NORDISCO: the 7th Nordic Interdisciplinary Conference on Discourse and Interaction

Contents

WEDNESDAY 15.11.

PLENARY: Sally Wiggins
Linköping University

The management of children's eating during preschool lunches

That we should like what we eat and eat what we like could be something of a modern mantra, a luxury for those of us with sufficient resources to be able to choose our food. When it comes to young children's eating practices, however, it is not quite so simple. Caregivers often focus on trying to overcome children's resistance to unfamiliar foods and to encourage them to 'learn to like' previously rejected foods. What we eat and what we like therefore become closely intertwined through discursive practices, through the ways in which we talk and interact with children during mealtimes. This presentation will demonstrate how this occurs in Swedish preschool lunches, using video-recorded data analysed using Discursive Psychology. Examples include an examination of those moments when children taste unfamiliar foods and when they are offered food by their caregivers during lunch.

14.45-16.15 PARALLEL SESSIONS

Collaboration (A3)

Joint decision making in multilingual mediated communication

Raphael Sannholm (Stockholm University) & Maija Hirvonen (Tampere University)

Increased attention to joint decision-making processes in professional text production practices, specifically different forms of translation, has contributed to our knowledge of the role of interaction and tool use in processes of multilingual mediated communication (Halverson & Muñoz 2020; Hirvonen & Tiittula 2018; Sannholm 2021). The aim of this paper is to further advance research within this realm by examining joint decision making in translation processes both from an empirical and a methodological point of view. For the empirical part, we present analyses of interaction where different actors jointly attend to problems in different translation settings – audio description and technical translation – and show how decisions are made interactively and through the participants' mobilisation of different communicative resources, including technological artifacts (Broth & Keevallik 2020). In order to explore the role of knowledge and responsibility in joint decision making, particular attention is given to manifestations and negotiations of epistemic status and stance (Heritage 2012, 2013) and deontic rights (Stevanovic & Peräkylä 2012) in the empirical data. Given that the empirical data comprise both face-to-face interaction and digital interaction (Instant messaging), methodological reflections are also made, and we discuss the potential of conversation analysis (ten Have 2007) and micro-ethnography (Streeck & Mehus 2004) for investigating joint action in different forms of multilingual mediated communication.

Keywords**:** audio description, technical translation, multimodal interaction, joint decision making

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Emotions and text-based interaction in project work: negotiating joint commitment in transprofessional collaboration

Mikko T. Virtanen (University of Helsinki) & Riikka Nissi (University of Jyväskylä)

In contemporary working life, the shift to service and gig economy and the increasing importance of 'emotional labor' have created new kinds of interactional challenges as the workers have to adapt to varying social situations and roles whose rights, responsibilities and mutual relations are under constant negotiation (see e.g., Prassl 2018; Nissi et al., 2021). The complexity of these new contexts is further reinforced by the fact that workplace interaction is increasingly technology-mediated and 'polymedial' (Androutsopoulos 2021) in nature, which requires knowledge of new types of digital and text-based interaction environments.

In this presentation, we examine the dimensions of emotion labor through a case of project work in the field of applied arts. Specifically, our aim is to show the ways in which emotions contribute to the display and negotiation of commitment to joint work and thus act as the foundation of transprofessional collaboration. Our longitudinal data, consisting of emails and WhatsApp messages, come from a collaborative project between an artist and a third sector organization providing health and social services. By using the methods of digital conversation analysis (e.g. Koivisto et al., in press), we investigate the negotiation of commitment in two activity contexts: request sequences and news delivery sequences related to external funding.

Our results show how emotion becomes embedded in these sequences and intertwines with the dimensions of knowledge and power, and by doing so, discursively enables and restricts the actualization of the project. Our presentation contributes to previous research by illuminating the aspects of relational work and emotional labor in digital workplace communication and gig work contexts.

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Collaborative translation during a work meeting

Mona Blåsjö (Stockholm University)

Translation and interpreting in the workplace are not always performed by translation professionals in planned situations. In this presentation, collaborative ad hoc-translation/interpreting by non-translators in a workplace meeting is analysed. The data stem from a year long ethnographic study of an office within a commercial, multinational company and consist of audio recording of a meeting. The meeting concerns a product and its cost, and involves four professionals, three with Swedish as their strongest language and one who only understands English. The Swedish-speaking participants help out to verbally translate local texts into English. Using the concepts para-professional translation and translatorial action (Koskela, Koskinen & Pilke 2017), the analysis gives an example of ad hoc-translation that take place in work life situations: there are no distinct divisions between different roles, or between source text and target text, and there are no clear borders between translation and interpreting, since both written texts and verbal interaction are present. The study confirms recent problematisations of conceptions of translation and interpreting in real life situations and highlights the role of digital tools in non-professional workplace translation.

Keywords: translation, interpreting, digital tools, workplace communication, collaboration

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Mediators' balancing work in multi-unit turns: returning to earlier talk as a bridge to a topic-shifting question

Katariina Harjunpää (Tampere University)

This study examines video recorded mediation sessions, in which the parties affected by a crime or conflict discuss, with the help of two mediators, what has happened and how to resolve the situation and/or compensate for the harm done (Ervasti & Nylund 2014). The presentation focuses on the mediators' multi-unit turns in which they first make a metacommunicative remark about prior discussion, and in the same turn, deliver a topic-introducing question.

MED: 'as it has been said here you two have a different view…' -> 'do you have shared view about…'

To refer to prior talk, mediators use indirect reported speech (Holt 2016), sometimes characterizable as formulating a topic (Pillet-Shore 2010). The turns summarize and provide a gist or upshot of prior talk. They resemble formulations (Heritage & Watson 1980, Weiste & Peräkylä 2013) with the difference that the turns do not invite interlocutors' (dis)confirmation. Instead, the mediators proceed to deliver a question that often contrasts with the reported prior content. In this way, they manage to redirect the

discussion while displaying that the upcoming action arises from what the parties themselves have previously said.

The study uses conversation analysis to examine the design of the multi-unit turns and what the turns achieve in the mediated interaction (see, e.g., Garcia 2019). It is suggested that the turns manifest the mediators' balancing work (Vehviläinen 2022) between respecting client autonomy and influencing the clients' process.

Healthcare (A4)

Patients' ideas and the integration of knowledge at neurology outpatient clinics

Sakari Ilomäki (Tampere University)

Patients are considered to have knowledge about their symptoms, experiences and wishes, while professionals are considered as experts in the mechanisms of the disease and the details of treatments. The integration of these knowledge pools is a key part of joint decision-making. In this presentation, I examine the role of patients' ideas about the disease and its care: in what kind of sequential environments patients bring forward their ideas, how they do it, and how this shapes the interaction. Data are video recordings from epilepsy and multiple sclerosis receptions in Finland (data collection ongoing, N=30 consultations in March). The method is Conversation Analysis.

Patients bring their ideas forward as responsive actions to professionals' questions, as extensions of question-answer sequences, and as independent actions. When producing ideas about the disease and its treatment, the patients orientate themselves to epistemic asymmetry and the primary right of the professional to know about the disease. The ways in which patients produce their ideas shape what kind of participation becomes relevant for the professional.

Professionals respond to the patient's ideas in three ways: accepting the idea with minimal feedback, accepting the idea with minimal feedback and referring to it in the diagnosis/decision-making phase, and processing the content of the idea in situ. By processing the content professionals can provide information about the idea or inquire for further information. These practices enable the integration of patients' and professionals' knowledge.

Embodied and verbal techniques of empathy in the physical examinations of General Practitioners consultations

Juhana Mustakallio & Johanna Ruusuvuori (Tampere University)

Using conversation analysis and the theory of intercorporeality, we examine how doctors employ different techniques of empathy during medical consultations. These situations may occur when the patient shows signs of some kind of trouble, such as pain during physical examinations, or complaints about their medical problem. Our data consists of video recordings of Finnish and British health care encounters between doctors and patients. We aim to discover what type of embodied and verbal techniques doctors use to soothe the patient and mediate the trouble at hand. Our preliminary findings show that doctors use touch, body-movements, postures, gaze, and empathic tone of voice to alleviate the patients' trouble during these encounters.

How do pharmacists and patients discuss the patient's (non-) adherence to medication?

Suvi Kaikkonen (University of Helsinki)

This study investigates so-called medication reconciliation discussions between clinical pharmacists and patients who come to a nursing unit to receive treatment. Pharmacists' practices of exploring patients' (non-)adherence to medication will be discussed. Non-adherence to prescribed medication is common. According to WHO only half of chronically ill patients take medication as prescribed (Sabaté, 2003). Hospitalization hence constitutes an important opportunity to influence medication use.

The study adopts conversation analysis and draws on 50 audio/video recorded conversations. Data will be collected in five nursing units of a Finnish university hospital during this spring.

Conversation analytic research has widely investigated issues of treatment, medication, and advice in a variety of contexts of doctor/nurse–patient interaction while pharmacists' contributions to these activities have gained little attention. Few previous studies have illustrated that giving advice and implementing interventions are anything but straightforward endeavours although a patient would clearly need advice, from a pharmacist's perspective (e.g., Pilnick, 2001). The study aims at unravelling characteristics of the professional practices that clinical pharmacists deploy in fostering medication adherence and implementing interventions. Attention to social action, action formation and turn design (linguistic, embodied) will be paid. Sequential analysis will be conducted to explore the interactional consequences of the pharmacists' actions, including patient compliance and resistance.

