

NORDIC  
INTERDISCIPLINARY  
INTERACTION  
DISCOURSE

BOOK OF ABSTRACTS

NORDISCO

6th Interdisciplinary Conference on Discourse and Interaction

Department of Education, Uppsala University, Sweden, November 17-19, 2021



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## PLENARY ADDRESSES

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### Plenary 1

Wednesday, November 17, 09.15-10.15

#### **Asta Cekaite, Department of Child Studies, Linköping University, Sweden**

Asta Cekaite's research involves an interdisciplinary approach to language, culture, and social interaction. Specific foci include social perspectives on embodiment, touch, emotion and moral socialization. Empirical fields cover adult-child and children's peer group interactions in educational settings, and family. With M. Goodwin she has co-authored 'Embodied family choreography' (Routledge, 2018); with Lorenza Mondada she is co-editing a volume 'Touch in social interaction: Touching moments' (Routledge, 2021).

#### **Multisensoriality: Touch, language and body in social interaction**

Touch is a pervasive human action, which plays an important role in interpersonal relationships, in private as well as in institutional contexts, and which constitutes a fundamental way of sensing the corporeality and materiality of the world. This presentation elaborates on the analytical conceptual framework that addresses multimodality by examining how multiple senses are implicated in moment-to-moment social interaction. It highlights the methodological consequences of the conceptual framework, and emphasizes the contribution of video-based multimodal studies of touch in revealing the social, intersubjective, intercorporeal, and interactional dimension of touch. The presentation exemplifies the multifaceted occurrences of touch as it can be used to express affection, instruction, and enskillment, or control and imposition. Embodied conduct, including the use of touch, is not only normatively but also interactively ordered, interpreted, or disciplined. It is discussed how meaning of touch is part of socialization, and how it emerges within the moment-by-moment unfolding of movements and body orientations, within a sequential organization that includes turns-at-talk, embodied resources, and sensory practices, which are consequential for the intelligibility of actions, as well as the constitution of social roles, relations, and categories in everyday interactions.

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### Plenary 2

Thursday, November 18, 09.00-10.00

#### **Elizabeth Lanza, Department of Linguistics and Scandinavian Studies, Center for Multilingualism in Society across the Lifespan (MultiLing), University of Oslo, Norway**

Elizabeth Lanza's research focuses on bilingualism/multilingualism, with her work appearing in various journals and edited volumes. She has published on language socialization of bilingual children, identity in migrant narratives, language ideology, linguistic landscape, (family) language policy, and research methodology. She is on the Editorial Board of the journals International Journal of Bilingualism, Bilingualism; Language and Cognition, Journal of Multilingual and Multicultural Development, Linguistic Landscape, Multilingual Margins, and the open access book series, Bilingualism and Contact and Multilingualism, both published by Language Science Press.

## Multilingual families at the crossroads of private and public discourses

In sociolinguistics, the family has traditionally been considered a private domain with language practices among family members determined by certain parameters, all within the confines of the home. Given the social, cultural and linguistic changes brought about by contemporary globalization with new communication technologies, and changes in the political and economic landscape, home language maintenance and development in multilingual families has become highly complex. In my talk, I will give a critical view of the family as a private domain and argue for the need to conceptualize the family as a space that is constructed through discourse. Mediatized discourses on migrant families have forced the family into the public eye, and thus to be constructed as a public space that can be commented upon, accepted and/or rejected. In other discourses, families choose to go public with family matters as in the case of online blogging promoting family language policies for multilingual families. The line between the private and the public is thus blurred, with multilingual families today finding themselves at the crossroads of private and public discourses.

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Plenary 3

Friday, November 19, 10.45-11.45

### Melisa Stevanovic, Faculty of Social Sciences, Tampere University, Finland

Stevanovic has conducted a series of studies on deontic authority and joint decision-making in both naturally occurring interactions and in experimental settings. In addition, she has published on the topic of interactional deficits and affective experiences of interaction, specifically with reference to autism spectrum disorders and mental illness. Stevanovic is currently leading an Academy of Finland funded research project on the interface of between interactional and meta interactional practices, which focuses specifically on the paradoxes, biases, and inequalities in people's possibilities to account for their problematic interactional experiences.

### Deontic authority as an interactional and "meta interactional" phenomenon

Deontic authority refers to a person's right to determine action and expect compliance from others in a specific domain. Consequently, situations where such compliance is expected, but not forthcoming, may be experienced as problematic and challenging one's understanding of self. However, the interactional practices in and through which such non-recognition of deontic authority realizes can be subtle, fleeting, and intractable. As interactional transgressions, they may thus bypass the mechanism of accountability, leaving the "victim" with few interactional resources to deal with the problem in the encounter then and there. Furthermore, it may also be difficult to provide a plausible retrospective account of the situation, which would nonetheless be needed to be able to address the problem at some point. I argue that the difficulties of addressing problems of deontic authority on a meta level are due to the following three reasons. First, the precise interactional events associated with the problematic experiences are frequently associated with problems of tellability. Second, there are strong cultural norms that speak against raising social interactional phenomena as problems to be discussed. Third, and finally, the prevailing discourses on cooperation and equality may make it particularly difficult to tell others about experiences of a *lack* of deontic authority, which implies a desire to deviate from the ideals of cooperation and equality. In this talk, I discuss these phenomena of deontic authority by drawing on workplace meetings and performance appraisal interviews as data, and conversation analysis and positioning analysis as methods.

## PARALLEL SESSIONS AND WORKSHOPS

### • WEDNESDAY NOVEMBER 17

Parallel sessions

Wednesday November 17, 10.30-11.55

#### SESSION 1

##### **Who goes first? Calibration work in secondary schools' grading decision-making**

4. Classroom/Educational Settings

**Karianne Skovholt<sup>1</sup>**

Anne Marie Dalby Landmark<sup>1</sup>, Rein Ove Sikveland<sup>1</sup>, Marit Skarbø Solem<sup>1</sup>, Elizabeth Stokoe<sup>1</sup>

<sup>1</sup> University of South-Eastern Norway

How do examiners reach a shared decision in grading oral examinations? Previous conversation analytic (CA) research has shown that evaluating self and other is a delicate matter in *formative* assessment activities such as supervision and debriefings (Skovholt, 2017; et al, 2019) and in collaborative assessment practices (Sandlund et al. 2019). However, despite substantial attention on *assessment literacy* (Popham, 2009), we know very little about how *summative* assessment is mediated in authentic school settings. In this study, we use CA to investigate grading as a social and interactional accomplishment. We analyzed 39 video-recorded grading discussions between examiners in secondary schools' oral exams, focusing on how a candidate grade is initially proposed. Our findings demonstrate that proposing a grade is not a straightforward action; rather, it involves a stepwise calibration process where the assessors use different resources to adjust their individual positions towards the candidate's performance and secure alignment, before proposing a candidate grade. We argue that "going first" is a delicate matter, since the assessors run the risk of proposing a grade that the other assessor disagree with. Grading discussions are strongly consensus-oriented and constrained by preference for agreement combined with the teachers' need of conveying independent professional agency. This paper contributes to our understanding of how examiners implement government guidelines around shared decision-making, and we discuss how our results may have implications for future practice and policy-making.

##### **How do examiners manage students' trouble with giving answers in Norwegian secondary school's test talk?**

4. Classroom/Educational Settings

**Maria Njølstad Vonen<sup>1</sup>**

Marit Solem<sup>1</sup>, Karianne Skovholt<sup>1</sup>

<sup>1</sup> University of South-Eastern Norway

The goal of Norwegian oral examinations is to give students opportunity to show as much competence as possible in the school subject they are tested in. Examiners are instructed to look for the competence the students have, and not look for what they do not know. Consequently, in situations where students fail to answer, examiners face a communicative dilemma between giving students opportunity to show knowledge and avoiding creating a face-threatening situation where students display non-competence. As Norwegian oral examinations are non-standardized, they are not regulated by guidelines on how to deal with interactional trouble.

Using CA on 39 video-recorded oral examinations in Norwegian lower and upper secondary schools, we found the interactional trajectory to be dependent on how students display trouble with

answering. Students display this implicitly through pauses and hesitations in the turn-space for a projected answer, and explicitly by disclaiming knowledge or challenging the examiner's question. In both cases, we observe that examiners can choose to abandon the trouble, often by minimizing the relevance of answering, or launch a pursuit of response, for example by breaking down the original question into components as new, simplified questions. However, students' explicit display of inability to answer creates a different dynamic, and demands more interactional work by examiners in order to continue the sequence and further examination.

The study contributes with CA knowledge on test talk and on how teachers and students manage interactional trouble when students fail to display knowledge. Findings are useful for rater training in teacher education.

### Designedly incomplete utterances (DIUs) in digital collaborative EFL writing

#### 4. Classroom/Educational Settings

**Nigel Musk<sup>1</sup>**

<sup>1</sup> Linköpings universitet

Koshik (2002) describes an educational practice in second language writing conferences whereby the teacher designs her syntactically incomplete turn in such a way that it elicits completion by the student. She terms this practice *designedly incomplete utterances* (DIUs). Others have subsequently examined the use of DIUs, primarily in various educational contexts (e.g. Balaman 2019, Chazal 2015, Hazel & Mortensen 2019, Margutti 2010, Netz 2016). Almost all of these describe the teacher's elicitation practices (but see peer hinting in Balaman 2019) along similar lines to Koshik, though none have identified a similar practice among peers in the collaborative writing process, which can be illustrated in the following exchange (eventually leading to the written formulation "the qualification to perform operations"):

- 1 DANIEL eh: [qualification to?  
daniel [((types)) to  
2 LOUISE [eh to::  
3 (0.9) ((DAN starts rolling his hands))  
4 LOUISE do [the::  
5 DANIEL [like

Here the incomplete utterances in lines 1, 2 & 4 signal both joint participation and elicit help with the next word. The process shares features with word searches (e.g. Brouwer 2003, Goodwin 1986) and is accompanied by e.g. speech perturbations (lines 1 & 2), rising intonation (1), sound stretches (2 & 4), pauses (3) and eliciting gestures (3). Thus, using multimodal conversation analysis to examine a collection of DIUs taken from 37 hours of videoed EFL digital writing data from Swedish upper-secondary schools, this study identifies the features and functions of DIUs in the collaborative composition process. Besides eliciting help (as above), DIUs also initiate self-correction.

