employ (Heisterkamp 2006; Bush 2013).

This study investigates the relevance rules that shape the interactional practices typical of mediation meetings. More specifically, it aims to explore the kinds of conduct that participants themselves consider as violations of these rules—in other words, behaviour for which they hold each other interactionally accountable (cf. Robinson 2016).

The study employs conversation analysis and interactional linguistics (Couper-Kuhlen & Selting 2018; Kim 2016) to study how disputants tell in detail about the events preceding the conflict. These tellings, realized as extended monologues, represent certain conduct as being accountable. Striving to provide sufficient explanation for own and co-disputants' actions, participants systematically make use of certain linguistic resources, such as *necessive* structures and consecutive clauses. To analyze these linguistic resources presenting actions or events as accountable in extended turns by a single speaker, the study makes use of other tools in addition to sequential analysis, namely, construction grammar and metapragmatics (e.g. Verschueren 2000). This combined methodological approach enables a detailed examination of the specific linguistic resources used in interaction by which participants display orientations to relevance rules and accountability. The data consists of video-recorded mediation sessions in Finnish.

Involvement in children's and young adults' casefiles

Winnie Collin¹

¹Danish Language Council

In January 2024, a new Children's Act, barnets lov, came into force in Denmark. One of the cornerstones of the Act is a fundamental right for children and young adults to be involved in matters that concern them and their lives. This also applies to social casework.

Involvement is a key concept in the Children's Act and, even more so, in the guidelines developed to support the practical application of the law. In social casework involvement entails, among other things, that it is mandatory that the caseworker speaks with the child or young adult, and that decisions made by the municipality must reflect the child's or young adult's perspective and wishes.

In practice, caseworkers can carry out such involvement by writing certain case files together with the child or young adult, or by addressing the text directly to them; that is, writing the case file in a language that enables the child or young adult to recognize themselves and their own voice in the text. However, the text also serves as documentation of institutional procedures and may provide the basis of the authority's decisions about supportive interventions.

Thus, the caseworker's text addresses recipients in very different positions within the institutional context, and performs various functions – functions and recipients that do not necessarily call for the same type of language.

In my presentation, I will discuss the particular circumstances surrounding this type of texts and present examples of analysis based on empirical data from my PhD project.

Haptics as a communicative resource

Phd Magnhild Rød Michalsen¹

¹Oslo Metropolitan University

This presentation will be connected to my ongoing Ph.D. project where I am doing research on interaction where one of the participants perceives some of the interaction through the use of haptics. Haptics are “single messages shared by touch on the body” (Lahtinen, 2008, p. 147). The content of the haptics is strongly connected to the specific context where they are used (Raanes & Berge, 2017). In my material the haptics are used by interpreters on the body of participants, with a combination of sight and hearing loss, participating in training sessions. The interpreter uses haptics to give information about for example environmental changes which would otherwise not have been available for this participant (Lahtinen, 2008, p. 149, Raanes & Berge, 2017).

The data in this project consists of video recordings of interpreter mediated training sessions, both individual training and group training. Mondada (2014) describes how we use a range of different communicative resources like language, objects, body positions etc. in face-to-face interaction. By doing a multimodal interaction analysis (Broth & Keevallik, 2020) I hope to describe some of the different functions of haptics and how haptics as a tactile communicative resource is used in training sessions together with other communicative resources. In my presentation I would like to present some early findings and attempts to transcribe this type of material using a combination of different transcription conventions.

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Argumentative devices in everyday conversation: the Finnish fixed expression *se että* in extensive discourse patterns

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¹Åbo Akademi University, ²University of Helsinki

Our presentation examines the structure and use of argumentative discourse patterns in data from Finnish everyday conversation. Discourse patterns (DPs) can be produced in speech or writing by a single language user or by several speakers in lengthy argumentative sequences. In discourse studies, DPs have been studied in journalistic and academic texts (on Finnish, see Makkonen-Craig 2005, 2014; Juvonen 2014; Virtanen 2015) where they may form broader structures where confrontation, concession or juxtaposition of facts justify an argument (see, e.g., Juvonen 2010; Lahti 2019).