Keywords: medical interaction; conversation analysis; professional practices; advice; intervention

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Personal narratives on talk about weight in medical encounters

Maarit Siromaa & Mirka Rauniomaa

Talking about weight in medical encounters is a complex issue: discussing the patient's body weight may require careful handling, but at the same time, it may have a crucial role in treating the patient. Complicating the situation further, while obesity is a global epidemic, in individuals, it is widely perceived as a highly stigmatized characteristic. In recent years, communities affected by weight-bias and healthcare professionals alike have increasingly begun resisting weight-related prejudice and discrimination. Among other things, people have started sharing personal experiences of discussions with healthcare professionals about weight in medical encounters. Drawing on narrative analysis, we examine such written accounts shared in traditional media and on discussion forums in social media that communicate patients' personal experiences of talking about weight in medical encounters. These include, for instance, experiences in which the healthcare professionals' manner of dealing with the issue of weight has been perceived by the patient as shaming and which, at worst, may have caused serious harm by further aggravating the individual's physical and mental weight problem. We explore how the teller constructs their narrative in systematic ways to highlight key moments of medical encounters as bearing particular relevance for them and to give meaning to different aspects of weight talk, and how patient identity and moral responsibility of potential medical trouble were negotiated during the reported medical encounter.

How to engage: Kindergarteners telling on their peers and requesting adult's assistance

Tiina Eilittä (University of Turku)

This presentation explores how child-initiated telling-on sequences are performed in kindergartens. The focus is on the linguistic and multimodal practices that children employ when engaging in a telling-on sequence with adults and their peers after a peer dispute. More specifically, the focal point is children's (6–7-year-olds) interactive organization of participation frameworks in the telling-on sequences. The paper demonstrates how children utilize varying vocal, embodied, and spatial practices for involving the adult and (in some situations) the misbehaving peer in the participation framework in which the telling-on action occurs. The findings are based on video-recorded naturally occurring interactions in a Finnish and English-speaking kindergarten in Finland. The data are analyzed using the principles of Conversation Analysis.

Doing the task right: Embodied orientation to task instructions in the EFL classroom

Silvia Kunitz & Amanda Hoskins (Linköping University)

Ethnomethodological, conversation analytic (CA) research has highlighted the nature of instructions as inherently underspecified plans (Lindwall et al., 2015); yet students orient to instructions as repositories of what it means to accomplish the target task in the "right" way. This paper illustrates such orientation by exploring how a laminated card with printed task instructions is used as a material, pedagogical artifact. The data consist of 6 video-recorded task-based interactions between pairs of upper-secondary school students in Sweden who engaged in an open-ended problem-based task in the English-as-a-foreign-language classroom. All pairs read the instructions at the beginning of their task-based interaction and interpreted the task as entailing the co-construction of narratives. However, they also oriented to the task instructions *during* their engagement with the task by talking the instructions into relevance while pointing or looking at the instructions card. These instances have been collected and examined with a multimodal CA lens. Our analysis shows that the students oriented to the instructions card to: (a) check their interpretation of the task to determine what to do next; (b) get back on task after extended side sequences; (c) verify their understanding of the scenario described in the instructions; and (d) check their emergent narratives against such scenario. These findings illustrate the students' emic concern for fostering task progressivity and for doing the task correctly as they oriented to the instructions card as a publicly accessible locus of epistemic authority which embodied a tangible focus of joint attention.

External examiners' contributions during Norwegian oral exams

Maria Njølstad Vonen (NIFU (Nordic Institute for studies of Innovation, Research and Education))

Oral exams have existed in the Norwegian school system for almost 150 years and are still important assessments today, as the grade go on students' final diploma. Yet, we know little of how they play out in practice. In one part of the exam, an internal examiner (the students' teacher) and an external examiner pose the student questions. The *internal* examiner leads the questioning, and previous research show that their actions affect students' opportunities to display knowledge (Vonen et. al, 2022; Skovholt et. al, 2021). However, we know little about the *external* examiners' role, which is not specified in guidelines. In this study the external examiners' actions and the function and consequences of their conversational contributions is examined.

Preliminary results from Conversation Analysis on 39 video-recorded oral exams in lower and upper secondary schools show that external examiners participate actively, and their contributions can be categorized as:

1) Confirmations/"go-aheads" in third position - encouraging the students to continue or confirm the internal examiners response to the students' answer.
2) "Invited" contributions after explicit requests from internal examiner - often questions that occur in sequence-closing environments or in finishing up the exam.
3) Unsolicited contributions. Sequence-initiating questions in first position or follow-up questions in third position. Often lead to interactional trouble.

The results are useful for rater training and indicate a need for specifying the external examiners' role in oral examination guidelines.

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Multimodal resources in dealing with asymmetry of access during digital tasks in peer interaction

Minttu Vänttinen (University of Jyväskylä)

While technological devices may be useful tools for accomplishing diverse tasks, mutual orientation to them is occasionally hindered due to their affordances (Hutchby, 2014) and the arrangement of the physical surroundings. This presentation focuses on instances in classroom peer interaction where pupils display visible orientation to an asymmetry of access to mobile devices. Particularly, it illustrates how the physical space as well as embodied and material resources are arranged to enable mutual access and to renegotiate interactional space(s) (e.g.,Mondada, 2013), i.e. spaces of embodied orientation to co-participants and devices. Using multimodal conversation analysis, I have analysed audio-video recordings from L2 lessons in Finnish comprehensive schools where mobile devices are used for learning tasks. The findings illustrate how pupils display preference for self-initiated embodied work to gain access to a device and how adjustments of the body, the device, and the surroundings reflect participants' roles and rights. The study contributes to research on peer interaction in technology-enhanced classrooms and has pedagogical implications for the collaborative use of technology for learning.

Keywords: multimodal conversation analysis, classroom peer interaction, digital tasks, embodiment, preference organisation

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Identifying Norse in Havelok the Dane: The lexical domain of MIND

Marina Asián (University of Zürich)

The field of Scandinavian loanwords has drawn considerable attention over the last two centuries. Works such as Björkman's *Scandinavian Loan-Words in Middle English* (1900-2) or Rynell's *Rivalry of Scandinavian and Native Synonyms* (1948), among others, have ventured to identify Norse-derived terms based on different factors and aspects of the morphology and phonology of the Middle English word, but also, in most cases, presenting serious discrepancies.
Recently, a ground-breaking project led by Richard Dance and Sara Pons-Sanz, the Gersum Project, allows researchers to classify these Norse-derived terms according to their probability of Norse derivation with an unprecedented systematicity, which proves to be an innovative and very helpful tool in this endeavour.
My aim in this presentation is to show my corpus of Norse-derived terms in the 13th-century Middle English work *Havelok the Dane*, written in the dialect of Lancashire (a deeply Scandinavianised area due to the establishment of the Danelaw), having relied previously on Smither's valuable glossary as well as the *Oxford English Dictionary* and the *Middle English Dictionary*.
I will then focus on the borrowings of the lexico-semantic field of MIND (using the *Historical Thesaurus of English*) and will discuss these terms from an in-depth etymological perspective. Lastly, I aim to classify these words according to the Gersum typology. I also intend to show the challenges faced by those of us researching on Norse-derived terms in Middle English and the complexity involved in discerning possible Norse borrowings from native words, due to the close genetic proximity between Old Norse and Old English.

The Norwegian particle å? as repair initiator and newsmark

Jan Svennevig (University of Agder)

This paper is an analysis of the pragmatic functions of the Norwegian particle *å* produced with rising intonation. The analysis shows that the particle occurs after informing turns and has two functions, namely as a repair initiator and as a newsmark. This contrasts with its use with falling intonation (often in collocation with a response word *å ja*), which is a change-of-state token, much like the English equivalent *oh.* As a repair initiator, it is used to signal two different types of problems, problems of understanding and problems of acceptability. When used to indicate a comprehension problem, it gives rise to explanations of semantic and pragmatic matters, such as word explanation and specification of reference. When used to signal an acceptability problem, i.e. a problem with the truth or sincerity of the previous utterance, the subsequent repair consists in the speakers confirming the truth of the utterance or justifying their claim. The second function of the particle is as a newsmark, i.e. an indication that the information presented is new and interesting to the speaker. This usually gives rise to elaboration of the news, and thus contributes to establishing it as a new topic for the conversation. The particle frequently co-occurs with pronominalized repeats ("å gjorde han det?"), and the analysis shows that these collocations have the same fundamental functions as the responses with the particle alone but seem to increase the evaluative aspect of the response.

On question intonation in declarative questions in Danish talk-in-interaction

Maria Jørgensen (Aarhus University)

Question intonation has been investigated in many languages, but so far, studies of a potential Danish question intonation are both scarce and somewhat contradictory. Based on experimental data, Grønnum & Tøndering (2007) suggest four general intonation contours for different question types. On the other

hand, Heinemann (2010), on the basis of interactional data and analyses, suggests that intonation has no influence on questioning practices in Danish.

This paper examines if questions in Danish talk-in-interaction are systematically designed with specific intonational or prosodic patterns, and what these patterns might sound like. The study is motivated by the need to resolve the confusion created by the contradictory results produced by research so far, as well as the need to fill a significant knowledge gap. This will benefit interactional research on both questions and grammar. To limit the scope, only declarative questions, sometimes claimed to be recognizable as questions *because* of their prosody (Quirk et al. 1987), will be examined. Using Conversation Analysis, Interactional Linguistics, and close inspections of prosody with the speech analysis programme Praat, I examine a collection of declarative questions to identify potential prosodic patterns. Apart from intonation, prosodic features such as stress and relative pitch level are also considered. I then compare the questions to prosodic patterns in a collection of declarative informings. My data consists of over 50 hours of recordings of naturally occurring Danish from the publicly available corpus SamtaleBank and Aarhus Unviersity's AULing corpus.

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Social partnerships for workplace inclusion of young individuals with intellectual and physical impairments: an interactional perspective

Birte Asmuß, Christa Thomsen (Aarhus University)

In a world with high demand for sustainable business practices, social partnerships constitute a prominent way to respond to this need. Focusing on a social partnership for workplace inclusion, the paper investigates how workplace inclusion of marginalized groups in the form of young individuals with intellectual and physical impairments can be accomplished.

Much of what we know about social partnerships stems from an organizational and institutional perspective (William & Cunningham, 2021; Yin & Jamali, 2021) leaving aside the individual interactions and relational constellations that are fundamental for successful partnership collaboration (Girschik et al., 2020; Gond & Moser, 2021). From a conversation analytical perspective, we know that relations in general emerge from, are maintained and altered by means of social interaction (Stivers, 2019; Melander, 2017) and in specific that they are of utmost importance when dealing with persons with intellectual and physical impairments (Antaki et al., 2007; Dowling et al., 2019). The current paper seeks to pursue this perspective by focusing on the actual interactional practices that take place in social partnership meetings between the different partnership representatives (business partner, NOG representative, and young individual intellectual and physical impairments).