## SESSION 2

### Recycling self- and others' talk: Spontaneous language teaching in a Swedish-English preschool

#### 3. Children's Interaction

**Olga Anatoli<sup>1</sup>**

<sup>1</sup> Linköping University

This paper investigates mechanisms through which language becomes salient as a code in children's discourse. The analysis is based on video-recorded data from an international preschool in Sweden,

focusing on a group of 2-4 year olds. While the school adopts a strict one-adult/one-language policy (English/Swedish) and the curriculum incorporates structured language-teaching activities, this talk argues that teachers facilitate children's learning through spontaneous inexplicit metalinguistic practices.

Drawing on conversation analysis and multimodal interactional analysis, two regular practices of language teaching are identified; both regularly occur in the midst of ongoing activities not focused on language acquisition and build on recycling prior talk (Goodwin 2018). One is teachers' self-initiated repair (Schegloff et al. 1977) as a way to provide explicit, yet spontaneous definitions for words the teacher deems as problematic for the children. The other practice is based on recycling a child's utterance in form of recast/reformulation (Chouinard and Clark 2003) or repetition. While in classroom interaction research this strategy is interpreted as an error correction tool, the present analysis demonstrates that it has an additional, yet crucial function: that is, the teacher takes the role of the voice box for the child whose utterance is repeated/reformulated, and in so doing, creates the opportunity for other children to build on this child's turn, shifting the participant framework from a child-adult to group interaction. Moreover, the analysis demonstrates that children orient to this strategy as a default continuer and the ultimate display of shared understanding.

### **Watch your table manners: Early insights into the multimodal analyses of preschool lunches in Sweden**

#### 3. Children's Interaction

**Sally Wiggins<sup>1</sup>**

Jakob Cromdal<sup>1</sup>, Annerose Willemsen<sup>1</sup>

<sup>1</sup> Linköping University

Eating in the company of others is a unique place in which to examine multimodal and multisensorial features of social interaction. When the context is preschool lunches with small children alongside their teachers, we can also consider where pedagogy meets psychology in everyday practice: how do children learn how, as well as what, to eat? In this paper we will present early insights from a project that examines preschool lunches in Sweden as a situated multiactivity. We use both discursive psychology and ethnomethodology to examine the embodied management of young children's eating practices, considering aspects such as how multiple simultaneous actions are coordinated around the mealtime, how food preferences and allergies are managed, and how children and adults interact while eating their lunch. The paper will outline the scope of the project and show excerpts from the first round of data collection. Our work builds on and contributes to emerging multimodal research on eating practices (Mondada, 2020; Wiggins, 2019) as well as earlier work on the preschool context (e.g. Dalgren, 2017).

Dalgren, S. (2017). *Att göra pedagogisk praktik tillsammans: Socialt samspel i förskolans vardag* (Vol. 30). Linköping University Electronic Press.

Mondada, L. (2020). Orchestrating Multi-sensoriality in Tasting Sessions: Sensing Bodies, Normativity, and Language. *Symbolic Interaction*.

Wiggins, S. (2019). Moments of pleasure: A preliminary classification of gustatory mmms and the enactment of enjoyment during infant mealtimes. *Frontiers in psychology*, 10.

## Children talk about mobile phones: Negotiating norms and rules at school

### 3. Children's Interaction

**Pål Aarsand**<sup>1</sup>

Helen Melander Bowden<sup>2</sup>

<sup>1</sup> Norwegian University of Science and Technology

<sup>2</sup> Uppsala University

Concerns regarding the use of digital technologies are ubiquitous in children's everyday life. The present study explores how children talk about and reflect upon rules that guide their use of mobile phones in school. The analyses are based on video-recordings of focus group interviews with children aged 10 years. In this presentation, we will scrutinize small talk that appeared in an interview with six boys. The study is informed by ethnomethodology and conversation analysis, where focus is directed on how accounts, stance taking and categorizations are used to establish a reasonable understanding of the local rules in school. In making sense of the norms and rules, the categories age, place and time are constructed and mobilized attempting to establish an acceptable logic. Directing attention to how the children reflect on social norms and rules in talk about mobile phones, it can be seen how these are negotiated, constituted and understood as a practice that transgresses school. The results of the study show how the children approve and justify school rules as they simultaneously positioned themselves as being treated unfairly when these are applied to themselves.

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Workshop

Wednesday November 17, 10.30-11.45

## Is it possible to create a grammar of talk-in-interaction based on social action formats? Evidence from a project on "Grammar in Everyday Life"

### 8. Grammar And Prosody

**Jakob Steensig**<sup>1</sup>

Maria Jørgensen<sup>1</sup>, Nicholas Mikkelsen<sup>1</sup>, Søren Sandager Sørensen<sup>1</sup>

<sup>1</sup> Linguistics, Aarhus University, Denmark

The Danish research project DanTIN ('The Grammar of Danish talk-in-interaction') has been working on constructing a descriptive grammar of Danish as it is used in interaction (the preliminary result can be seen online at [samtalegrammatik.dk](http://samtalegrammatik.dk)). As we attempt to build a description of larger structures in Danish, one of the methodological and theoretical challenges we are facing is whether such a description should be based on abstract templates, such as the topological 'clause model' (Diderichsen 1946), or whether it should instead be based on a series of social action formats (Fox 2007). In a new research project within the DanTIN framework – the 'Grammar in Everyday Life' project – we are testing the second option. The project describes practices for (1) asking and answering questions, (2) making and responding to directives, and (3) inviting and engaging in participation during extended turns.

At the workshop, the three workshop arrangers will briefly exemplify their findings concerning the mentioned practices and then open a dialogue on the possibility of using such findings as the basis for writing a descriptive grammar. Our primary discussants will lead the first part, after which we open up the discussion to all workshop participants. Leelo Keevallik (LiU, SE), Andra Rumm (Tartu U, EE) and Pawel Urbanik (UiO, NO) have accepted to act as primary discussants.

## SESSION 1

**Translingual practices behind multilingual and monolingual texts and writing in the workplace***11. Institutional Interaction***Carla Jonsson**<sup>1</sup>Mona Blåsjö<sup>2</sup><sup>1</sup> Umeå University<sup>2</sup> Stockholm University

Professionals who work in global companies in Sweden are in their daily work expected to speak, read, and write in at least Swedish and English. By looking at texts from two companies, the paper will address the following questions:

- How are different linguistic and other semiotic resources used in written texts?
- How are translingual practices used in texts?
- What factors influence the choice and use of linguistic and other semiotic resources?

The data was collected by linguistic ethnographic methods, e.g. observations and interviews, at two companies in the Stockholm area. The data of particular relevance here are written texts, e.g., emails, notes and PowerPoint presentations. These texts are analyzed in relation to interview data where participants discuss their writing practices, and ethnographic data on the processes around the texts.

Theoretically the article builds on concepts such as *multilingual literacies* (Martin-Jones & Jones 2000), *multimodality* (Kress & Van Leeuwen 2006) and *translanguaging* (García & Li Wei 2014).

The results show that also when a text is monolingual, the practices around that text – e.g. the writing of the text, the notes to presentations – are often multilingual. Professionals decide which languages to write their texts in based on, for instance, imagined readers and potential use of a text. The methodological, the theoretical discussions and the overall results have relevance for and contribute to the study of writing and text production.

The data comes from the research project ‘Professional Communication and Digital Media: Complexity, Mobility and Multilingualism in the Global Workplace’ (Marcus and Amalia Wallenberg Foundation, 2016-2019).

**Multimediality in workplaces: Affordances of paper, post-its and digital platforms for organizational work***11. Institutional Interaction***Elina Salomaa**<sup>1</sup>Esa Lehtinen<sup>1</sup><sup>1</sup> University of Jyväskylä

Although digital technologies hold great potential for changing the working practices, physical notes are still prevalent in organizations’ daily work (Jensen, Thiel, Hoggan & Bødker 2018). In our presentation, we will investigate how paper and post-it notes are used together with digital media in workplace interaction. Each of above-mentioned media enable different kinds of actions while

constraining others. Thus, our aim is to investigate 1) which affordances of paper, post-its and digital platforms are made relevant in carrying out organizational tasks, and 2) how they are used in conjunction with each other.

The data come from the context of a development project in an organization and it includes video-recordings of workshops, pictures of documents and material from a digital platform. We will analyze situations where the old and new media are used together to accomplish organizational tasks that have to do with collaborative planning and reflection of the project.

Our results show that different media are used at different points of the exercises to accomplish different kinds of tasks: paper is used to support individual thinking, post-its to support (re)organizing ideas collaboratively, and the digital platform to support sharing and storing of ideas. The study demonstrates how organizational ideas are transformed from personal to public and from drafts to recorded items while they are remediated from traditional to digital media.

## References

Jensen, M.M., Thiel, S-K., Hoggan, E. & Bødker, S. 2018. Physical versus digital sticky notes in collaborative ideation. *Computer Supported Cooperative Work (CSCW)* 27, 609–645. DOI 10.1007/s10606-018-9325-1

## We go out and talk to the gentleman: Interpreter roles and alignment in the courtroom

### 11. Institutional Interaction

**Marta Kirilova<sup>1</sup>**

<sup>1</sup> University of Copenhagen

When people need to communicate with each other but do not speak the same language, they need an interpreter. Especially at an institutional level, mismatches between the linguistic repertoires of citizens and officials may have severe consequences for those who are foreign to local linguistic codes. Courtroom interaction is one example where an interpreter plays a crucial role. Research has repeatedly shown that interpreting in court is a complex task that requires from the interpreter to navigate between institutional, interpersonal and cultural norms to secure understanding. However, the role of the interpreter as a professional co-participant and an essential contributor to the meaning-making process continues to be undervalued (Hale et al 2009, Wadensjö 2008, Angermeyer 2005, Angelelli 2006). In guidelines, for example, the ideal interpreter is described as an invisible non-participant with reference to the much outdated conduit model of communication.

This talk draws on data from a large sociolinguistic project on interpreted encounters in the Danish public sector (INTERPRETING). For this presentation, I have selected 10 audio-recorded preliminary hearings conducted in different languages and two group interviews with eight judges. Drawing on interactional methods, I focus on one particular type of sequence that systematically appears throughout the hearings. In this sequence, the interpreter takes on different roles and aligns with different participants in the courtroom. I then compare this analysis with the interview data in which the judges account for ‘good’ and ‘bad’ interpreting. I end by discussing expectations to interpreters in court and institutional interpreting in general.

## What's *okay* in academic writing in Finnish, Finland Swedish and Sweden Swedish? Constructing norms in student-counselor interaction

### 11. Institutional Interaction

**Marjo Savijärvi**<sup>1</sup>

Sofie Henricson<sup>2</sup>, Marie Nelson<sup>3</sup>, Anne Mäntynen<sup>1</sup>

<sup>1</sup> University of Helsinki

<sup>2</sup> Åbo Akademi

<sup>3</sup> Stockholm University

In this paper, we focus on the responsive use of *okay* in academic writing consultations in three linguistic contexts: Finnish (*okei*), Finland Swedish (*okej*) and Sweden Swedish (*okej*). The data consist of video-recorded writing consultations, amounting to totally 10 hours evenly distributed between the three data sets (3 h 20 minutes each from Finnish, Finland-Swedish and Sweden-Swedish interactions). We study the functions and sequential patterns of *okay* in responsive turns, with particular focus on how *okay* is combined with other particles.