In conversation analysis, studies of DPs have focused on linguistic practices such as the use of turn-final conjunctions by a single speaker (Koivisto 2011, 2012) as well as on concessive patterns produced by several speakers (Couper-Kuhlen & Thompson 2000; Niemi 2014). Large DPs, so-called projects and activities, have been studied particularly in institutional contexts (e.g., Robinson 2013; Heritage & Clayman 2024).

Using the methodologies of conversation analysis and interactional linguistics, we approach the topic through the fixed *se että* -cluster, a projector phrase (Aijmer 2007) perhaps best translatable as ‘the thing is’. Previous research (e.g., Laury et al. 2024) has shown that fixed *se että* typically occurs in long, multi-unit turns in which the speakers express their own knowledge, attitude or understanding, often as part of larger evaluative and narrative sequences. We show that *se että* functions – together with other argumentative elements – as a means of positioning the current turn/unit as part of a broader DP, relating the speaker’s perspective to previously presented arguments.

Instructional interventions in military wargaming: A study of embodied feedback practices in naval officer education

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Wargaming is a longstanding educational method used in military training to enhance officers' decision-making and tactical acumen. The current security environment has led to increased interest in diverse wargaming formats among military and civilian stakeholders (Hirst, 2024). Despite this resurgence, empirical research on instructional interactions within wargaming contexts remains sparse.

Drawing upon studies of instructional interactions in simulations (Sellberg, 2017, 2018; Sellberg & Lundin, 2017) and occasioned instructions (Lindwall, Lymer & Greiffenhagen, 2015), this research explores military instructors' pedagogical interventions during wargaming exercises. Using ethnomethodologically informed conversation analysis of roughly 10 hours of video from naval tactical education at the Swedish Defence University, the study examines interactional and embodied interactions between instructors, cadets, and the digital, map-based wargaming environment.

The analysis identifies three primary intervention patterns: guiding questions prompting tactical reflection, explicit calls for meta-reflection at pivotal moments, and corrective interventions that reshape hasty decision-making processes. These interventions are characterized by their situated nature, being sensitive to specific game events and emerging tactical situations while simultaneously maintaining broader educational objectives.

By closely examining these occasioned instructions, the study highlights how instructors reveal critical simulation elements otherwise inaccessible to cadets, such as resource depletion, altered tactical conditions, and the necessity for reevaluation of plans. Specific attention is given to embodied interactions—including gestures, physical positioning, and visual orientations—that facilitate collective understanding. These findings contribute both to our understanding of instruction-in-interaction in complex learning environments, as well as to the development of pedagogical strategies for military educational wargaming.

"We're on the same side, right?": Constructing epistemic invitations in Finnish Reddit

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Hate speech in Finnish social media has been shown to involve specific intersubjective strategies to construct a knowledgeable and authoritative stance. (Lehmuskoski 2021; see also Englebretson 2007; Heritage 2012; Stivers, Mondada, & Steensig 2011). Lehmuskoski (2021) introduced the concept of epistemic invitations to characterize participants' strategic efforts to align other interlocutors with their own perspective and to facilitate the continuation of interaction from a mutually recognized, shared position.

One mode of epistemic invitations discovered involves the use of turn-initial constructions where the clitic particle *-hAn* expresses stance. In conversation, the Finnish clitic *-hAn* has been shown to function as a marker of shared or presupposed knowledge (Hakulinen, 2001; Niemi, 2015). By integrating conversation analysis and computational methods, we analyze how *-hAn* clitic combines with other elements to form constructions and how it relates to epistemic invitations through its use in various sequential configurations (e.g. position in sequence, co-occurrence with other particles). Previous research on epistemic invitations has been qualitative, relying on small datasets with an emphasis on prototypical examples (Lehmuskoski 2021). Our aim is to establish whether *-hAn* independently triggers an epistemic invitation or is the interactional dynamic constructed jointly with other elements.

We will develop a predictive model to detect sequential configurations of linguistic patterns associated with epistemic invitations. Our dataset consists of all threads scraped from the Finnish Reddit from 6/2019 to 6/2020. This study yields further insight into how Finnish speakers manage epistemic stance-taking and affiliation in online discussions.