Based on an ethnographic case study of a social partnership, we investigate the multimodal resources used by social partnership representatives to ensure workplace inclusion. In specific, we investigate how the social partnership representatives interactionally manage inclusion and exclusion of the young individuals in decisions about their future work life. Preliminary results show that inclusion and exclusion are managed through multimodally established dyads and triads in which the NGO representatives play a crucial role for building a close relationship with the young individuals that forms the basis for successful workplace inclusion.

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16.30-17.30 PARALLEL SESSIONS

Videos and VM (A3)

Showing smartphones to secure intersubjectivity in video-mediated L2 interaction

Jenny Gudmundsen (University of Oslo)

This paper zooms in on showing-practices in repair environments in video-mediated L2 interaction. Drawing on multimodal Conversation Analysis (CA), the study analyzes screen-recordings of naturally occurring interactions from a digital language café. Digital language cafés are virtual settings in which second language users (L2) can socialize and practice their new language with first language users (L1). The particular phenomenon of interest in the study is 'smartphone-showings'. More specifically, it is when a participant brings to the camera a smartphone, and uses it to share visual, textual, audible or audiovisual information with their co-participant as a joint focus of attention in a video-mediated setting. This practice can be understood both as mobile-supported sharing activities (Raclaw et al., 2016; Lilja and Piirainen-Marsh, 2019) and as gestural showings (Licoppe, 2017).

The analysis focuses on different smartphone-showings in a prolonged repair sequence in which the participants turn the activity of talking about a podcast show into a stepwise and collaborative learning activity by drawing on the various modalities in the 'polyfocal' setting (Thorne and Hellermann, 2022). The findings demonstrate that the participants' reciprocated smartphone-showing is crucial for the co-constructed work of identifying the referents of the words that are needed to move on with the on-going talk. Furthermore, it discusses how the "ostensive practice" of showings facilitate engagement-in-

interaction and learning in video-mediated interaction. The study provides new and empirical insights on how participants in video-mediated interaction exploit affordances, in particular the smartphone's affordances, to create moments of learning while maintaining and restoring intersubjectivity.

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Analysing the 'natural' 'unedited' aesthetics in corporate videos: An interdisciplinary approach

Elisabeth Dalby Kristiansen & Nina Nørgaard (University of Southern Denmark)

This study explores how corporate videos which juxtapose seemingly 'natural', 'unedited' sequences of interaction with stylized images, text and music position viewers as both an audience witnessing talk 'from a podium' and as overhearers witnessing talk by others engaged in conversation (Goffman 1981). We employ a double analytic perspective, focusing on the one hand on the sequences of social interaction and on the other on the videos as text.

The data comprise four videos featuring online business-to-business customer interviews where the interviewer is located in an office setting and the interviewee is (visibly) located on a construction site. In the videos, interview sequences alternate with sequences of still images, text and music.

The study combines an approach inspired by Ethnomethodological Conversation Analysis (EMCA) with a Multimodal Critical Discourse Analysis (MCDA) approach. Using EMCA, we show how the interview participants make themselves recognizable as expert practitioners in their field and how the interviews comprise an everyday, practice-based recommendation of the company and their products. Using MCDA, we show how the interview sequences are embedded in the corporate videos along with other material, and how the videos themselves can be analysed as multimodal texts with a strategic communicative purpose.

The combination of the two methods makes it possible to analyse the complexity of the videos in ways that are not possible for either of the methods on their own.

Keywords: Multimodal Critical Discourse Analysis; Ethnomethodological Conversation Analysis; Corporate videos

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Balancing between creativity and normativity – multimodal discourses of newsworthiness in experts' short-videos

Liisa Kääntä (University of Vaasa)

This study explores news-like content produced and shared in TikTok. By news-like content we refer to the short-videos that are made by media institutions and include customized stories of contemporary events and issues (e.g. Klug & Autenrieth 2022). The aim is to investigate how journalists as experts discursively construct news stories in short-video format. We are interested in how the experts utilize the platform's affordances creatively and how they, on the other hand, rely on the familiar practices of news production (cf., e.g. Kümpel 2020).

The data consists of 30 short-videos from five accounts of regional and national media institutions in Finland: @yleuutiset, @karjalainenfi, @helsinginsanomat, @iltalehti and @mtvuutiset. From each of these, we randomly selected six short-videos published in Winter 2022-2023. We approach the data from the perspective of multimodal meaning-making in social media: multimodal discourse analysis (e.g. Hautea et al. 2021; Mordecai 2023) is used to observe what kinds of textual, intertextual, platform-specific and audio-visual modes are harnessed to emphasize discourse of newsworthiness in the data.

This is work-in-progress but we can already make some preliminary observations. The experts seem to point out through various multimodal means a pattern focusing newsworthiness of the specific event or issue from a carefully selected perspective, and this selection is grounded on the normative practices of news production. However, they also seem to creatively apply the platform's characteristics, e.g. visual attractions, in displaying the selected newsworthiness. News-like content production in TikTok, respectively, is more about 'showing the newsworthiness' than traditional 'delivering the news'.

Keywords: expert communication, media institutions, multimodal discourse analysis, newsworthiness, short-videos

Technology (A4)

Misalignment in a course of action: How does latency affect sequence organisation in immersive virtual reality?

Pentti Haddington & Laura Kohonen-Aho (University of Oulu)

Conversation analysis has shown that sequence organisation – i.e., how a turn-at-talk displays an interpretation of the prior turn and the action it performs – is foundational to the progressivity of interaction and the sustaining of intersubjectivity between co-participants (Heritage 1984: 259; Schegloff 2007). By drawing on video data collected in immersive virtual reality (VR), this talk explores what happens when this organisation is disrupted. VR is a computer-generated and visually rich environment where co-participants can interact in "real-time" through head-mounted displays as embodied avatars. Previous work has shown that interaction in VR is distributed in many ways (Haddington et al. in press; Kohonen-Aho & Haddington in press). Moreover, in VR, due to network latency, an interactant's talk arrives to the recipient only after a slight delay (Seuren et al. 2021). We show how latency affects the trajectories and organisation of courses of actions. We focus on adjacency pairs and take first pair parts (FPP; e.g., questions, requests, directives) as our starting point. We first study how the sequence progresses from the FPP speaker's perspective and then how the same sequence progresses from the prospective second pair part speaker's perspective. First, we identify and describe practices by which participants manage and accommodate to temporal and sequential misalignment. Second, we analyse cases where misalignment leads to disorganised interaction and explore why this happens. The analysis shows that sometimes the 'human interaction engine' (Levinson 2006) is flexible to accommodate temporal and sequential misalignment. However, sometimes the organisation of interaction collapses.

Keywords: conversation analysis, sequence organisation, intersubjectivity, immersive virtual reality

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Artificial intelligence and threats: the case of Beware of the dog! signs

Petteri Laihonen & Rami Luisto (University of Jyväskylä)

Warning is benevolent, whereas *threatening* is intimidating and coercive activity. *Threats* are communicative acts endangering the social relationship between the people delivering them and their recipients. Previously, we have investigated Beware of the dog! signs from the perspective of their typical duality between warning friends about dogs and threatening trespassers with biting dogs. Different semiotic means have been employed, both to mitigate beware of the dog signs, such as humorous texts, and to emphasize the threatening interpretation, such as displays of teeth.

In this interdisciplinary venture, we ask if Artificial Intelligence can deliver such fine-grained semiotic constructions and mitigate coercive activities. As an experiment, our aim has been to probe the behaviour of a class of AIs known as diffusion models. During their training these AIs produce an internal abstract model of images together with mappings between this internal abstract model, and both textual descriptions and visual representations of such abstract concepts of images. This abstract model can then be applied for image generation.

Currently the structure of the internal model is a black box, but we can study its behaviour by analyzing images it produces. For this paper we compare the social semiotics of c. 100 AI generated signs human produced signs. Furthermore, we focus on Beware of the dog signs by producing a few variants of textual descriptions of such signs in different contexts. With our textual probing our aim is to get an idea of the AI's "understanding" of warnings and threats.

Keywords: social semiotics, Artificial Intelligence, beware of the dog! signs, threats.

Accommodating interactional practices to technological affordances: learning to use a telepresence robot's zoom function

Teppo Jakonen (University of Turku) & Olcay Sert (Mälardalen University)

Videoconferencing has become more common in a range of everyday and institutional contexts. At the same time, videoconferencing brings along certain interactional asymmetries and makes relevant new kinds of technology-mediated interactional competences and sometimes also the adjustment of interactional routines. In this presentation, we explore such practices of adjusting to technological affordances and constraints by analysing how participants jointly negotiate a way to use a particular technological resource in a locally meaningful way during a first encounter with telepresence robot technology.

Collected at a Finnish university as part of a broader dataset (c. 15 hours), the presentation examines videorecorded data from one lesson in a Swedish as an academic language classroom in which one student participates remotely using a Double 3 telepresence robot. The robot is a mobility-supplemented and remote-controlled videoconferencing tool which also allows the remote participant to zoom in on any objects or participants that the robot camera shows. We investigate a collection of instances in which the remote student uses the zoom-in feature during a small group conversation task, focusing the analysis on how use of the feature becomes interactionally relevant in moments of trouble, oriented to, and accounted for. Adopting a conversation analytic perspective to analyse micro-longitudinal changes, we show how the use of the feature is routinised during the task, shifting from a resource for repair to a more broadly applicable members' method for co-ordinating joint attention on the physical environment. The findings shed light on practices of appropriating assistive technologies for mediated human interaction.

Discourse (A2a)

'Selbstständig? Abhängig!' - The discourses of platform work in Finnish and German e-newspapers in 2017-2021

Marja Rautajoki (University of Turku)

In my doctoral thesis, I study discussion on platform work, its status and the meanings it receives from the perspective of different actors in the EU's economic and cultural area.