Throughout the analysis, we compare the use of *okay* in these three data sets. A previous quantitative analysis of our data (Savijärvi et al. in prep.) shows that there are differences between the data sets, e.g. as regards the overall frequency of *okay* and the distribution between counsellor and student. *Okay* is much more frequent in the Finnish and the Finland-Swedish data, and in these two data sets, it is primarily the student's resource. In the Sweden-Swedish data, *okay* is less frequent, and rather a resource used by the counsellor. Using the qualitative approach of Conversation Analysis, we explore the interactional patterns behind these figures.

Reference:

Savijärvi, Marjo, Mäntynen, Anne, Nelson, Marie & Henricson, Sofie (in prep). *Okej i akademisk språkhundledning: en kontrastiv kartläggning av frekvens och distribution i finska, finlandssvenska och sverigesvenska.*

## SESSION 2

### Children's bonding rituals: Embodied practices of intimacy and friendship

#### 1. Affect and Emotion

**Ann-Carita Evaldsson**<sup>1</sup>

<sup>1</sup> Uppsala University, Sweden

his study explores school children's normative and non-normative affectionate embodied practices of intimacy and friendship. In doing so I outline activity trajectories of children's bonding rituals and the ways children form these rituals through affective engagements in everyday peer group practices. The data is drawn from long-term ethnographic studies combined with video recordings of girls' and boys' peer group interactions in Swedish multiethnic elementary school settings. The analysis is based on a multimodal interactional approach, focusing on how children (girls and boys) organize their peer group participation, through mutually elaborating modalities (embodied and material) and how these are embedded in long term peer group practices. The findings show that both girls and boys rely on a range of affectionate embodied practices (shared gaze, touch, bodily orientation, proximity) in organizing and strengthening peer alignments. Dyadic friendship alliances were manifested through gestures of intimacy; such as affectionate touch (hugs, caressing, strokes or putting an arm around the other); directing their gaze at the other and/or through overlapping laughter, while engaging one another in friendship related subjects or simply by being in close bodily proximity to each other. In building up and sustaining intimate dyadic and affectionate relationships

the participants simultaneously distanced their bodies from other children, the long-term effect being that some children are excluded from these bonding rituals. Looking at children's bonding rituals indicates that subtle forms of boundary work and micro processes of inclusion and exclusion, form a central part of how children navigate intimate friendship relations.

## Discourse and interaction studies' methodological answers to the affect and material turns

### 1. Affect and Emotion

**Pirkko Raudaskoski<sup>1</sup>**

<sup>1</sup> Mattering: Centre for Discourse and Practice, Department of Communication and Psychology, Aalborg University

Affect turn and material turn in social and humanistic sciences have many variations. Both are promoted as a challenge to social constructionism and discourse studies in which the role of language is deemed central in shaping the realities we live in. In this talk I want to use *participation* (cf. Schmidt, 2019) as a key concept in discourse and interaction studies to show how affect and materiality have been or can be tackled with two approaches from discourse and interaction studies: 1) Nexus Analysis and Geographies of Discourse and 2) Multimodal Interaction Analysis. Two empirical data examples demonstrate these methodologies in practice: 1) Participation in the exoskeleton dance performance *Inferno* (Demers & Vorn, 2018) and 2) participation in a workshop on abduction in a Viking museum setting. While the first one was a new experience of embodied participation that was steered by an exoskeleton, in the second one the participation was a traditional scholarly reflection, the difference being that the site of interaction (the indoors museum and the outdoor Viking graveyard) was also the topic of the interaction. In both cases, *affect* is detectable as agency that is relational to the material environment.

Demers, L-P. and Vorn, B. (2018) Performing the Machine: the Inferno Paradox. *Electronic Visualisation and the Arts: Politics of the Machine* (EVA2018), Copenhagen, DK, 15-17 May 2018. EVA, Copenhagen.

Schmidt, R. (2019). Materiality, Meaning, Social Practices: Remarks on New Materialism. In Kissman, U. & Van Loon, J. (Eds.) *Discussing New Materialism. Methodological Implications for the Study of Materialities*. Springer.

## Finnish repair-initiators as hashtags on Twitter

### 1. Affect and Emotion

**Helena Nurmikari<sup>1</sup>**

<sup>1</sup> University of Helsinki

Twitter is currently one of the most notable microblogging systems and social media networking services. Its special feature is the hashtag (e.g. *#metoo*), which functions as search tag, categorizing and topicalizing tweets within the Twitter community. Additionally, hashtags may be used as parenthetical explanations or metacomments and even for emotive purposes (Wikström 2014). In this presentation, I will discuss the use of two Finnish repair-initiators that have become hashtags on Twitter. These practical resources are typically used for repair purposes in spoken interaction, but on social media, they may function as contextualization cues for displaying stance.

Firstly, I will examine the use of the Finnish self-repair initiator, the particle "*eiku*" (Laakso & Sorjonen 2010). *Eiku* has conventionalized as a hashtag (*#eiku*) that works as a contextual marker of polyphony and irony. The hashtag *#eiku* seems mostly positioned at the end of utterances, different from spoken interaction. Secondly, I will analyze the expression "*anteeks mitä*" ('sorry what'), which

functions as an open-class repair initiator in spoken Finnish conversations (Haakana 2011). On Twitter, the expression has evolved into a hashtag *#anteeksmitä*. Instead of initiating actual repair, it serves as an affective cue for expressing problems in acceptance on different levels.

## References

- HAAKANA, MARKKU 2011: Mitä ja muut avoimet korjausaloitteet. – *Virittäjä* 115 p. 36–67.
- LAAKSO, MINNA – SORJONEN, MARJA-LEENA 2010: Cut-off or particle – devices for initiating self-repair in conversation. – *Journal of Pragmatics* 42 p. 1151–1172.
- WIKSTRÖM, PETER 2014: #srynotfunny: Communicative Functions of Hashtags on Twitter. – *SKY Journal of Linguistics* 27 p. 127–152.

### **“Wimpy, childlike & petulant non-apology”: Moral metalanguaging in mediated discourse**

17. *Online Discourse and Interaction*

**Peter Wikström**<sup>1</sup>

Erica Sandlund<sup>1</sup>

<sup>1</sup> Karlstad University

This paper presents findings from a project on the folk linguistic reception of controversial public apologies in mediated discourse in the wake of #MeToo. In an exploratory analysis of several #MeToo related cases of poorly received public apologies, we have identified some systematics of how apology refusals are done in public or semi-public mediated discourse. For instance, commenters in social media invoke aspects of delivery, content, or context, construing an apology as inadequate in one or several of these regards and thereby grounding their construal of the apology as a *non-apology*. In addition, we analyze rhetorical strategies enlisted by commenters, such as addressivity and affect. In our analyses, we combine ethnomethodological conversation analysis (Sacks, Schegloff & Jefferson, 1974; Clayman & Heritage, 2002) with digital discourse analysis (e.g. Blitvich & Bou-Franch, 2018). Our overall aim is to better understand how the socially mediated rejection of public apologies functions as a members’ method for a specific kind of civic engagement. Based on our findings, we demonstrate how mediated metadiscourse merges folk linguistic normativity with a performative doing of morality in the publics of a new media landscape.

Blitvich, P. G. C., & Bou-Franch, P. (2018). Introduction. In P. G. C. Blitvich & P. Bou-Franch (Eds.), *Analyzing Digital Discourse: New Insights and Future Directions*. Cham: Palgrave Macmillan.

Clayman, S., & Heritage, J. (2002). *The news interview: Journalists and public figures on the air*. Cambridge: Cambridge University Press.

Sacks, H., Schegloff, E. A., & Jefferson, G. (1974). A simplest systematics for the organization of turn-taking for conversation. *Language*, 50, 696–735.

## SESSION 3

### Homework in a transnational family: Mobilizing others to resolve language-related epistemic issues

#### 7. Families

**Tim Roberts<sup>1</sup>**

<sup>1</sup> Karlstad University

This paper adopts a conversation analytic approach and presents two excerpts from a detailed analysis of the sequential organization of a parent-child homework activity in a Swedish-English transnational family. The data analyzed come from participant-recorded videos, which are part of a larger ethnographic project on language practices in bilingual families in Sweden. An implicit policy in Sweden exists in which parents are expected to assist with their children's homework (Forsberg, 2007), but the knowledge required for this assistance is not necessarily possessed in full by parents in transnational families. Drawing upon work on *epistemics in interaction* (Heritage, 2012), a number of sequences are examined where the progressivity of the homework activity is halted due to language-related epistemic issues. More specifically, these halts in progressivity are caused due to the homework tasks being written in Swedish in combination with the English mother's lack of language expertise in Swedish. The sequences exemplify how these epistemic deadlocks are resolved through the mobilization of a more knowledgeable party (Betz, Taleghani-Nikazm, & Golato, 2020), the Swedish father. Upon his mobilization, the Swedish father orients to translation as a trouble resolution tool which facilitates epistemic progression and the progressivity of the homework activity. The presentation addresses how such mobilizations are dependent on participants' monitoring of the local epistemic ecology, as well as the larger activity trajectory, and how both of these are intimately connected with co-participants' linguistic abilities.

### Not 'downhill from here'? – A couple perspective on dementia-related changes

#### 12. Knowledge and Epistemics

**Elin Nilsson<sup>1</sup>**

<sup>1</sup> CESAR (Centrum för socialt arbete), sociologiska institutionen, Uppsala universitet

As dementia is often described as characterized by losses as well as a decrease in capabilities for the individual the expectations of a future with dementia are often negatively charged, no less so for couples living with dementia. When individuals with dementia have an increase of symptoms such as loss of memory, loss of the ability to manage daily chores and keeping track in conversation, couples may experience a change in marital quality and equality. How spouses within couples approach the dementia have an impact in their experience of life over time, and it has even been argued to affect the trajectory of dementia. Adding to this strand of research, this paper adopts longitudinal analysis of storytelling by one couple living with dementia.