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Engaging with mobile phones: joint attention, digital literacies, and social relationships

Helen Melander Bowden¹

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This study explores the role that digital environments and social media play in young people's everyday lives and more specifically how they relate to, use and discuss information they find online. Using the theoretical frameworks of ethnomethodology and multimodal interaction analysis, the analyses draw on on-going video ethnographic fieldwork in Upper secondary vocational education, to investigate young people's (17-18 years) media habits and their digital and information literacies. Building on the documentation of everyday talk centering around mobile phones, the study examines the interactional organization of this basic technology-related activity, focusing on how joint smartphone use is accomplished in face-to-face dyads and multiparty settings. The analyses investigate how smartphones are used to mobilize peers' interest in a variety of activities, such as showing, telling and sharing sequences as well as information-seeking quests. Preliminary results demonstrate how sharing-and-showing activities are affected by "layers of complexity" (Avgustis & Oloff, 2023), by drawing on the technological affordances of the device, its embeddedness in multiactivities and the organization of (multi-party) participation in which more or less attention to the actual device is required. In addition, preliminary findings shed light on the role of the information being shared, for example in terms of detecting facts and determining their truth. As such, the analyses show how these technology-centered activities play a central role in the mobilization and development of digital literacies but also, through different (affective) alignments, for building social relationships in peer groups.

“Being with, Discovering with”: Challenges of Participatory EMCA with People Living with Dementia

Ali Reza Majlesi¹

¹Karolinska Institutet - A Medical University

This presentation explores the challenges of adopting ethnomethodological conversation analysis (EMCA) as a participatory methodology in research with people living with dementia. I ask what it means to design a study with, rather than on, participants — from cohabiting and co-discovering the phenomenal field (as far as that is possible), to involving them in defining the research problem and contributing to analysis. In this light, the concept of “unique adequacy” (Garfinkel, 2002, 2006) — if it includes the lived experience of dementia — raises serious questions about the epistemic position of healthy researchers, for whom such adequacy may remain fundamentally out of reach.

At the heart of participatory design lies the creation of a relational foundation — enabling shared ownership, co-production of knowledge, and ongoing negotiation across study design, analysis, and interpretation. While this opens up deeply relational possibilities for discovery, it also raises persistent questions: What kinds of knowledge become accessible through co-designed participatory EMCA? How can analytic integrity be maintained while allowing people with dementia to meaningfully shape the research?

These challenges become even more acute when working with individuals in late-stage dementia, where severe cognitive and communicative difficulties complicate participation. How does the pathology of dementia shape the research process? And to what extent can researchers understand — or ethically claim to understand — the intent-meaning of participants’ conduct? I conclude by reflecting on the epistemological and ethical limits of understanding within EMCA when researchers lack the lived experience of cognitive disability.

'Øh, ja' – of course 'ja' can be used like this!

Maria Jørgensen¹

¹Aarhus University

In Danish, the particular combination of the hesitation marker *øh(m)* 'uh(m)' with the positive response particle *ja* 'yes' has been described as signaling that an upcoming response to a polar question is not straight-forward and might demand some further qualification or explanation, often resulting in turn expansions such as accounts (Sørensen et al. 2019). However, in some cases, *øh ja* occurs in a turn of its own with no further expansion. Furthermore, the immediately preceding turns are, in these cases, not always polar questions.

My initial observations suggest that these instances of *øh ja* are used to show agreement, but are made from a K+ position (Heritage & Raymond 2005) with the *øh ja*-speaker marking the preceding utterance as presenting something obvious.

In this paper, I investigate this use of *øh ja* as a practice, focusing specifically on the social action(s) it performs, its sequential context, and its possible prosodic and embodied variations. I also draw comparisons to similar practices in other languages, in particular English. Using Conversation Analysis and Interactional Linguistics, I will present analyses of excerpts from a collection of about 30 instances found in more than 60 hours of data of naturally occurring Danish talk-in-interaction. The paper aims to directly contribute to the grammar-writing project *Samtalegrammatik.dk* (e.g., Steensig et al. in press), and to further nuance our understanding and knowledge of the particle 'ja' in Danish talk-in-interaction.