Currently I am working on my first article, in which I am interested in studying the public discussion on platform work in German and Finnish business newspapers. My key research questions are:

1. How platform work is discussed in economic-related newspapers in Germany and Finland in 2017-2021?

2. In which contexts does platform work occur in these newspapers in 2017-2021?

As data, I am using e-articles from newspapers Handelsblatt and Kauppalehti in 2017-2021, in total of 223 articles. The data has been converted to corpus data, which I am currently analyzing. Methodologically, my approach is corpus-assisted discourse research, but focusing on qualitative research. The data will be reviewed qualitatively by means of content analysis. To define the contexts and furthermore discourses of platform work, I am doing searches within the corpus with certain terms that all are different definitions of platform work. The contexts of the findings are categorized.

The preliminary findings reveal that the discussion on platform work in this data has revolved mostly around these topics: a.) status of the platform workers, b.) platform work's effect on labour market, c.) regulation of platform work in the EU and d.) unionism among platform workers. As analysis proceeds, the linguistic choices and discourses in each language will be compared as well.

Keywords: platform work, platform economy, discourse research, public discussion, corpus data

Knowledge into action: scientific discourse in climate activism

Irina Herneaho & Emmi Lahti (University of Helsinki)

Despite the scientific consensus on anthropogenic climate change, governments have failed to implement legislation and policies mitigating its effects, thereby underlining the need for active civic

participation. In this presentation, we analyze how the climate movement utilizes various activist genres to promote social change (see Devitt 2021). Specifically, the focus is on the role of scientific discourse in climate activism.

Previous research indicates that representations of science serve multiple, and often contradictory, functions in the climate debate (see Smart 2012; Smart & Falconer 2021). Drawing on discourse analysis and genre studies, we examine how and for what purposes scientific knowledge is recontextualized across different climate campaigns and genres. The data include petitions, protest signs and social media posts produced by activist groups (e.g., Extinction Rebellion Finland) and NGOs (e.g., Greenpeace) operating in Finland. Examples of recontextualized scientific knowledge in the data include diagrams and statistics depicting the effects of climate change, the use of specialized terminology, and references to specific scientific studies and individual researchers, as well as the wider scientific consensus on human-caused climate change.

Preliminary results suggest that scientific discourse serves various rhetorical and strategic purposes in climate activism, including creating authority for the climate movement, challenging the credibility of opposing arguments, and mobilizing public opinion and action. This, in turn, demonstrates the complex interplay between scientific knowledge, activist goals, and the wider socio-political context within which climate activism takes place.

Keywords: discourse analysis, genre studies, climate debate, scientific discourse, activism

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Biopower practiced by parents. Online discourse on ordinary educational violence in France and in Sweden

Lois Atanes Barciela, Jessica de Jesus, Carita Klippi, Johanna Koivisto, Iida Tanni (Tampere University)

Denomination is a way to categorise, reify and render visible different social phenomena. Ordinary educational violence (*violence éducative ordinaire*) is a label the French legislator has chosen to translate the grass-root domestic violence, abuse, and neglect that children are commonly victim of. Even if such a violence, or "biopower" to use Foucault's (1976) term, has been proved to be harmful for the psychological integrity and development of a child, it has been tacitly accepted in the French society on the grounds that punishment is for the good of the child. France has reviewed its legislation on children's rights only at a late date with respect to other European countries. The law against ordinary educational violence came into force the 10 July 2019, while Sweden was the first country in the world to abolish the corporal punishment of children already forty years earlier the 1st of January 1979.

The aim of this paper is to compare the online discourse on ordinary educational violence in the French and Swedish society by using antagonistic discourse analysis (Laclau and Mouffe 2001 [1985]) as a research method. The French corpus has been gathered from comment spaces of the online versions of four newspapers (*Le Monde*, *Le Figaro*, *Le Point* et *20 minutes*) on the 30 November 2018 and the 2

July 2019. The Swedish material has been collected from the discussion forum Familjeliv.se on the 7 September 2019 with the search term "barnaga", which corresponds the most closely to the French term.

Key words: antagonistic discourse analysis, biopower, denomination, ordinary educational violence

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Professional (A2b)

Playful framings of robot animals in dementia care: embodied practices for establishing a working consensus

Clara Iversen, David Redmalm, Marcus Persson (Uppsala University)

Research on social robots in dementia care has mainly focused on the effects of robots, for example in relation to patients' wellbeing or the work environment of caregivers. The current study offers a new angle by examining in detail how residents and caregivers in dementia care establish a working consensus in interactions involving robot animals. Drawing on multimodal conversation analysis of videorecordings in two care homes for older persons in Sweden, we show the embodied work by which participants become involved in activities with robot animals. The findings demonstrate how caregivers use embodied practices to enable residents to define the robots' ontological status as well as how caregivers encourage play and navigate sensitive situations, where a working consensus about the ongoing activity is under threat. Playful framings of the robots display their social functions and downplay asymmetries between caregiver-resident as well as among residents. However, situations where residents resist a playful frame actualize a dilemma of social inclusion, on the one hand, and right *not* to participate in play, on the other. The paper contributes to studies on social robots in dementia care; in particular, it sheds light on how the ideal of transparency in social robotics relates to epistemic norms in interaction.

How do clowns listen?

Jenny Paananen, Henna Leino, Birgitta Sandberg, Leila Hurmerinta (University of Turku)

Clowns are often connected to entertainment and circus, but hospital clowns do more than that. Hospital clowns seek to improve the experience of hospital stay and support the wellbeing of patients and their families by creating moments of good mood and connection. For example, interacting with a clown while waiting to go under anesthesia has been shown to reduce anxiety (Dionigi et al. 2014), and visits from a clown in a psychiatric ward have been reported to reduce patients' aggression and self-injury (Higueras et al. 2006). What is more, hospital clowns have a confidentiality obligation (see e.g. Finnish hospital Clowns 2023), which means that patients and their family members can trust the clowns with their personal matters. Across the world, hospital clowns are increasingly ranging their activities to nursing homes in which their interaction with the residents has been seen to increase the quality of life (Rämgård et al 2016). The purpose of the study is to analyze how listening is used as a resource of clownery in nursing home environment. Our data is collected from three Finnish nursing homes and consists of video recorded interactions between the hospital clowns and nursing home residents, and ethnographic observations.

Our preliminary observation is that the hospital clowns encourage nursing home residents to share their thoughts and memories by producing intensified and theatrical responses to their turns of talk. As many residents have difficulties in expressing themselves, the clowns carefully perceive both verbal and behavioral clues, and also confirm their interpretations by asking directly. However, sometimes the residents confide serious or even traumatic experiences to the clowns, which challenges the clowns' methods of active listening.

Keywords: hospital clowns, nursing home, dementia, listening, participation

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Social workers' experiences of remote interpreting

Anu Viljanmaa (Tampere University)

Social workers use the services of an interpreter if they do not share a common language with their client. Interpreting during client appointments can be carried out with having the interpreter physically present in the same room, or as remote interpreting, where the interpreter joins the conversation via telephone or a video setting. The use of remote interpreting has increased in public service settings in Finland after Covid-19.

Having the interpreter physically present in the situation affects the interaction between social worker and their client because there is a third person involved. It is assumed that the influence of the interpreter on the direct interaction between social worker and their client is different, when the interpreter is not physically present in the room but instead there only as a "voice" that is accessed through the telephone.

This qualitative study looks at the use of telephone interpreting and how it affects the interaction between social workers and their client as perceived by the social workers. Data consist of 13 thematic interviews with social workers in Finland carried out in the beginning of 2023. Interviews focused on the social workers' experiences on interpreter-mediated social work in different settings. Data is analyzed qualitatively using content-based analysis with a special focus on the social workers' good and bad experiences of using remote interpreting.

THURSDAY 16.11.

Quoting practices in Easy Finnish television news reporting of the COVID-19 pandemic

Auli Kulkki-Nieminen (Tampere University) & Mikko T. Virtanen (University of Helsinki)

The global health crisis caused by Covid-19 increased considerably the need for accessible communication, also for materials in easy-to-read mode. Easy Language is a form of tailored language, in which vocabulary, syntax and contents are modified to be more readable and understandable than in standard language. It is intended for people who have different language barriers. (Leskelä 2021.) Overall, the pandemic highlighted the importance of Easy Language communication in supporting the social inclusion of its target groups during a time of global crisis that was further severed by the so-called infodemic.

Our presentation deals with the television news coverage of the Coronavirus epidemic in Easy Finnish. We focus on news reporting that deals with the restrictions issued by the Finnish authorities during the first wave of the epidemic. We examine the practices through which the authorities, politicians, experts (e.g. economists and doctors) and lay people are given voice to (de)legitimate and discuss the restrictions. In particular, we consider the division of labour between direct and indirect quoting and the ways in (and extent to) which the quotes are recontextualized in the news item (e.g., Ekström 2001). Of particular interest is the use of direct quotes as they may not be accessible to the target groups of the Easy Finnish.

The material analysed is taken from the Easy Finnish news programme *YLE Uutiset selkosuomeksi*, which is broadcast by the national broadcasting company of Finland five times a week. The data consist of 72 news items broadcast during January–July, 2020. Our approach is informed by media linguistics (Perrin 2017).