This paper is a conversation analytic study of how one couple, in which one spouse has dementia, tell about the changes in their daily chores over time. The couple was selected for analysis due to their description of their journey with as *not* going 'downhill' with an increase in losses. The data consists of research interviews over three years, collected by researchers at CEDER (Center for Dementia Research). The analysis focuses on co-telling of stories which include self-praise and assessments of shared experience. In the preliminary analysis of this 'success-story' over time, three aspects are identified as recurrent (1) Co-produced self-praise, (2) Counterbalancing of face threats, (3) Mitigating negative assessments. This knowledge will contribute to the provision of communicative and emotional support for couples living with dementia.

## Negotiating shared care – when professional carers and parents engage in decision-making regarding children placed in care

### 12. Knowledge and Epistemics

**Sabine Jørgensen**<sup>1</sup>

Ida Skytte Jakobsen<sup>2</sup>

<sup>1</sup> Department of Sociology and Social Work, Aalborg University, Denmark

<sup>2</sup> UCL University College, Denmark

In conversation people are generally treated as having the rights to hold and articulate knowledge about their own experiences (Heritage, 2011; Sacks, 1984) and as being more knowledgeable about their relatives, friends, jobs, etc. than others (Raymond & Heritage, 2006). In that regard parents are generally treated as having the right and responsibility to know more about their own children than non-family members. However, when children are placed in out-of-home care this epistemic authority is challenged since access to everyday life experiences with the child is shared with professional carers or foster parents.

In this paper we explore the ways in which professionals and parents to children placed in out-of-home care engage in negotiations about the rights and responsibilities to claim knowledge about the child. The focus is on relational implications of the way epistemic authority is managed in the conversation and the consequences of the management of such rights and responsibilities for the accomplishment of conversational activities and institutional goals.

The study is based on audio/video recorded encounters between professionals and parents of children placed in residential or foster care.

Heritage, J. (2011). Territories of knowledge, territories of experience: Empathic moments in interaction. In T. Stivers, L. Mondada, & J. Steensig (Eds.), *The morality of knowledge in conversation*. Cambridge University Press.

Raymond, G., & Heritage, J. (2006). The epistemics of social relations: Owning grandchildren. *Language in Society*, 35(05), 677–705.

Sacks, H. (1984). On doing “being ordinary” In J.M. Atkinson & J. Heritage (Eds.), *Structures of social action: Studies in conversation analysis* (pp. 413–429). Cambridge University Press.

## Epistemic relations in scientific encounters: claiming and attributing expertise or ignorance in knowledge construction activities

### 12. Knowledge and Epistemics

**Fabiola Stein**<sup>1</sup>

Helen Melander Bowden<sup>1</sup>

<sup>1</sup> Uppsala University

The management of participants’ epistemic positionings is essential for the organization and accomplishment of work activities of scientists in research settings (Frank, 2015; Goodwin, 1994). As in all kinds of conversations, knowledge domains are made relevant in courses of action and participants are continuously monitoring and being apprised of their epistemic status relative to their coparticipants (Heritage, 2012). Scientists, as professionals, might anchor knowledge relations in expert-novice categories but also locally construct expertise or ignorance in interaction. This paper examines instances where participants make explicit claims of lack of knowledge, and analyzes the development of resultant activities of knowledge construction. The analyzed data is part of on-going microethnographical work that involves participant observations and video recordings at a research

program in Chemistry at a Swedish university. Preliminary analyses show that, among a variety of configurations, epistemic disclaimers might 1) be self-initiated in a pre-sequence; 2) come as a response to information requests; or 3) be provoked by a sign of disagreement of a coparticipant. The sequential context where the lack of knowledge is made explicit seems to be relevant for the decision of what line of inquiry the participants pursue. The analysis also explores the multimodal practices employed to project epistemic status and the ways that participants are held accountable for epistemic positions that are built in the interaction's history. In this way, the paper aims to contribute to the study of epistemic relations in professional settings and in knowledge construction activities.

## • THURSDAY NOVEMBER 18

Parallel sessions

Thursday November 17, 10.15-12.10

### SESSION 1

#### **Power screams and outbreaks: Bodily coordination affordances for liminal signs**

15. *Multimodality*

**Emily Hofstetter<sup>1</sup>**

<sup>1</sup> Linköping University

Athletes in a variety of sports produce vocalizations at moments of intense physical activity. 'Power screams' have received particular attention, having been associated with both increasing and disguising strength performance (Welch & Tschampl, 2012). However, strain vocalizations also have interactional consequences, such as projecting trouble (Keevallik & Ogden, 2020). This paper will examine strain vocalizations that occur in rock climbing, analyzing different formats, namely 'power screams', which are pharyngeally constricted vocalizations made during a stressful motion, and outbreaks, which are released when the diaphragm relaxes after a motion is completed. 'Power screams' project immediate potential trouble, whereas outbreaks typically project no trouble. Climbers thus take advantage of bodily activities (the muscular tightening and breathing required for climbing motions) to coordinate with their co-participants. By examining how climbers manage their vocalizations alongside the affordances of respiration and exertion, this paper will question the division between embodied and vocal modalities, and extend our understanding of how participants make sense of non-lexical vocalizations. The study uses conversation analysis and interactional linguistics to analyze a corpus of 25 hours of video recordings of climbing activities in English and Swedish.

Keevallik, L., & Ogden, R. (2020). Sounds on the Margins of Language at the Heart of Interaction. *Research on Language and Social Interaction*, 53(1), 1–18.

Welch, A. S., & Tschampl, M. (2012). Something to Shout About: A Simple, Quick Performance Enhancement Technique Improved Strength in Both Experts and Novices. *Journal of Applied Sport Psychology*, 24(4), 418–428.

## **Sounding for others: Closing the intersubjective distance between interactants**

### *15. Multimodality*

**Leelo Keevallik<sup>1</sup>**

Emily Hofstetter<sup>1</sup>, Agnes Löfgren<sup>1</sup>, Hannah Pelikan<sup>1</sup>, Sally Wiggins<sup>1</sup>

<sup>1</sup> Linköping University

People systematically produce sounds as a social display of physical, sensory, and cognitive concerns, across communicative tasks (Keevallik & Ogden, 2020). In this paper, we investigate how participants sound 'for' others: when one participant's vocalization is minutely timed to co-occur with another participant's embodied and/or sensory practices, while the sounding person is not currently, themselves, performing or experiencing whatever the vocalization concerns. Empirical examples range from a parent performing a gustatory *mmm* for an infant who is tasting food, singing others' lines at opera rehearsals, to strain grunts by observing peers on behalf of the strained body during rock-climbing. We use the qualitative micro-methods of multimodal interaction analysis to demonstrate the systematic practices of achieving 'sounding on behalf of others' for instructive or empathic purposes across activities. We will argue that the role of an "agent" can be assembled across participants, even outside the specific context of interacting with an aphasic speaker (Goodwin 2013). The phenomenon of 'sounding for others' constitutes yet another empirical finding in support of the dialogic theories of language, where utterances are understood to be intersubjective (DuBois 2014), and human sociality to be inherently dialogic.

DuBois, J. 2014. "Towards a dialogic syntax." *Cognitive Linguistics* 25(3): 359–410.

Goodwin, C. 2013. "The co-operative, transformative organization of human action and knowledge." *Journal of Pragmatics*, 46(1): 8–23.

Keevallik, L. & R. Ogden 2020. "Sounds on the margins of language at the heart of interaction." *Research on Language and Social Interaction* 53(1): 1-18.

## **Adjunct animations in English interaction: the multimodal design of "doing being others" in responsive position**

### *15. Multimodality*

**Marina Noelia Cantarutti<sup>1</sup>**

<sup>1</sup> The Open University, UK

Interactional studies have identified the use of reported speech or thought (animation, henceforth), as an evidential and evaluative resource (Clift, 2000, 2007; Günthner, 2007; Holt, 2007; Niemelä, 2011) enabling the mobilisation of highly aligned and affiliative responses (Drew, 1998; Drew & Walker, 2009; Golato, 2002), in different social activities (Cantarutti, 2019a; Günthner, 2007; Holt, 2007; Kotthoff, 1999, and others). The framing and flagging of a contribution as an animation through lexico-grammatical, prosodic, and gestural resources has been widely studied (Bolden, 2004; Couper-Kuhlen, 1996; Klewitz & Couper-Kuhlen, 1999; Mandel & Ehmer, 2019; Sidnell, 2006; Siromaa, 2012; Stec, 2014; Stec, Huiskes, Wieling, & Redeker, 2017; Thompson & Suzuki, 2014) especially for animations during big packages, but little has been said about animations appearing in second position as responses to non-animated turns.

This paper will explore a collection of 30 cases of "adjunct animations", that is, B-initiated animations of a voice that enact the description of a state of affairs in A's prior non-animated turn. The question that this paper will address is what clusters of resources of an adjunct animation make it hearable as coherent with the content of A's turn, and how these design features simultaneously contextualise the social actions carried out by the deployment of the animation while orienting to and generally satisfying the conditional relevance projected by A's prior turn.

## Depictive hand gestures as candidate understandings

### 15. Multimodality

**Anna-Kaisa Jokipohja**<sup>1</sup>

Niina Lilja<sup>1</sup>

<sup>1</sup> Tampere University

This paper uses multimodal conversation analysis (Mondada 2016, 2018) to analyze depictive hand gestures that are used to check understanding of the co-participant's preceding actions. Drawing on data from cooking and farming interactions the analysis scrutinizes how depictive gestures come to be treated as social actions on their own. The video-recorded data (52 h, spanning over 19 months) are in Finnish and come from instructive cooking and farming interactions within an NGO-led project (2018–2019) organized for newcomers in Finland.

In this paper, we present an analysis based on a collection of 21 independent depictive gestures (Clark, 2016; Streeck, 2009) that L2 Finnish speakers use to initiate repair on the instructor's preceding turn. We will show how the depictive gestures present a candidate understanding for confirmation after instructions that project a complying manual action as the relevant next. The analysis focuses on the gesture design in relation to the material environment, the timing and sequential position of the gestures in relation to the speech that frames them, the embodied participation framework, and the participants' epistemic positions.

The analysis aims to bring new understanding on the role of gestural resources in accomplishing social actions, and the role of embodiment in repair organization. Particularly, the analysis will shed light on the independent use of depictive gestures and their meaning making logic in a materially rich context of cooking and farming interactions.