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Analyzing the relevance of recipients' visible participation during "the whiles of signed interaction"

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In my PhD dissertation (Hjulstad 2017), I observed and argued that sign language teachers continually monitor if their students are following along, and how they actively orchestrate students' attention during classroom interactions. In this presentation, I extend this argument to signed language interactions more broadly. I contend that the realization and accomplishment of turn-taking and sequence organization in signed language interactions differ from spoken language interactions, perceiving it as a sign-exchange system – as opposed to a spoken exchange system.

Through analysis of examples of signed interaction extracts, I will illustrate how participants orient to each other's behavior also during the "whiles of interaction" (Erickson, 2011), focusing specifically on how participants monitor interlocutors and treat as relevant what they do "while" contingently producing utterances. Although we understand that utterances are recipient-designed, there has been limited attention to how speakers and signers monitor recipients during interaction. In signed language interactions, the orientation to visual cues is critical; for instance, if an interlocutor looks away, continuing the conversation becomes pointless, unlike in spoken interactions where the speaker may proceed even if the listener diverts their gaze.

This behavior highlights the unique nature of turn-taking in signed interactions, where visual attention is prerequisite. Conversely, auditory cues, such as sound, are often irrelevant in signed interactions, as they are not treated as meaningful within the interaction. This presentation argues that the turn-taking systems of spoken and signed interactions are realized differently, which might account for why attempts at combining them are difficult.

Power, Politeness, and Prosody: An Integrated SFL Analysis of Turkish Politicians' Small Talk

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This study explores how Turkish politicians construct interpersonal meaning in seemingly trivial small talk interactions, drawing on Systemic Functional Linguistics (SFL) to uncover both micro-level linguistic strategies and broader ideological alignments. While official speeches often dominate political discourse analyses, everyday encounters—such as parliamentary lobby chats and impromptu exchanges—offer a unique lens through which face-work, politeness, and power negotiations become visible.

Building upon Halliday's (1994) functional model and Martin and White's (2005) Appraisal theory, this research analyzes spontaneous conversational exchanges both among politicians themselves and between politicians and citizens with diverse political orientations. The theoretical framework integrates SFL's concepts of "prosodic" radiation of interpersonal meanings (Hood, 2006), Mood and Modality systems (Halliday & Matthiessen, 2014), and Negotiation (Martin, 1992), alongside Brown and Levinson's (2016) Politeness theory.

The dataset comprises video clips from the Turkish Grand National Assembly, Presidential Palace, and party events, as well as transcripts of casual interactions. By examining evaluative prosody across these conversations, the analysis reveals a tension between collaborative relationship-building and asymmetrical power structures. Conservative politicians frequently foreground cultural values or hierarchical deference, whereas opposition figures tend to intensify Graduation resources to widen ideological appeal.

In doing so, the paper underscores how small talk serves as a strategic platform for ideological negotiation, challenging the perceived boundary between formal and informal political discourse. Ultimately, this integrated SFL perspective highlights the nuanced ways in which interpersonal meaning is negotiated, sustained, and contested in ostensibly trivial yet ideologically charged moments of political interaction.

Keywords: Systemic Functional Linguistics, small talk, political discourse, Appraisal theory, politeness, prosody

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Building strategic narrative for climate neutrality in Latvia: communication challenges in pursuing its climate goals

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A precise and convincing strategic narrative motivates different societal groups to change attitudes and behavior. Strategic narratives should also be developed to encourage people to take action needed to achieve climate neutrality by 2050 according to EU goals. However, this is a challenging task given the complexity of the wanted change and the diversity of actors and standpoints. What narrative models are used, and where are the main challenges and problems in creating a strategic narrative for the climate agenda in Latvia? This paper is based on the research conducted from 2021 to 2023, applying narrative analysis to 1739 text units from political, social, business, and media communication and 39 interviews with policymakers, media, enterprises, and civil society. We aimed to critically examine Latvia's efforts to create and communicate a coherent domestic narrative supporting its transition to climate neutrality. While focusing on the European Green Deal, Latvia's strategic narrative represents a technocratic approach, avoiding broader debates on climate change and its specific impacts on Latvia. This is why it fails to inspire action beyond compliance with regulatory requirements. Our study emphasizes the importance of understanding narrative development and reception to create a compelling communication for climate neutrality.