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The affective turn-initial use of Finnish repair lexemes on Twitter

Helena Nurmikari (University of Helsinki)

On Twitter, conversation is asynchronic and restricted to messages up to 280 characters. Hence, the ways of communicating and showing stance are partly different to that of spoken interaction. Applying methodology and theoretical concepts of Conversation Analysis, this study examines interaction on Twitter. The focus will be on the tweet-initial use of the Finnish repair lexemes *mitä* and *tä*(*h*) ('what'), *häh* ('huh'), and *anteeks*(*i*) *mitä* ('sorry what'). The data consist of 652 tweets. In spoken interaction, these lexemes are used as open class repair initiators, often forming a turn of their own (Drew 1997; Haakana 2011). On Twitter, the lexemes have conventionalized as turn-initial responses, followed by more text in the same Tweet. It will be shown that the tweet-initial use of these resources makes use of the implication of open class repair to point out something in a previous turn and invite the reader(s) to affiliate with the writer's stance to that. Their use resembles that of displays of surprise in spoken

interaction (cf. Wilkinson & Kitzinger 2006). Keywords: conversation analysis, social media, Twitter, repair, affect

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Complexities of image-text relationships in social media data

Merja Koskela, Hanna Limatius (University of Vaasa)

The relationship between image and text is a common research interest in the context of multimodal discourse (e.g. Bateman 2008; Schriver 1997). The topic has been approached in at least two both contradictory and complementary senses: practical cognitive knowledge transfer point of view and socio-constructivist interpretationist point of view.

Especially in professional discourse, the focus is on knowledge transformation. Such contexts include, for example, science communication and business communication (e.g. Eppler & Pfister 2014; Kernbach, Eppler & Bresciani 2014). In social media, where interpersonal relationships, image management and argumentation are highlighted, visuality has a more central role (Thurlow, Dürscheid & Diemoz 2020). Text and image typically have a rhetorical relationship, leaving room for interpretation. In addition, the growing popularity of the short video format in today's social media highlights the importance of studying the multimodal relationships between written text, audio and video.

In this paper, we will discuss the applicability of a traditional image-text taxonomy established by Marsh and White (2003) in the context of social media. The taxonomy identifies three types of functions for images in relation to text; one where the image has little to do with the text, one with a close relationship and one where the image transcends the text. Examples of the main categories are a decorating function, controlling function, organizing function and developing function.

We ask:

How is the taxonomy of image-text relationships applicable to the study of (audio)visual social media data?

What are the main challenges for the taxonomy in a visually rich environment?

Based on examples of (audio)visual content produced by beauty and lifestyle-focused social media influencers, we will demonstrate potential applications and challenges of applying the taxonomy. This type of data is well-suited for illustrating the complexity of the image-text relationship on social media, as it features a rich variety of creative practices that combine the visual and the verbal.

Keywords**:** image-text relationship, social media data, visual, verbal, multimodal discourse

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Professional (A4)

Membership categorisation and discriminatory action: The relevance of gender in institutional interaction

Federica Previtali (Tampere University), Marie Flinkfeldt (Uppsala University)

Many of us have probably at some point felt suspicious that the way someone talks to us might have to do with who – in categorial terms – they understand us to be. Meanwhile, the ambiguity of category practices in conversation means that discriminatory action may go unchallenged. Accordingly, the problem of how to establish that some membership category is 'relevant' in a particular interaction, even if not formulated in explicit terms, has long populated the field of discursive and interactional studies (e.g. Whitehead, 2020).

This presentation aims to advance our understanding of the mechanisms through which social order is (re)produced in interaction, showcasing methods for dissecting discriminatory conduct on the basis of gender. We use conversation analysis and membership categorisation analysis to examine data from parents' interactions with officers at the Swedish Social Insurance Agency and job interviews at an Italian recruitment centre, investigating categories both as explicitly invoked and bound to activities and predicates and as a potential basis for differential treatment. The presentation explores the relationship between categorisation, recipient design, and discriminatory action, shedding light on how discrimination can be engrained in conversational patterns, especially in our modern world where people refrain from explicitly appearing biased.

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Constructing interprofessional collaboration through intercultural narratives

Karoliina Karppinen (Tampere University), Leena Mikkola (Tampere University), Malgorzata Lahti (University of Jyväskylä)

Healthcare organizations increasingly depend on teamwork that assembles different professions to ensure comprehensive, high-quality and patient-centered care. While communication has been recognized as fundamental to interprofessional collaboration, explorations of interprofessionality as constructed in interaction remain scant. The objective of this study is to understand how members of an interprofessional team based in a Finnish outpatient orthopedic clinic construct interprofessionality in their meetings.

Since interprofessionality is founded on the idea of bringing together people with diverse professional identities, valuable insights can be gained by approaching the "interprofessional" as "intercultural". As a theoretical lens, we use the framework of small culture formation on the go (Holliday, 2016) that examines how people jointly construct rules, meanings and relationships for positioning themselves in relation to one another. From this viewpoint, identities are social constructs whose fluid meanings are negotiated in interaction. The theory works with the analytical concepts of block and thread narratives that represent two modes of constructing culture. Blocks may be seen as emphasizing cultural boundaries between different professions, threads as creating common ground.

Our dataset comprises audio-recordings of 5 meetings (5h 18min) among nurses, physiotherapists, and ward secretaries. In the analysis, narratives conveying interprofessional collaboration are first grouped thematically. Next, we examine the deployment and meanings of block and thread narratives within found themes. The preliminary findings show three main themes: success of treatment, work fluency and system narratives. In the presentation, the analysis and the results will be presented in detail.

Keywords: healthcare team interaction, interprofessional collaboration, small culture, narrative analysis

Multilingual practices in construction work interaction

Hanna-Ilona Härmävaara & Niina Lilja (Tampere University)

Construction sites are an example of blue-collar workplaces that are increasingly multilingual due to labor migration. In addition to permanent workers with L2 Finnish background, Finnish construction sites attract short-term visiting workers, especially from Estonia, Latvia, Lithuania, and Poland. While the visiting workers typically work among same language background groups, the work needs to be coordinated between different groups and with local supervisors, who often have Finnish as L1.

Drawing on ethnographic data that consist of 100 field note entries and 20 hours of video data, this contribution discusses multilingualism in construction work interaction from two perspectives. First, we analyze discourses on multilingualism, as observed during the field work. Second, we use multimodal conversation analysis to zoom into multilingual moments in which the supervisors give instructions to workers with varied language backgrounds, or in which different groups of workers interact with each other.

The analysis demonstrates that while multilingualism is often perceived as problematic, in terms of work progression and even work safety, the supervisors and workers have developed creative ways of overcoming such problems. Furthermore, multilingual individuals are often used as language brokers (see Kraft 2020), and the language work they do is crucial for organizing the work. In addition, the materially complex physical environment, work-specific tools and other objects, as well as the participants' professional know-how, support maintaining intersubjectivity.

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Developing multimodal methods for recruiting assistance in construction work

Niina Lilja (Tampere University), Johannes Wagner (University of Southern Denmark)

Construction workplaces are perspicuous settings (Garfinkel, 2002) to study multilingual interaction and the emergence of working languages as part of the daily work practice. Drawing on a data set of multilingual construction site interactions in Finland, this paper focuses on analyzing the development of a routine task in which the same two focal participants cooperate in cutting a plywood sheet with a circular saw.

We use the notion of recruitment (Kendrick & Drew, 2016) to refer to the methods by which the participants achieve collaboration. We propose that adding a longitudinal perspective to the analysis of recruitments helps us understand more comprehensively how the participants come to understand each other's actions and how their actions become routinized (see also Schmidt and Deppermann, 2023). In this we draw on the perspectives presented in studies using the methods of longitudinal CA. The aim of longitudinal conversation analytic work is to understand how "the execution of actions and their meanings change over time; how prior actions inform actions further in the future than CA's usual more immediate, local, timescale; and how resources, practices, and structures of joint action emerge and change over people's repeated interactional encounters" (Deppermann & Pekarek Doehler 2021, 127-128). In particular, we continue the research that has been done in tracking the interactional histories of participants and changes in the communities of practice. We argue that such a perspective is beneficial especially when analyzing interaction at workplaces where the same participants engage with each other reiteratively, possibly engaged in same routine tasks.

Legal (A2a)

Threat in interactionally troublesome exchanges: The challenges and dilemmas of reporting a threatening experience

Henri Nevalainen (Tampere University)

Interactionally troublesome exchanges (ITEs) refer to situations where an interaction has unsatisfactory or distressing consequences and outcomes, which may remain disturbing to the person even after the event. One possible example of ITEs, are situations where a person has felt threatened in an interaction. Due to that threat perception not being explicitly linked to a concrete harm, describing it in a tellable way can be very challenging.

Social psychological research suggests that in threatening situations, people tend to identify more strongly with relevant social groups. Thus, social identities may become relevant also when reporting about threatening experiences. However, such implicit descriptions based on social identity processes might turn against the narrator by drawing attention to the narrator's own moral and psychological tendencies. Conversely, it could simultaneously be morally easier to tell a story through social identities, because too much emphasis on personal identity could discredit these relevant social groups, which would also be problematic.

Drawing on a Finnish interview data focusing on discrimination faced by a particular educational community (n=11) and by utilizing conversation and discourse analytic methodological tools, this presentation explores accounts of ITEs where interviewees have experienced a threat of being belittled. Specifically, we describe how the ingroup identification that occurred in the story world is harnessed as a storytelling device in the storytelling situation. By exploring how social identities are used to tell stories about ITEs, this presentation highlights the complex ways in which social identities can shape and influence narrative accounts.

Keywords: Interactionally troublesome exchanges, storytelling, threat, conversation analysis

"I don't recall." Challenge and Renegotiation of Claims of not Recalling in Swedish High-Stake Police Interviews

Lina Nyroos (Södertörn University)

The police interview (PI) constitutes a site where the investigation of previous events is a central activity. Epistemic access to those events is often unevenly distributed among the participants (Stivers, Mondada & Steensig, 2011) as victim, suspect and witness are likely to have first-hand access, whereas

the police and other institutional representatives often have to rely on concrete evidence for reconstruction of the past.

Magnusson et al. (2023) suggest that claiming lack of memories or other obstacles for recalling may be a strategy in the interview situation. However, little empirical attention has been paid to the fine-grained details of how this is played out sequentially in high-stake PIs (Stokoe, Edwards & Edwards, 2016). To address this gap, this paper employs Conversation Analysis (Sidnell & Stivers, 2013) to examine interactional environments in Swedish high-stake police interviews where the interviewee claims to be unable to recall certain events, and the police challenge this stance. Results indicate a discrepancy in orientation between the police and the interviewee. The police treat memories as *knowables* (Pomerantz, 1980) possible to retrieve, while the interviewee employ the police's challenge as a resource for renegotiating focus from the potential *knowable* to the impossible action of recalling.