## SESSION 2

### Demonstrating knowledge and suitability: Adoption applicants' self-presentations as competent future parents in assessment interviews

#### 11. Institutional Interaction

**Madeleine Wirzén**<sup>1</sup>

<sup>1</sup> Department of Thematic Studies - Child studies, Linköping University, Sweden

The present study examines how suitability for future parenthood is negotiated in institutional dialogues between social workers and prospective adoptive parents. The data comprise audio-recordings of 24 adoption assessment interviews between 6 social workers and 11 adoption applicants. In adoption assessment interviews, applicants, through question-answer sequences, are invited to present and demonstrate their knowledge about adoption related issues and show their suitability for becoming adoptive parents. In the present study, I use institutional conversational analysis (e.g. Heritage, 2005, Linell, 2009) to analyze adoption applicants' interactional management of receiving social workers' instructions about how to think and act in future situations of parenting. In order to be perceived as suitable parents, applicants try to present themselves as competent individuals that have certain knowledge about what adoptive children need and how to organize their life in regard to that. Receiving social workers' instructions is therefore a potentially face-threatening situation (Heritage & Lindström, 1998). The analysis shows that applicants, in receiving advice and discussing 'how to act as competent adoptive parents', engage in a multi-layered task: they maintain their standpoint and simultaneously adopt institutional perspectives presented by the social workers. In doing so, they present themselves as competent future parents. Applicants' adjustment to social workers' advice and institutional perspectives demonstrates how applicants'

parenting knowledge and self-presentations are co-constructed between social workers and adoption applicants. The study gives insight into the practice of assessing prospective adoptive parents and contributes to the understanding of how applicants both adjust to institutional requirements and maintain their display of suitability.

### Minimizing the severity of problem in emergency calls

#### 11. Institutional Interaction

Tiit Hennoste<sup>1</sup>

Andriela Rääbis<sup>1</sup>, Andra Annuka<sup>1</sup>, Piret Kuusk<sup>1</sup>, Kirsi Laanesoo<sup>1</sup>, Andra Rumm<sup>1</sup>

<sup>1</sup> University of Tartu

The topic of our presentation is calls to the Estonian Emergency Response Center (telephone number 112). The Estonian call-taker answers the phone with a standardized turn „Häirekeskus tere mis juhtus?“ ‘Emergency Response Centre hello what happened?’. As a response the caller reports the incident, describes or categorizes the emergency. In addition, callers might apologize for the trouble, ask for direct help, seek for advice, offer information about their location, etc.

We are interested in calls in which the caller minimizes the severity of the problem. Preliminary analysis reveals that the callers use softeners (e.g. *ma vist hakkas sünnitama* ‘I’m **probably** about to give birth’, *ma lihtsalt annan teada* ‘I’m **simply** informing you’), describe the incident as accidental (*ajas kogemata alla* ‘she **accidentally** ran over’) or minor (*mul juhtus väike liiklusõnnetus* ‘I had a **minor** traffic accident’), to minimize the problem.

Our research questions are:

In what circumstances does the caller minimize the severity of the problem?

How do the different means of minimizing the problem affect the continuation of the call and getting help?

Our analysis is based on the “entitlement and contingency” model of request formats by Traci Curl and Paul Drew (Curl, Drew 2008). Our data come from the corpus of Estonian emergency calls. We follow the methodological framework of conversation analysis.

References

Curl, Traci, Drew, Paul 2008. Contingency and action: a comparison of two forms of requesting. – Research on Language and Social Interaction 41, 129–153.

### Crossing over: When emergency calls turn into peer support and suicide helpline calls become urgent cases

#### 11. Institutional Interaction

Heidi Kevoe-Feldman<sup>1</sup>

Clara Iversen<sup>2</sup>

<sup>1</sup> Department of Communication Studies, Northeastern University, Boston

<sup>2</sup> Centre for Social Work, Uppsala University

Emergency numbers and suicide hotlines are two institutional helplines that offer different types of support for persons in crisis: emergency lines dispatch services to manage immediate danger and suicide hotlines are there for peer support. In this paper we demonstrate where and how these helplines cross over in terms of institutional tasks and communication problems. Using conversation analysis to examine cases of U.S. 911 emergency calls and Swedish suicide hotline calls, we identify

practices where the focal action becomes one whose interactional home is in the other arena. For instance, emergency dispatchers may find themselves speaking to callers whose main problem is their emotional state and in suicide hotline calls, the central project can shift from offering comfort to managing urgency. In our analysis we identify key practices that cross over each helpline, such as emergency dispatchers formulating and assessing callers' experience and suicide hotline call-takers asking for callers' address or doing risk assessment. By explicating crossover practices that call-takers use to manage crisis in these different settings, we contribute to an understanding of institutional boundaries in high consequence cases. The comparative approach enables us to identify missed opportunities that engender interactional problems and unmet goals.

## Exploring goal-setting discussions to identify empowering practices in social employment

### 11. Institutional Interaction

**Aija Logren**<sup>1</sup>

Sanni Tiitinen<sup>1</sup>

<sup>1</sup> Tampere University

Social employment services support disadvantaged individuals, for example those who have been unemployed for a long time, in entering labour market or education. A focal aim is to empower clients so that they would gain more active and responsible role in developing their life management and skills.

Social employment typically includes supported work opportunities and counselling. In this presentation, we use conversation analysis to analyze recorded counselling encounters within social employment settings.

In our analysis, we focus on a central task in this counselling: episodes in which the participants write down goals for the client's period in the workshop. One practice that the counsellors use to accomplish this task, is to topicalise details that client has mentioned previously and then formulate a proposition for a goal. Thus, the counsellor focuses the discussion to specific details, shows that they understand what the client has described as their current challenges, and frames them as something that can be solved within this institutional service. Another practice is to encourage the client in listing their goals by giving positive feedback and taking a role in writing the goals down.

The ways in which the counsellor helps the client to put their thoughts about their personal goals into words are potentially very relevant with regard to the empowerment of the client. In this presentation, we discuss on two dimensions of the goal setting practices: the impact of the client and the counsellor on the content of the goal, and the explicit/implicit formulation of the goal.

## SESSION 3

### Blurred lines between body and artifact: personification and reification phenomenons in digital interactions

#### 23. Technology

**Samira Ibnelkaid**<sup>1,2</sup>

<sup>1</sup> University of Oulu

<sup>2</sup> ICAR Laboratory Lyon

The bodily, sensory, relational and social human existence relies more and more on digital devices inducing unprecedented modalities of presence and corporeality. If the physical presence of an individual's body immediately confirms their existence in face-to-face communication, when

onscreen, the individual must actively construct a presence, otherwise they remain invisible to others (Georges 2009). Therefore, our research aims to shed light on the complex and renewed practices of techno-bodily presence involved in digital interactions.

Our field research consists in a hybrid setting: a monthly research seminar involving both on site and online participants resorting to Beam telepresence robot, Kubi videoconference system and Adobe Connect. In order to fully account for the resources involved in the collaborative enactment of techno-bodily presence, this study makes use of dynamic screen captures and in-room video recordings. The combination of perspectives and the synchronized verbal transcriptions allows us to analyze the multimodal communication.

Through an interdisciplinary approach drawing on visual ethnography (Pink 2007), interaction analysis (Traverso 1996) and phenomenology (Merleau-Ponty 1945), this study reveals a double process at work in the hybrid presence; personification of the artifacts and reification of the individuals involved. Both processes are verbally and multimodally achieved (terms of address, categorization, gestures, gaze, etc.) : the former mostly appears in requests for action confusing the artifact with its pilot, the latter shows when on site participants perceive the action of an online individual, attributing agency to the device. Thus, an artifacted intercorporeality is interactionally co-constructed in these ambiguous forms of presence.

## **Intentional stance as observable order: when blind people adapt to an AI**

### *2. Atypical Interaction*

**Brian Due**<sup>1</sup>

Louise Lüchow<sup>1</sup>

<sup>1</sup> Dep. of Nordic Studies and Linguistics, UCPH

Blind people are increasingly using systems like Google Home to control music, TV, etc. because the voice (instead of the visual) affords the kind of interaction, most suitable for people with visual impairment. EMCA studies have revealed, that interactions with these systems cannot be understood as a sole activity, but must be understood within the embedded context of everyday life, and that these conversational systems are not really being conversational (Porcheron et al., 2018). However, such studies have not looked into the multimodal, spatial and embodied nature of interactions in and around the device, and have not dealt with atypical populations like e.g. blind people.

Through ethnomethodological conversation analysis and video ethnography (Heath et al., 2010), this paper shows how problems with making the device understand commands is dealt with through repairing actions, that are designed to adjust to the expected logic of the device. This research thus contributes to the discussions on intentional stance (Dennett, 1989) by respecifying it as a socially accountable accomplishment.

Dennett, D. C. (1989). *The Intentional Stance* (Reprint edition). A Bradford Book.

Heath, C., Hindmarsh, J., & Luff, P. (2010). *Video in Qualitative Research*. SAGE Publications Ltd.

Porcheron, M., Fischer, J. E., Reeves, S., & Sharples, S. (2018). Voice Interfaces in Everyday Life | Proceedings of the 2018 CHI Conference on Human Factors in Computing Systems. *CHI '18: Proceedings of the 2018 CHI Conference on Human Factors in Computing Systems, Paper no. 640*, 1–12.

## Organizing the transition from selecting the goods to paying: Comparing customer practices in online and physical shops

### 17. Online Discourse And Interaction

**Elisabeth Dalby Kristiansen**<sup>1,2</sup>

<sup>1</sup> University of Southern Denmark

<sup>2</sup> Research Center for Social Practices and Cognition (SoPraCon)

Increasingly, shopping takes place online rather than in physical shops, and the lockdown periods and social distancing strategies necessitated by the current corona pandemic are adding momentum to this development. In order to increase our understanding of the consequences of such digitalization, this paper investigates shopping practices in online shops and physical shops, focusing on how customers organize the transition from selecting the goods they wish to purchase to going to the checkout counter. Through multimodal ethnomethodological conversation analysis (Mondada 2014; Hazel, Mortensen, and Rasmussen 2014), the study details how such transitions take place in physical and online shopping, aiming to describe how shoppers organize the transition by making use of relevant available resources. Further, the study discusses how the resources available to shoppers in physical shops differ from those available to online shoppers and what consequences that may have for how shoppers organize the activity of doing shopping.

The study is based on a data set consisting of video and eyetracking recordings of shopping conducted in physical shops and online. The data has been collected by the Velux-funded research project *The Digital Resemiotization of Buying and Selling Interaction (RESEMINA)*. The data is collected, managed and stored in accordance with the Data Protection Office at The University of Southern Denmark.

Hazel, Spencer, Kristian Mortensen, and Gitte Rasmussen. 2014. "Introduction: A body of resources - CA studies of social conduct." *Journal of Pragmatics* 65:1-9.

Mondada, Lorenza. 2014. "The local constitution of multimodal resources for social interaction." *Journal of Pragmatics* 65:137-56.

## Managing workshop agenda through the publicly observable use of a mouse

### 18. Organization

**Esa Lehtinen**<sup>1</sup>

Elina Salomaa<sup>1</sup>

<sup>1</sup> University of Jyväskylä

Earlier research (e.g. Svennevig, 2012) has shown that written documents can be used for introducing new items and shifting from one activity to another in organizational encounters, both through referring to the written text and orienting to them as material artefacts. In the digital age, the agenda setting role is often given to digital platforms, which can be projected on a screen and managed by means of a mouse cursor during meetings. In our presentation, we investigate such public use of a mouse and its role in organizational workshops.

The data come from the context of a development project in an organization and include video-recordings of workshops and material from a digital platform used in the project. Methodologically, we rely on conversation analysis. We will analyze sequences during workshop interaction where the facilitator of the workshop uses the affordances of the mouse i.e. scrolling, painting and clicking. Our results show that these affordances are used to build joint attention, to emphasize meaningful items, and to proceed with the meeting. Also, we discuss how the use of digital technology may change agenda management in organizational encounters. In particular, we emphasize the importance of

the transparency of agenda management. With regard to the case at hand, for example, it is crucial that all the participants have full access to the platform before, during and after the workshop.

## Reference

Svennevig, J. 2012. The agenda as resource for topic introduction in workplace meetings. *Discourse Studies* 14 (1), 53–66.

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Workshop

Thursday November 18, 10.15-11.30
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## Functions of reported speech in practical nursing school study circles

### 16. Narratives and Story-Telling

**Saija Merke<sup>1</sup>**

<sup>1</sup> Åbo Akademi University

The study illustrates interactional and linguistic means that students of practical nursing use to express and share emotional stance. The extracted sequences involve Finnish native speakers and speakers whose first language is another than Finnish. The study focuses on Finnish L2-speakers and sequences of reported speech.

The method of the study is ethnomethodological conversation analysis. The data were gathered at a professional school for practical nursing in Southern Finland. The videotaped data were collected during voluntary studying circles that gathered students and their advisers. The aim of these weekly meetings was to integrate newcomers (Wagner 2015: 78) to the Finnish society and to offer peer support to all students. The data were gathered during a three years period.

L2-speakers use common linguistic and para-linguistic clues to indicate sequences of reported speech (Selting 2010: 270). The diversity of the clues applied to mark the reported speech sequences depend on the speakers' Finnish language proficiency level, the most easily accessible clues being phonetic-prosodically and visual-bodily resources.

It is suggested that the use of reported speech especially enhances the L2-speakers possibilities to demonstrate and to share their emotional experiences that they come across during their studies.

Selting, Margret 2010: Affectivity in conversational storytelling: an analysis of displays of anger or indignation in complaint stories. *Pragmatics* 20:2, 229-277.

Wagner, Johannes 2015: Designing for language learning in the wild. – Cadierno & Eskildsen (eds), *Usage-based perspectives on second language learning*. Mouton: De Gruyter.

## SESSION 1

**The omnirelevant child: children as a relevant category in driver training***15. Multimodality***Annerose Willemsen<sup>1</sup>**Jakob Cromdal<sup>1</sup>, Mathias Broth<sup>1</sup><sup>1</sup> Linköping University

Crossing the street is an organised accomplishment, closely coordinated with other traffic users (Lieberman, 2013; Merlino & Mondada, 2019). In this setting, children (<10yrs) are treated as relentlessly unpredictable for their lack of relevant perceptual and cognitive skills (Ampofo-Boateng et al., 1993; Sandels, 1975). Yet, in everyday life children already participate in traffic well before that age, albeit in the company of adult caretakers, for instance by crossing roads and (un)boarding vehicles. To our knowledge, little research so far has presented real-life analyses of how children actually move through traffic and how other participants orient to children in traffic (but see McIlvenny, 2014; cf. Kullman, 2009).

In our data of driving instruction lessons, children regularly appear. Our analysis includes instances of actual encounters with children in traffic situations, as well as instances where children do not appear but are mentioned as a type of participant that is likely to do so. Using multimodal conversation analysis, our study focuses on the various resources the in-car participants employ – e.g., verbal instructions, gestures, and the controlling of the car – to accomplish a safe encounter. Our analysis brings to the fore that children are continually treated as a distinct – and particularly troublesome – category of traffic participants by means of extreme-case formulations and membership categorizations alluding to characteristic unpredictable behaviour. In this way driver students are being sensitised to the potential (yet often unconfirmed) presence of children in crossing environments and the categorial notion of the Child as an omnipresent risk in those settings is sustained.

**Pinpointing children's involvement in supportive and therapeutic practices***15. Multimodality***Kristina Edman<sup>1</sup>**<sup>1</sup> Malmö Universitet

Contemporary social work practices and regulations frequently emphasize the importance of working for children's involvement and treating children as resourceful and capable individuals. Given that involvement is a common goal for many social workers, there is surprisingly little research on what it entails. Involvement is an ambiguous concept built on notions that are not detailed enough to provide social workers (and alike) with sufficient guidance. When it comes to practice, what children's involvement entails is not, until now, described in detail.

By using microanalysis of face-to-face dialogues (MFD) - "the detailed and replicable examination of any aspect of observable communicative behavior as it occurs, moment by moment, in a face-to-face dialogue" (Bavelas et al., 2016, pp. 129-130) - in my ongoing dissertation, I am pin-pointing children's involvement in supportive and therapeutic practices. My data consists of video recordings of naturally occurring supportive and therapeutic practices. Since a good number of social workers frequently record their work as part of their everyday routines, these recordings are direct evidence of the practices.

My presentation goes through the analytical process of pin-pointing children's involvement in supportive and therapeutic practices. I share some examples of what children's involvement entails and how these dimensions could be used in further research, as well as by practitioners. I also, but briefly, go through the background to my research project and its theoretical foundation.

### Initiating break time encounters at work

15. *Multimodality*

**Marika Helisten**<sup>1</sup>

Maarit Siromaa<sup>1</sup>

<sup>1</sup> University of Oulu

This study investigates beginnings of co-present encounters in a hitherto largely unexplored setting: in breakrooms of Finnish work communities. Prior work on interactional openings or beginnings has recognized, among other things, their critical role in building and maintaining social relationships (e.g. Goffman 1971, Pillet-Shore 2018). Attention has also been paid to how people initiate activities with co-present others in various contexts and to the consequences that participants' body behavior, movement in space and their material surroundings have on the ensuing interactions (e.g. Mondada 2009, Mortensen & Hazel 2014).

Drawing on video data from 5 different communities, we use ethnomethodological conversation analysis to examine how break participants come together and initiate breaktime interaction and activities. We understand 'beginnings' in this context as the coordinated vocal-bodily exchanges that participants carry out under close mutual monitoring upon their *entering the facility, establishing co-presence and initiating interaction*. We examine 1) what kinds of recurrent, vocal-bodily practices are used and how participation is negotiated and organized for beginning a breaktime encounter, and 2) in what ways the breakroom as a physical space, with its spatial structures and material objects, is consequential to the initiations of breaktime interaction and activities. Further, we discuss 3) how these practices make salient participants' moral and normative orientations to break-taking as a routine social activity within their community. It is also through such practices that participants locally define and redefine their relationships and the current status of 'who they are to one another' (Schegloff 1986).

### Humans and robots thinking out loud: Thinking as a multimodal social practice

15. *Multimodality*

**Hannah Pelikan**<sup>1</sup>

Emily Hofstetter<sup>1</sup>

<sup>1</sup> Linköping University

When a social action is due but cannot be completed immediately, participants are accountable for the intervening time. In this paper, we examine how participants manage this delay by doing 'thinking', as a multimodal practice. Using conversation analysis, we compare two settings: how board game players do thinking to manage delays in turn taking, and how a social robot does thinking to manage a necessary delay in processing when learning human facial features. The board game corpus, consisting of 37 hours of play (English speakers), provides a perspicuous setting in which doing thinking is a regular practice for managing disruptions to progressivity. The social robot corpus, consisting of 26 hours of naturalistic interactions with the semi-scripted practices of the Cozmo toy robot (German and Swedish speakers), provides a naturally occurring breaching experiment in which we can see how participants make sense of the robot's designed actions.

While prior research has scrutinized delays in responsive actions and during word searches (Goodwin, 1981; Stivers & Rossano, 2006), we know less about other delays within a single turn or action. We focus on sequences where a participant has started an action, but the action is delayed (sometimes for minutes). Participants make sense of these delays by orienting to them as ‘mental’ activity, especially through multimodal practices such as non-lexical vocalizations and embodied hesitation that display incipient action. The analysis demonstrates how appeals to the mental can be a resource in interaction for making sense of both human and non-human delays.

## SESSION 2

### **Doing age in organizational inter-actions: an interactional perspective on ageism**

#### *18. Organization*

**Federica Previtali<sup>1</sup>**

<sup>1</sup> Tampere University, Social Sciences

Age is a master signifier, which establishes ways of doing things, creating and refraining meanings related to it, in organizations. Inside the workplace, age is utilized as an organizing principle, creating division among younger and older members. It shapes structured encounters and, together with gender, culture and job features, it constructs differences in the practice of human resource management. In interactions, age is a category that is always perceptually available and therefore is shaping our encounters, implicitly or explicitly. Looking at how age is mobilized in workplace interactions will provide means to uncover ageist or age inclusive organizational practices. The research is based on video-recordings of performance appraisal interviews and job interviews happening in workplaces. The analysis is developed through the Member categorization analysis method, which allow us to reveal how participants arrange their social world through categories used in talk. The analysis show how categories related to age, gender, organizational culture are mobilized in talk and how they differently are presented and acted depending on the age of the participants. The results showed how age related categories are linked to stereotypical features of young and old age, which are embodied in the organizational culture. The interactional analysis unpacked how practices are constructed on the base of age, even when it does not explicitly emerge in the conversation. Processes that are developed to be equal are acted in interactions and there covert stereotyping may unfold.

### **“And do you have an e-mail address at all?” Requests designed for different age categories in call-centre interactions**

#### *10. Identities and Categories*

**Marie Flinkfeldt<sup>1</sup>**

Sophie Parslow<sup>2</sup>, Elizabeth Stokoe<sup>2</sup>

<sup>1</sup> Uppsala University

<sup>2</sup> Loughborough University

In this paper, we use conversation analysis to examine how call-centre service providers design requests for a client’s email address differently depending on who they presume their interlocutor to be. A key principle of social interaction is ‘recipient design’, i.e. how “talk by a party in a conversation is constructed or designed in ways which display an orientation and sensitivity to the particular other(s)” (Sacks et al, 1974, p. 727). While CA research has evidenced that people build turns with recipients in mind, we focus here on how the unspoken categorization of the caller underpins the design and sequential organization of requests. The data consist of a) 30 booking calls to a holiday company and b) 200 admission calls to a university. Not only do these services target different age groups — participants in both datasets also treat age (old/young, respectively) as relevant. Our

analysis further shows how elicitation of the young students' email addresses presuppose that they use email and can easily provide it ("Can I have your email"), whereas the routine design for requesting the older holidaymakers' email treats them as non-users or as people who might be unfamiliar with their address ("Do you have an email address at all"). We suggest that the analysis offers insight into the categorial basis for recipient design and discuss implications for CA and MCA.