The scarcity of studies focusing on recorded Swedish high-stake police interviews is problematic, given that research highlights how cultural and social factors shape conditions and outcomes in PIs (Haworth, 2006). This study aims to contribute to the field of *Forensic Linguistics* by advancing our understanding of interactional practices in Swedish police interviews.

Keywords: Police Interview, Epistemics, Recall, Memory, Swedish

Spoken interaction in writing: Reporting police investigators' actions in investigative interview reports

Aafke Diepeveen (University of South-Eastern Norway)

This study explores the representation of spoken interaction in written records of police investigative interviews. Using Conversation Analysis and ethnomethodology, I study a data set of audio recordings and police reports of 25 interviews with suspects in Norway. Police investigators are instructed to include in a report 'all the relevant information' for its intended audience, that is, other legal actors including the prosecution and judges. The written representation of the original conversation is usually much shorter; it is a summary rather than a transcript, leaving out a lot of the conversational detail as well as underreporting the investigator's role in steering and co-constructing the conversation. I find that investigators' actions are, overall, highly underreported and rarely made explicit, and that the investigator's voice is mostly absent in these texts. Where their actions are reported, this is usually limited to questions and 'informings', realized in different formats with varying levels of detail; while other actions including e.g. responses, evaluations and reformulations, are not reported at all, not made explicit, or not ascribed to the investigator. Using examples from the data set, the analysis shows what is preserved and what gets lost when longer stretches of talk in which the investigator is actively involved are reduced to a summarized version in the written report. It is this modified, written version of the suspect's statement that forms the basis for taking out indictment and usually serves as a central piece of evidence in court. I argue that a routine and widespread underreporting of interrogators' actions has implications for the reports' evidential value and their reliability as representations of the original talk.

Keywords: police investigative interview, institutional interaction, police record, entextualization

"Ole hyvä ja X": a multimodal practice for managing resistance in police encounters

Samu Pehkonen (Tampere University), Antti Kannisto (University of Oulu)

We have identified a practice used by the Finnish police officers to modify morphological imperatives (bald imperatives, IMP) designed for the recipients: officers occasionally include a politeness

expression *ole hyvä* ('please', OH) either before or after the imperatively formatted directive. The Finnish please is in itself a construction consisting of the verb *olla* ('to be') in imperative form and an adjective *hyvä* ('good'), thus please literally meaning "be good".

Three syntactically available formulations are:

1) IMP+OH, e.g., *istu ole hyvä* (sit down please)
2) OH+IMP, e.g., *ole hyvä istu* (please sit down)
3) OH+ja('and')+IMP, e.g., *ole hyvä ja istu* (please [and] sit down).

In the presentation, we employ conversation analysis to locate the use of this construction along a continuum where, on the one end, designing the directive turn with OH indicates a smooth transition from one activity to another, and where, on the other end, it designates problems in the flow of action and eventually manages recipients' resistance to the directive action. We conclude that all the three formulations are located throughout the continuum, that is, the syntactical formulation does not tell us about the actions initiated or accomplished with the construction. Rather, a more meaningful starting point is to analyze the construction in relation to embodied action, thus suggesting that the use of OH a multimodal practice. The data is video from Finnish police encounters.

Identity (A2b)

Making room for talk: suspending drinking and initiating a verbal turn during shared breaks from work

Mari Holmström (University of Oulu)

Drinking coffee is a recurrent activity in break rooms, and people often seek both coffee and company during breaks, which suggests that the break room context is a fruitful setting for examining social interaction and the use of material objects. Through multimodal conversation analysis of video-recorded data, this study focuses in particular on the coordination of drinking actions with verbal contributions to ongoing talk. More specifically, the study analyses instances in which a participant suspends a drinking trajectory by withdrawing a cup from their lips and provides a self-selected verbal turn, which could suggest that withdrawing the cup is a type of multimodal prebeginning, indicating a potentially upcoming turn (see Keisanen & Rauniomaa, 2012). Further, the suspension of the drinking and the production of a verbal request for confirmation or information reflexively constitute a specific prior turn or a prior exchange of multiple turns as something to be elaborated on. The analysis suggests that, in those moments, participants signal preference for talking over drinking, or, in broader terms, preference for progressivity (see Stivers & Robinson, 2006) as well as display their continuous orientation to social interaction.

Keywords: break-taking, prebeginning, suspension, preference

Keisanen, T. & Rauniomaa, M. (2012). The organisation of participation and contingency in prebeginnings of requet sequences. *Research on Language & Social Interaction, 45*:4, 323-351. http://dx.doi.org/10.1080/08351813.2012.724985

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Tactile practices as a tool for instruction in theatre rehearsals

Pilvi Heinonen (University of Turku), Marjo Savijärvi (University of Helsinki)

In the field of conversation analysis, embodiment and intercorporeality have been a focus of interest in different types of instructional settings, including the perspectives of embodied demonstrations and guiding (e.g. Burdelski, Routarinne & Tainio 2020; Keevallik 2014; Råman 2019). In theatre rehearsals, the instructional interaction is inherently embodied (Harjunpää, Deppermann & Sorjonen 2021). Furthermore, intercorporeal practices play a crucial role in instructional activities. In our presentation, we will explore how instructions on theatre techniques are organized through tactile practices (human-to-human touch, self-touch).

The data consist of videotaped rehearsals (150 hours) of a theatre project (URB Summer Job), organized by the Urban Art festival of the Kiasma Theatre in co-operation with the city of Helsinki. The participants were young adults who together with the professional leaders produced a performance for the URB festival. Since no previous acting experience was required for the participants, during the project they were instructed theatre techniques that are profoundly embodied.

Using the method of multimodal conversation analysis (Mondada 2014), we will examine how the instructor uses tactile practices as a tool of instruction in practicing vocal techniques for theatrical performance. The instructor models the optimal technique by referring to her own body with linguistic as well as embodied means (i.e. self-touch) and also by guiding participants' bodily actions through tactile means. We suggest that in theatre rehearsals, participants are guided to address the body as a "professional instrument" that serves the instructional goals: practicing theatrical skills through embodied means.

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Practices of initiation in sports cheering

Adrian Kerrison (Linköping University)

Instances of incipient talk have traditionally been defined as interactions where participants treat long silences as non-final and unproblematic "adjournments" (Schegloff & Sacks, 1973) of response relevance. This was originally understood in relation to speech but multimodal interaction research has been expanding this view. The consideration has since turned to how mutual orientation to side-activities such as driving or watching television may excuse or even require these lapses in speech (Hoey, 2015; Keevallik, 2018).

This presentation continues the exploration of incipient talk in multi-activity settings by investigating how sports audiences restart collective cheering after lapses. Cheering is a particular form of collective talk involving structures like chanting and call-and-response routines that audiences use to layer multiple individual performances into one shared performance that is loud enough to be heard

throughout an arena (Kerrison, 2018). This increased interactive reach is then used to do work in support of the team such as providing encouragement or distracting opponents. Cheering is not typically continuous and there may be lapses of several minutes where supporters focus on watching the game or shouting individual comments.

Video recordings are presented of student ice hockey fans during games at a university in the northeastern United States. The analysis focuses on moments where the participants transition from watching to cheering and examines what multimodal resources are used to accomplish these collective shifts in activity. This provides a deeper understanding of cheering as a collaborative undertaking and addresses lapses as a phenomenon in collective performances as well as individual turn-taking.

Keywords: Crowds, Incipient Talk, Multi-Activity, Choral Co-Production

Are you serious? Depictions at opera rehearsals

Agnes Löfgren, Emily Hofstetter, Leelo Keevallik (Linköping University)

During scenic opera rehearsals, the participants work together to create portrayals of characters to music. They use depictions--momentary scenes staged for the other participants--to propose and negotiate character behaviors that suit the developing aesthetics of the performance. This paper focuses on 'non-serious' proposal depictions: depictions that are designed to be recognized as *not* suitable for the performance. Whereas previous literature on non-serious depictions of art in pedagogical settings has shown how they are used as contrast pairs to a wished performance (Keevallik, 2010), non-serious depictions are here examined in a setting where the 'wished performance' is not yet decided. Building on findings of how depictions accomplish joint fictionalizations, absurdity, and teasing (Cantarutti, 2022), the paper looks at instances where the boundaries between serious and non-serious depictions become fluid. The material consists of 20 hours of video-recorded opera rehearsals in Swedish and English and the multimodal interaction analysis shows how aspects of depictions that are designed as non-serious become treated as serious, and vice versa, as they are explored jointly over time. The non-seriousness of proposals is thus negotiated in interaction through recipient responses. The ambiguity between serious and non-serious proposals is exploited as a resource when navigating the unknown territories of an aesthetic under development.

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PLENARY: Sari Pietikäinen
University of Jyväskylä

Decoding Discourse: An assemblage effect

In this talk, I discuss the potential impact of assemblage thinking (Deleuze and Guattari 1984/1987) on discourse studies, especially when analysing complex ongoing political, social, economic and ecological processes. One such process is accelerating climate change, which is rapidly progressing in the Arctic region where I have undertaken a critical discourse and ethnographic study called Cold Rush, focusing on revaluation of natural resources. Using Cold Rush as a soundboard, I explore how assemblage helps in expanding our focus from essences and layers to connections, and moving beyond binaries towards productive interactions between material, discursive, and affective. I suggest that assemblage provides an insightful alternative to fully engage with the power of discourse in addressing current critical questions.