## References

Sacks, H., Schegloff, E. A., & Jefferson, G. (1974). A simplest systematics for the organisation of turn-taking for conversation. *Language*, 50, 696-735.

### Mitigating the role of self in health behavior: self-externalizing talk in interviews about wellbeing of micro-entrepreneurs

9. *Health And Medicine*

Julia Katila<sup>1</sup>

Aija Logren<sup>1</sup>, Miia Marttinen<sup>1</sup>, Johanna Ruusuvoori<sup>1</sup>

<sup>1</sup> Tampere University

Previous studies have established that *health behavior*—e.g. exercising, eating and sleeping—is regarded as a deeply moral issue by participants in institutional health interactions, for instance weight-monitoring groups. When discussing health, people have been shown to adopt discursive practices such as denying that they neglect health recommendations, locating the blame outside their control and self-disclosing "unhealthy" behavior.

We adopt a discursive psychological perspective to analyze audio recorded interviews of Finnish micro-entrepreneurs about their wellbeing and explore how they account for "unsuccessful" health behavior.

We found prevalent in our data something we call *health behavior confessions*, i.e., admitting a past or present failure of "appropriate" health behavior. Many of these confessions took the form of self-externalizing talk—linguistic practices that grammatically mitigate the role of the self, such as the zero-person form in which the experiencing subject is omitted.

With self-externalizing talk, speakers position themselves as passive agents with regard to their health behavior. When speakers describe having problems, they position themselves:

- not actively pursuing a solution even if they reckon it would be within their reach;
- or,
- lacking control over the problem, depicting it as inevitable and insolvable

We discuss the relationship of these linguistic practices and personal agency with regard to health behavior and moral. By mitigating the role of self in their health behavior, speakers may manage expectations of responsibility and accountability.

## Hoping for a circular economy – the discursive construction of hope in circular economy meetings

### 11. Institutional Interaction

**Therese Åhlvik<sup>1</sup>**

<sup>1</sup> PhD

In this paper, I examine *hope-talk* as it features in conversations carried out in meetings organized with the explicit purpose of promoting a circular economy in the Swedish food sector. Proponents present circular economy as offering an optimistic outlook on sustainability issues and as a prerequisite for what is described as a sustainable food system. Notably, cross-sectoral collaboration is often put forward as key in realizing circular business models. Applying a discursive psychology approach, I scrutinize the discursive properties of the psychological notion of *hope* as it is co-constructed in social interaction. I analyze video-recorded data from meetings where participants are encouraged to “get inspired” and “engage in” efforts for a circular economy transition. The paper aims to demonstrate the action-oriented and rhetorical organization of *hope-talk* by analyzing how different discursive constructions of *hope* are employed, oriented to and made relevant in social interaction. Preliminary results include references to *hope* to function as a discursive resource for action: as an important part of the process whereby cross-sectoral collaboration is warranted and negotiated. In addition, *hope-talk* seems to have an important rhetorical function by providing support to accounts portraying circular economy as the obvious alternative to the status quo; “the linear economy”. This function also features in claims that the participants make about their interests or motives, being part of attempts of avoiding potential blame of having a vested interest. By demonstrating its interactional character, I place *hope* as the topic of analysis rather than a resource for explaining action.

## SESSION 3

### The formulation of directives on signs in public spaces

#### 8. Grammar and Prosody

**Jan Svennevig<sup>1</sup>**

<sup>1</sup> University of Oslo

This paper is an analysis of signs and written messages aimed at regulating people’s behavior in various public spaces. Examples are no-smoking-signs, posters asking employees to keep the lunch room tidy and car stickers admonishing drivers to keep a distance. The data is a collection of 700+ verbal and (picto-)graphic signs collected in Norway and a range of other countries. The analysis focuses on the expression of deontic authority, accounts for the social legitimacy of the directive and the management of contingencies. The sender’s entitlement to perform the directive is grounded in references to external sources of authority (deontic status) or it may be manifested in the linguistic or graphic expression itself, such as use of imperative mode, exclamation marks, or threats of punishment (deontic stance). The social legitimacy of the directive is accounted for by reference either to rules and norms or to benefits to the recipient or third parties. Finally, contingencies are managed by appealing to the addressees’ goodwill and cooperativeness, for instance by using politeness formulas, in-group markers, humor and poetic devices.

## English as a lingua franca interaction between Japanese and Swedish speakers

### 21. Second Language

**Aki Siegel**<sup>1,2</sup>

<sup>1</sup> Linnaeus University

<sup>2</sup> Uppsala University

The current study seeks the interactional patterns of English as a lingua franca (ELF) interaction between Japanese and Swedish speakers. ELF interactions have claimed to be cooperative and accommodating in nature (e.g., Firth 1996; Seidlhofer 2011) while recent studies have also demonstrated the uncooperative and confrontational nature of ELF interaction (Konakahara 2015; Knapp 2002), and the possibilities of loss of face due to lack of proficiency in English (Jenks 2012). Japanese students in general have lower proficiency in English (ETS, 2017), and numerous students I have taught have shared their anxiety and difficulties participating in conversations and discussions in English. However, multiple Japanese students studying abroad in Sweden have indicated to me the “comfort” of speaking to Swedish students compared to students from other cultures. These Japanese students commented that communicative manners were similar between Japanese and Swedish speakers. What are the actual aspects of interaction that the Japanese students found familiarity in when interacting with Swedish students? Is there an interactional pattern that are similar between Swedish and Japanese speakers?

Taking an exploratory and interactional ethnographic approach to discourse and interaction, the current study investigates the interactional patterns of ELF interaction between Swedish and Japanese speakers. Conversations between Japanese and Swedish students were recorded, transcribed, and analyzed using sequential analysis (Sacks, Schegloff, & Jefferson, 1974) combined with interview data to enrich the analysis of the data. Findings provide insights into the nature of ELF interaction and suggests the need for more microanalytic comparative studies.

## Spaces of translanguaging at multilingual construction sites

### 6. Ethnography

**Hedda Söderlundh**<sup>1</sup>

Linda Kahlin<sup>1</sup>, Leelo Keevallik<sup>2</sup>, Matylda Weidner<sup>3</sup>

<sup>1</sup> Södertörn University

<sup>2</sup> Linköping University

<sup>3</sup> Kazimierz Wielki University

In this paper we investigate work migration and professional multilingualism in the construction sector, enabled by the EU free workforce legislation. We ask how different languages feature in the everyday work lives of migrant workers and whether translanguaging is a suitable framework to characterize the instances of a more fluid language use that we have excerpted from ethnographic field work (7 days in total) and video recordings of interaction (23 hours) at three construction sites. The sites are located in Sweden and the workers travel from Poland, Estonia and Ukraine. Conversation analysis is used for documenting how the language practices emerge, and we analyse translanguaging practices such as institutionalized keywords in Swedish, practices of receptive multilingualism and the search for a communicative overlap in repertoires.

The findings show that it is primarily professionals at certain positions who take part in translanguaging practices, and primarily individuals who need to talk to different occupational categories. The stratifying aspect gives some workers a voice and an access to spaces of translanguaging in the organization, while others remain silent, manual workers. The results from the actual busy construction sites provide an opportunity to problematize the role of language during manual work

and discuss boundaries between different linguistic codes at multilingual workplaces in the construction sector.

### **Tension and collapse. The consequences of mismatching arguments belonging to the social and the discursive practice in a nonprofit organization**

#### *16. Narratives and Story-Telling*

**Anna Vogel**<sup>1</sup>

<sup>1</sup> Save the Children Sweden/Stockholm University

The latest Swedish Parliament election 2018 showed that the issue of who should provide welfare service – the public sector or the private and/or the nonprofit sector – was a hot topic. The aim of my study was to investigate how this debate was carried out in the nonprofit member organization Save the Children Sweden, which traditionally had concentrated its activities on advocacy, but would now start providing welfare services directed at children in Swedish suburbia. I departed from Fairclough's (1992) view that text is contextualized in social practice – the organizational circumstances – and in discursive practice – societal norms. Data were collected from internal texts such as motions, annual reports, and member magazines 2010–2020, and analyzed with respect to narratives, following Rehnberg (2014), as well as with respect to metaphors (Nacey et al., 2019) and how the pronoun *we* was used (Seiler Brylla, 2018). The findings showed that advocates for providing welfare services made use of a strong narrative, which, however, could be criticized for history revision. The opponents rather fell back on a loose narrative. In relation to social and discursive practice, it became evident that the various stakeholders used the narratives, metaphors, and *we* to put arguments to the fore in different practices, so that while the advocates discussed issues belonging to discursive practice, the opponents instead discussed topics in relation to social practice. This mismatch of arguments severely limited the possibility of leading a dialogue and led to tension and collapse regarding some of the plans.

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Workshop

Thursday November 18, 13.15-14.30

### **Drinking coffee: An embodied means for signalling availability in break room conversations**

#### *15. Multimodality*

**Mari Holmström**<sup>1</sup>

Christoph Hottiger<sup>2</sup>

<sup>1</sup> University of Oulu, Finland

<sup>2</sup> University of Zürich, Switzerland

This conversation analytic data session focuses on the social activity of drinking coffee or tea with co-workers during a break from work.

Break rooms host varying constellations of participants engaging in various break-taking activities. Video data from breaks thus provides a fruitful opportunity to examine how verbal interactions and engagements with objects work in parallel. Our data (in Finnish and English) consists of video recordings (approximately 50 hours) from break rooms in six communities. The data session showcases a video clip and a Mondada-style transcription.

Our aim is to explore whether there is a discernible pattern in how cups are handled in relation to the ongoing verbal interaction: we would like to discuss whether that could be indicative of an *embodied* turn-taking system that is closely connected to the verbal level of the interaction (e.g. Auer

2018; Ivarsson and Greiffenhagen 2015; Sacks, Schegloff, and Jefferson 1974; Laurier 2008), for example in signalling and estimating availability in conversation.