13.00-14.30 PARALLEL SESSIONS

Identity (A3)

A decolonial representation of the other in discourse: the construction of the Namibian identities in Germany

Barbara Nicoletti (University of Bologna)

This study presents the linguistic strategies that speakers use in discourse to categorise others, in particular it focuses on the construction of the identities within discourse of the post-colonial identities of the Namibian communities, questioning them in relation to the recent recognition of the colonial genocide of the Nama and Herero peoples in May 2021 perpetrated by the German colonial power in the 20th century. The aim of the study, which has its roots in this event, is to derive the (de)construction of these communities within the media discourses in the German-speaking context by focusing on production in Germany and Namibia. These acts of positioning, which inevitably lead to the inclusion and exclusion of some people, reveal the sense of belonging to one group and not to others. A corpus-based analysis (Nicoletti 2022) of discourses used in the German-speaking press in Germany (*Bild*, *Frankfurter Allgemeine Zeitung*, *Süddeutsche Zeitung*) and in Namibia (*Allgemeine Zeitung Namibia*), including more than 70.000 tokens, is carried out using a mixed method approach comprising Membership Categorisation Analysis (Martikainen 2020; Housley & Fitzgerald 2015; Sacks 1992) and psychosocial research on stereotypes (Tileagă 2022; Riehl 2000). The results of the research, analysed through a decolonial methodology (Mignolo 2011, Ndlovu-Gatsheni 2019, Smith 2021) show how the categorisation of the other is still soaked in a colonial driven perspective.

Too common to be tellable?: Inevitability of gender-based intergroup discrimination in retrospective accounts of problematic interactional experiences

Melisa Stevanovic, Henri Nevalainen, Minna Leinonen, Annika Valtonen, Elina Weiste (Tampere University)

Gender-based intergroup discrimination and the severe limitations it constitutes to women's freedom and capacity to obtain social recognition is common across cultures. While the commonality of the problem only increases its severity, the paradoxical consequence of the commonality of the problem involves people's tendency to normalize it. The idea of such discrimination thus being inevitable has consequences for the ways in which people can tell other people about their experiences of thereof.

In this presentation, we analyze accounts of gender-based intergroup discrimination. Drawing on a data set of 11 video-recorded theme-based individual interviews (900 min in total), collected from December 2021 to July 2022 in Finland, we investigate the ways in which the speakers account for the events in which they experienced having been discriminated by their gender. We analyze the prosodic realization of these event-references, focusing specifically on those cases (N=172) in which the speaker deploys a flat-stylized pitch contour with a relatively high tone on an unstressed syllable.

In line with previous conversation-analytic research on Finnish prosody, we show how the pitch contour can be used to mark the information conveyed in the utterance as routine for the speaker—that is, as something that is "no news" to anyone or as something like a destiny that one simply needs to endure. We show how this fatalistic emotional stance serve the construction of inevitability of gender-based intergroup discrimination, allowing speakers to tell stories about their problematic experiences in a morally unproblematic way. However, the paradoxical consequence of this practice is that, in underlining the lack of newsworthiness of the problem of discrimination, the speaker implicitly undermines the need to act against it.

Troublesome encounters in public spaces: Immigrants accounting for problematic interactions with strangers in Finland

Annika Valtonen (Tampere University)

Problematic interactions between strangers in public spaces may cause stress and feelings of otherness for long periods of time. Being able to account for these situations is integral in overcoming their negative effects on a personal level, as well as for seeking social change. This need becomes pronounced with immigrants residing in Finland, a large part of whom report having experienced discrimination from strangers. However, accounting for experiences of problematic interactions in a tellable way may prove difficult due to, for example, differing cultural understandings or a lack of a shared language with other characters in the account. The interactional trouble may also be so subtle that it's hard to report to someone not present in the initial interaction.

A dataset of semi-structured interviews with 20 first-generation immigrants recruited through Finnish multicultural organizations is analyzed, using Bamberg's positioning analysis. This paper explores how immigrants make sense of the problematic interactions they experience with strangers in public places in Finland, to answer the research questions: 1) How do immigrants make their accounts of problematic interactions in public spaces with strangers tellable? And 2) How do immigrants position themselves as moral actors in relation to the stranger in the story and the recipient of the account?

Findings shed light on the problematic interactions that immigrants regularly experience in their everyday lives, and the dilemmas relating to accounting for these experiences. Deeper understanding of the problematic interactions and the dilemmas relating to accounting for them is key to fostering inclusion and social support.

"It may be five years before I speak enough Finnish": intersecting and conflicting time scales in a study of fast-track integration training in Finland

Katharina Ruuska (University of Jyväskylä)

Full-time integration training is one of the integration paths available to unemployed adult migrants in Finland. The National core curriculum for integration training (FNAE 2022) models three possible tracks: slowly progressing, basic and fast progressing. Students in the fast track typically are highly educated and multilingual, have good study skills, and want to find employment in their own field in Finland. Current political discourses, too, stress the importance of highly educated migrants for the Finnish economy, while at the same time calling for fast employment. However, in practice, many migrants' paths to appropriate employment are long and do not always progress in a linear fashion.

In this presentation, I pick up on the metaphors of movement in time and space frequently used to describe the integration process, such as "fast", "path", "track" or "progress". Based on my ongoing ethnographic study of students in the fast progressing track of integration training, I explore how time is discursively constructed in my data. I focus on three different domains in particular: (1) time as relating to participants' biographies and life situations, (2) time as relating to bureaucratic and institutional dynamics, (3) and time as relating to language learning. The study draws on data including qualitative interviews and fieldnotes from participant observation collected with students (n=13) and teachers (n=2) both during and after integration training. The analysis shows intersecting and conflicting time scales impact my participants' understanding of their possibilities and choices.

Keywords: migration, integration training, time scales, second language learning

Exploring individual and interactional speech fluency: A comparative study of L1 Finnish and L2 English fluency in monologue and dialogue

Pauliina Peltonen (University of Turku, University of Marburg)

Speech fluency is an essential aspect of second language (L2) oral proficiency. Recent studies have demonstrated that individual speaking style in the L1 is linked with L2 fluency (e.g., De Jong et al. 2015, Peltonen 2018) and that fluency can vary across task modes, speech often being more fluent in interaction than in monologic speech (e.g., Michel 2011, Tavakoli 2016). While fluency has been extensively studied, so far, these two research strands have not been combined.

To fill this gap, the present study examines the effects of language (L1 vs. L2) and task mode (monologue vs. dialogue) on individual and interactional speech fluency based on speed, breakdown, and repair fluency measures (see Skehan 2009). We also examine whether the participants' L1 speech fluency can predict their L2 speech fluency in the two task modes. The study is part of the project "Fluency and Disfluency Features in L2 Speech" (funded by the Academy of Finland). The data consists of speech samples from 50 university students of English, who completed monologic picture description and dialogic problem-solving tasks in their L1 (Finnish) and L2 (English). The order of the languages was counterbalanced in both modes. The data were analyzed with a mixed-methods approach, including quantitative statistical analyses (ANOVA, regression) and qualitative case study analyses of individual participants' fluency profiles across languages and task modes. The results indicate overall differences across languages and task modes and individual differences in fluency. The results have implications for L2 speech fluency research, teaching, and assessment.

"I agree but": performing less than agreement during L2 oral proficiency tests

David Ryška (Masaryk University), Olcay Sert (Mälardalen University)

While high-stakes language oral proficiency tests such as *IELTS* or *B2 First* regularly contain rating criteria related to coherence in talk-in-interaction, what this means regarding candidates' ability to link their own talk to preceding utterances is not sufficiently captured in the assessment criteria (Lam 2018; 2021). Drawing on multimodal transcriptions (Mondada 2018) of 43 video-recorded paired and group English as a foreign language oral proficiency tests, we focus on instances in which students perform *less than agreement* (Sacks, 1984) with the opinions produced by their peers in the preceding turns. Using multimodal conversation analysis (Goodwin 2013) and focusing on a subcollection of 18 cases, we investigate the sequential unfolding of less than agreement and demonstrate that there are differences in how it is managed by higher- and lower-scoring students. In designing their potentially face-threatening acts, higher-scoring students are usually able to use various linguistic and embodied resources to hedge their response in a manner that is contingent on the preceding turn. Lower-scoring students, on the other hand, seem to instead rely on formulaic expressions such as "I agree" which fail to signal the upcoming less than agreement and result in the students contradicting themselves. Based on our findings we argue that the way less than agreement is managed in interaction constitutes a possible teachable and testable and thus furthers our understanding of how interactional competence (Pekarek Doehler 2018) can be taught and assessed.

Linguistic, embodied, and material resources in the construction of disciplinary language

Anne Tiermas, Lari Kotilainen (University of Helsinki)

This presentation provides a conversation-analytic case study of how disciplinary language is constructed through embodied, material and linguistic resources in task-based classroom interaction. We demonstrate that the multimodal elements of classroom interaction, such as talk, gestures, physical

objects and other types of semiotic resources, play an important role in the process of disciplinary language learning and (see e.g. Kok-Sing 2022 et al.).

Participants' orientations towards diverse resources are observed in video-recorded classroom data collected in 8th-grade physics classes in the Helsinki Metropolitan Area. In this paper, we focus on one class and one 5-minute extract where three key participants – L1 student, L2 student and a researcher – talk through a physics task. Combining nexus analysis (Scollon & Scollon 2004) and multimodal conversation analysis (Mondada 2014), we examine participants' action, focusing on how the students' agency is displayed in the moment-by-moment unfolding interaction.

Our findings show that the embodied, material and linguistic resources observed in the physics lessons are complementary and simultaneous. Furthermore, physical objects and deictic language use help the language learner (L2 student) to construct disciplinary literacies.

Keywords: disciplinary language, classroom interaction, multimodal conversation analysis, nexus analysis

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Pragmatic borrowings from English and Finnish in assessment sequences in Finland Swedish podcasts

Martina Huhtamäki, Minna Levälahti, Elizabeth Peterson (University of Helsinki)

The language contact between Finland Swedish and Finnish can be characterized as rich, whereas contact with English is traditionally characterized as weak (cf. Peterson 2017). In this paper we investigate assessment sequences in Finland Swedish. By assessments, we mean utterances that assess a person or an event (Goodwin & Goodwin 1992). In particular, we are interested in assessment phrases that are borrowed from English and Finnish into Swedish conversations. These are examples of pragmatic borrowings, or in other words the "incorporation of pragmatic and discourse features from a source language to a recipient language" (Andersen 2014:17).