## References

- Auer, P. (2018). Gaze, addressee selection and turn-taking in three-party interaction. In: Geert Brône & Bert Oben (Eds.) *Eye-tracking in Interaction. Studies on the role of eye gaze in dialogue*. Amsterdam: Benjamins, 197-231.
- Ivarsson, J. & Greiffenhagen, C. (2015). The Organization of Turn-Taking in Pool Skate Sessions. *Research on Language and Social Interaction* 48:4, 406-429.
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## • FRIDAY NOVEMBER 19

Parallel sessions

Friday November 19, 09.00-10.25

### SESSION 1

#### **Talk and interaction in building and maintaining collaboration in multinational military observer training**

##### *11. Institutional Interaction*

**Iira Rautiainen<sup>1</sup>**

<sup>1</sup> University of Oulu

Military observer training educates and prepares staff to work in various conflict situations where the work is often stressful and fast-paced. The training forms a complex interaction situation, where military personnel from different nations work together, sometimes also with civilian experts and other civilian operators, using English as their working language and lingua franca. In my doctoral thesis, I aim to increase understanding of interaction and its significance for teamwork in multinational crisis management training by exploring how talk and interaction are used to build and maintain collaboration in military observer training. Drawing from the methods of conversation analysis, ethnomethodology, and ethnography, I study and analyse video recordings from teamwork situations in military observer training, and attempt to make visible some of the interactional practices that help multinational teams work together in complex and stressful situations. I focus on examining how the participants build routines, solve problems, and initiate and progress action in a complex institutional interaction environment. The thesis seeks to answer the following questions:

1. How are team cohesion and teamwork built and strengthened through interactional practices in multinational ad hoc or short-term teams?
2. What interactional practices can be used to improve communication and overcome difficulties across institutional, cultural and social boundaries and assigned and assumed roles?
3. How do teams maintain and negotiate a shared awareness and initiate action?

In this presentation, I present the key findings of the thesis and their contribution to the research questions.

## **“There is something ahead”: First observations of unreported military activity in UN military observer training**

### *11. Institutional Interaction*

**Pentti Haddington<sup>1</sup>**

<sup>1</sup> University of Oulu

UN military observers' most important task is to patrol in cars and make observations in a crisis area. Similarly to real situations, in simulated training, the observers' responsibility – as a team – is to observe and report unknown military activity that may violate ceasefire or peace agreements (e.g. troops, vehicles, weapons, minefields). By building on a corpus of 90 hours of video recordings made in patrol vehicles in two UN military observer courses, this talk focuses on turns-at-talk that do 'a first observation' of unreported military activity. A first observation should invite the other team members' attention to the observed activity and mobilize an information-gathering procedure including the following actions: getting one's bearings, contacting radio network station, making further observations, taking photos, making first contact with the troops, and writing notes. This talk will focus on the turn-design features of 'first observations', their sequential position and position with respect to other activities (navigation, radio communication) that may disrupt it, and other contingencies (e.g. knowledge of location), and analyse how these bear on their success in leading to the information-gathering procedure. The analysis is based on a collection of approx. 100 'first observations'. The recordings include ten teams, patrolling on the same route and encountering the same tasks without the presence of an instructor. The observers' working language is English. The study uses conversation analysis and builds on previous work on 'noticings' (Keisanen, 2012; Schegloff, 2007) and 'seeing' (Goodwin, 1994; Goodwin & Goodwin, 1996, 2012; Neville, 2013).

## **Drunk in crisis: How police officers respond to drunk customers' turns**

### *11. Institutional Interaction*

**Samu Pehkonen<sup>1</sup>**

<sup>1</sup> Police University College

This paper studies police officers' (PO) responses to drunk persons' (DP) turns in face-to-face encounters. The encounters examined consist of DP who need help but who are unable or unwilling to accept assistance. The challenge for the PO is intertwined with DP's ability to engage in the production of orderly conversation. Because PO orient to DP's impairment as self-inflicted, the moral accountability for the interaction differs from cases where speakers suffer from a seizure, for example. The claims are illustrated with examples from video-recorded encounters between Finnish PO and DP, analysed by using conversation analysis. PO treat DP's (non)lexical turns-in-talk as 1) non-sensical, either as 1a) sequentially irrelevant and unwarranted or 1b) explicitly marked as non-sensical (PO's 3rd position turns are formulated as negative assessments of DP's previous turn). Alternatively, officers may react to DP's turns as 2) potentially meaningful efforts to produce talk relevant to the ongoing action. Contrary to other types of crisis talk, PO responses maintain rather than aim to overcome interactional asymmetry. For example, PO orient to their laughing at DP's turns as locally justified, because DP are to blame themselves for their condition.

### Coordinating team play using named locations in a multilingual game environment – playing eSports in an educational context

14. Media

**Fredrik Rusk**<sup>1</sup>

Matilda Ståhl<sup>2</sup>

<sup>1</sup> Nord University

<sup>2</sup> Åbo Akademi University

In this study, we investigate the video game play of a multiplayer first-person shooter (FPS), Counter-Strike: Global Offensive (CS:GO), as part of an eSports programme at a Finnish vocational school. The focus of the current study is on callouts, which are coordinated, English, known-in-common phrases that refer to specific locations in the game. The aim is to investigate how participants orient to and employ callouts as part of their in-game interaction and teamplay, as well as how this orientation indicates what participants perceive as callout-competence, which also involves multilingual competence. Effective communication is one of the key competences in multiplayer games, especially in multiplayer FPSs, such as CS:GO. Previous research on callouts indicate that they are used to coordinate moving as a team. However, a conversation analytical (CA) participant's perspective on callouts and when and how they are made explicitly relevant and oriented to, can provide a better understanding of how players, themselves, approach callouts as a competence in the multilingual game environment. In this study, we focus not only on verbalizations of callouts but also on how callouts are part of semiotic configurations as participants coordinate linguistic and on-screen resources. Game play, as a “new” form of interaction is still greatly underexplored. Through inquiring into members’ methods, in-game, regarding the systematics, structure and social organisation of the multilingual game environment, we can better understand, from a micro-analytical perspective, the affordances for learning that these games can provide.

### Ideological dilemmas in first year student’s positioning: Duties to take responsibility for one’s own studies, but limited rights to actually do so

4. Classroom/Educational Settings

**Johanna Lönngrén**<sup>1</sup>

<sup>1</sup> Umeå universitet

Previous research has shown that many students experience significant challenges as they transition from secondary to higher education and that these challenges often are related to students’ ability to take responsibility for their studies, here called *self-responsibility*. However, there is no consensus in research or practice regarding how students develop self-responsibility and how teachers can support this development. This presentation contributes to addressing this gap by exploring how students’ self-responsibility is discursively constructed and negotiated in student-teacher interaction in a first-year engineering program in Sweden. An extensive ethnographic data material is analyzed through the lens of positioning theory, with a particular focus on how students’ rights and duties related to their self-responsibility are negotiated. The results show that teachers often confront students with an ideological dilemma: students are positioned as *having the duty* to take self-responsibility but also as *not always having the right* to do so. For example, teachers often urge students to take responsibility for planning their studies, but teachers also withhold information that would allow students to make informed decisions about, e.g., whether or not to attend non-mandatory lectures. The results also show that students sometimes resist teachers’ attempts at positioning them as not responsible. These resistances, in turn, provide a starting-point for identifying ways in which teachers could better contribute to positioning students as self-responsible and thus to leverage students’ own efforts of becoming self-responsible.

## Constructing knowledge and expertise in transcultural medical education

### 4. Classroom/Educational Settings

**Karolina Wirdenäs**<sup>1</sup>

Kathrin Kaufhold<sup>2</sup>

<sup>1</sup> Institutionen för svenska och flerspråkighet, Stockholms universitet

<sup>2</sup> Department of English, Stockholm University

A major goal for Swedish healthcare is to provide equal access to healthcare services especially for migrants. One way to improve this access are educational initiatives for both migrants and healthcare providers. The study derives from our collaboration with the Transcultural Centre at Region Stockholm where we investigated such training for healthcare professionals. A central objective of the educators is to empower the healthcare professionals to take generous decisions for all patients within the given legal framework. The educators suggested that establishing credibility is an essential precondition to reach this objective. The focus of our presentation is therefore to examine how the educators position themselves to establish credibility. We analyse the positioning and stance taking (Du Bois 2007) of three educators in excerpts from different training sessions. We combine this with the analysis of interviews conducted before and after the sessions, as well as two data analysis sessions we completed with the educators. All events were audio-recorded and documented through fieldnotes and photos. The results highlight how the educators present different aspects of their expertise to legitimate themselves as speakers. Recent experience of healthcare provision is made explicit and relevant while their knowledge of migration issues is presented indirectly. The positioning is further characterised by referencing external authorities as well as aligning with the participating healthcare professionals. We highlight opportunities and risks in this interaction.

Du Bois, J. W. (2007). The stance triangle. In R. Englebretson (Ed.) *Stancetaking in discourse: Subjectivity, evaluation, interaction* (pp. 139–182). John Benjamins.

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Workshop

Friday November 19, 09.00-10.15

## New methods in video-based qualitative research: remote collaborative analysis of 360° video in virtual reality

### 23. Technology

**Anna Vatanen**<sup>1</sup>

Heidi Spets<sup>1</sup>, Maarit Siromaa<sup>1</sup>, Mirka Rauniomaa<sup>1</sup>, Paul McIlvenny<sup>2</sup>, Tiina Keisanen<sup>1</sup>, Jacob Davidsen<sup>2</sup>

<sup>1</sup> University of Oulu

<sup>2</sup> Aalborg University

The workshop brings together researchers who share an interest in the study of social interaction and activity as well as a wish to explore new ways of collecting, editing, annotating, transcribing, analysing and viewing – or perhaps, rather, experiencing – video data. The BigSoftVideo team at Aalborg University has been developing several software tools to support the staging and inhabiting of video. One of these tools is AVA360VR (Annotate, Visualise, Analyse 360° video in Virtual Reality), which allows researchers to explore complex spatial video and audio recordings in virtual reality. A simplified, multi-user version has been developed called CAVA360VR (Collaborate, Annotate, Visualise, Analyse 360° video in VR), which further makes it possible for researchers to engage in joint analysis remotely. As early beta-testers for AVA360VR, a team of researchers at the University of Oulu has run online, multi-site CAVA360VR sessions together with the BigSoftVideo team.

In the workshop, the teams will share their recent and ongoing experiences in developing and using

these software tools for engaging in immersive qualitative analytics of social interaction. The workshop will consist of activities ranging from demonstration of the tools to discussion around data excerpts and presentation of observations and findings. Data to be presented and discussed in the workshop include various indoor and outdoor activities (e.g. lego assembly, choir rehearsals, nature walks, mundane activities of a remote-working family), all recorded with 360° cameras. Affordances of the new technologies and methods in data collection and remote collaborative analysis will be discussed. Active audience participation is warmly encouraged.