Our data consists of 10 podcasts with conversations in Swedish, mainly from the Finnish public service company Yle. The theoretical framework is discourse-pragmatic variation (Peterson et al. 2022), combining methods from interactional linguistics (Couper-Kuhlen & Selting 2018) and variationist sociolinguistics (Tagliamonte 2012). We have analyzed the sequential and linguistic features of the turns, as well as the sociolinguistic characteristics of the speakers.

Our preliminary findings show that borrowings, especially from English, are common in assessment sequences. They are used as responses in second or third turn, as comments to or as reported speech in a story. The borrowings are one of the resources used to mark climaxes or transitions in the conversations. The robustness of English in this conversational role calls into question the traditional roles of language contact.

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Professional (A2a)

Digital navigating as a workplace practice. Orienting to the affordances of a chat environment in an art-based leadership training

Piia Mikkola & Esa Lehtinen (University of Jyväskylä)

Digital tools are nowadays utilized as part of face-to-face interaction to achieve various work-related tasks. The usage of these tools shape interaction, creating *affordances.* Drawing on conversation analysis, we examine an art-based leadership workshop, where the participants make use of a technological tool, a chat environment that is part of a digital platform. Our aim is to investigate how the participants orient to the features afforded by the chat. The study contributes to workplace studies pointing out that the usage of technological tools might divert from the intended functions of the tool (e.g. Olbertz-Siitonen & Piirainen-Marsh 2021).

Using video-recordings, we analyze sequences where the artist facilitating the workshop navigates towards a photograph in the chat environment that is projected on a screen. She does this in tight co-operation with the participant who has earlier taken the photograph.

The central affordances of the chat turn out to be, in our data, scrolling potential and top-down ordering of the chat contributions on the screen. Importantly, the chat environment is used as an archive of photographs, rather than as an arena for interaction. Because of this, the participants cannot rely on their prior knowledge concerning the operating principles of a chat. However, they learn to adapt their activities and utilize the affordances of the chat in an appropriate way during the workshop.

Truth and falsity: negotiating domains of expertise and discursive categories at the trial of Dominic Ongwen

Elena Barrett (University of Jyväskylä)

The nascent International Criminal Court (ICC) continually navigates the space between culture and law, but its new incarnations of familiar legal discourses remain underexamined. This study seeks to address this gap by exploring the text trajectories of cultural testimony in the ICC trial of Dominic Ongwen, a former child soldier and eventual commander in Uganda's Lord's Resistance Army. It focuses on the text trajectories of two instances of defense expert testimony: their production in interaction, and their de- and recontextualized in the trial chamber's ultimate judgment. The analysis illustrates the ways in which *domains of expertise* are interactionally and textually negotiated, particularly through the delineation of two discursive categories: *belief* and *capacity*. Throughout this process, the expert and legal participants deploy three discursive strategies: *constructing boundaries*,

identifying contrasts, and *establishing opposition*. This discursive negotiation exhibits ideological tensions and epistemological disparities at the level of interaction, which then are reproduced and reinforced through the testimonies' recontextualization in the final judgment. The conclusion argues that this tension prevented the trial court, representing a global legal institution, from adequately considering defense expert testimony elucidating the case's multi-faceted cultural evidence.

Keywords: epistemology, interaction, discourse, categories, expert testimony

"Difficulties on the way but ended up in a relatively good place": Reflecting on shared experiences on an outdoor adventure education course

Tiina Keisanen, Mirka Rauniomaa (University of Oulu)

"Reflection-on-action" (Schön, 1987) as a retrospective interactional activity has received attention, among others, in conversation-analytic research on various educational, therapeutic and counselling contexts (see, e.g., Logren et al., 2017; Tiitinen et al., 2018). In the presentation, we approach reflection-on-action as an instructed practice in the training of future professionals in health and social care, and explore how participants in this setting retrace, evaluate and assign meaning to particular, jointly experienced past events through different reflection tasks. The data were collected on an outdoor adventure education course that took place over two months and included, as the most important element midway through, a four-day intensive period in the outdoors. English was used as a lingua franca throughout the course. The students were instructed to create a nature-related activity for others, carry it out and reflect on the whole process towards the end of the intensive period. Drawing on video recordings of reflection sessions, we examine how the students construct and negotiate their shared experience about the course-so-far, under the guidance of the teachers and in interaction with co-participants. In doing reflection, the students build on the immediate local sequential context of their turns as well as on the broader activity context of the reflection session(s). They focus on the pedagogical activities of the course and the processes of group work; in contrast with the course aims, they seem to pay less attention to the implications of the experience for their future careers.

Hospital pharmacy instructions as professional practice – a genre-based view

Henri Satokangas (University of Helsinki)

In a hospital pharmacy, a group of texts referred to as *instructions related to the handling and use of medicines* is produced as part of the pharmacy's everyday work and as an officially obligated task. In the presentation, I examine these instructions as professional communication from a genre-based perspective (e.g., Bhatia 2017). The instructions are produced in a hospital pharmacy by pharmacists and designed for a wide range of professionals in health care units.

The data consist of two sets: a) text data: all the instructions in use at the time of data collection, 22 documents in total, and b) interview data: two group interviews with the pharmacists writing the instructions. By combining text analysis and discursive analysis of the interviews, I study the text practices of a multi-professional organization. In the interview discourse, views on the features, genre status, and writing procedures of the instructions are constructed and negotiated. These views are reflected in a variety of ways in the end products.

Based on the analysis, central issues will be taken up in developmental work with the practitioners. Such issues include the lack of institutional structures for multi-professional commenting phase in the entextualization process of the instructions, and the unsystematic nature of the generic structure and recipient design of the texts. As a background theme, the genre status of this specific group of instructions is discussed.

Keywords: genre, professional practice, discourse, pharmacy

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Communication (A2b)

Laughter as resource in second language interactional competence: The case of (some forms of) repair accomplishment

Søren Wind Eskildsen (University of Southern Denmark)

Following Pekarek Doehler and Eskildsen (2022), this paper combines conversation analysis (CA) and interactional / usage-based linguistics (IUBL) to investigate the role of laughter in second language (L2) interactional competence.

CA research on everyday interaction has demonstrated that laughter can function outside of joke environments as a resource in delicate or troubling moments (e.g., Jefferson, 1984; Glenn, 2003; Clift, 2016; Holt, 2016). Conversation-analytic L2 research has shown that laughter can display affiliation and support social relations (Lamb, 2016), can be used in learner identity construction (Waring, 2013) and task-accomplishment (Hasegawa, 2018), and can alleviate a lack of competence and indicate successful learning (Eskildsen & Wagner, 2022).

IUBL has re-configured L2 learning as a matter of interactional competence, i.e., locally contextualized, emergent semiotic resources for carrying out social actions (Eskildsen & Cadierno, 2015; Pekarek Doehler & Eskildsen, 2022). In this view, our semiotic capacity for interacting with others consists of "routinized ways to implement actions." (Thompson & Couper–Kuhlen, 2005, p. 808).

This paper investigates the functions of laughter in relation to its placement and production in repair sequences. Specifically, I analyze how talk and laughter are used and formatted to highlight repairables and accomplish (1) self-repair and (2) elicitation of help. The data reveal emergent, routinized ways to accomplish these actions in the form of different "talk + laughter ensembles".

My data come from audio and audio-video recordings of L2 Danish in naturally occurring settings and in talk organized for L2 learning.

Using Conversation Analysis for examining extended timeframes and participant orientation to overall structural organisations

Anna Vatanen (University of Helsinki), Mirka Rauniomaa (University of Oulu)

One of the first pivotal findings in conversation analysis (CA) was that what something in interaction "means" or "does" depends on *where* and *when* it occurs. Research has thoroughly documented the significance of the close local context, but the role of larger contexts, beyond single turns and sequences, remains underexamined. In our talk we explore how CA, and especially the notion of 'overall structural organization', can be applied to studying how participants orient to and organize continuous extended timeframes. Such timeframes include single interactional events and other sessions lasting several hours.

Overall structural organizations are crucial components of culture and types of interactional context that shape and constrain the ways in which participants (inter)act with and understand each other (Robinson 2013). Earlier literature suggests that such organizations may include 'activities' (Heritage & Sorjonen 1994; Levinson 1992) and 'projects' (Levinson 2013; Linell 2009). We will focus on the notion of *project*, which generally refers to a 'plan of action' that at least one participant is pursuing.

We examine video recordings from two different settings: In data from family interaction, we analyze the mealtime situation as a *project* that a parent orchestrates, focusing especially on how they project

upcoming actions as part of the *project*. In data from a course in higher education, extending over a few months, we focus on how teachers guide students to orient to the course as a joint *project*, among other means, through so-called planning talk, prospective talk or anticipatory discourse when referring to future course events.

Keywords: conversation analysis, overall structural organization, project, extended timeframe

”You should have addressed it directly” – the inequalities in the ideals of managing interactional problems immediately

Elina Weiste (Finnish Institute of Occupational Health), Melisa Stevanovic (Tampere University)

The normative notion of interactional inequality involves the idea that not all participants in interaction are similarly held accountable for their interactional transgressions. We suggest that such inequalities are essentially strengthened by the prevailing ideologies of interaction, which suggest a specific temporality in the management of interactional problems. It is promoted as an ideal that, whenever an interactional problem arises, a competent participant can intervene immediately.

We examine audio recorded discussions in workshops held in elderly care organizations in Finland, where nursing professionals and managers developed work practices for improving the well-being of employees. We investigate the situations where participants' talk about interactional problems related to their work and take a normative stance towards how these problems should been managed.

We show how the ideal of immediate intervening supports inequality, which happens through a mechanism that involves a self-enforcing cycle. While there is a preference for progressivity in interaction, problems of interaction are commonly let pass, and if addressed, they are likely to be interpreted within the framework of intelligibility. This means that the transgressor is likely to get away from being held accountable in the normative sense of the term. As a result, interactional inequalities are in effect beyond effective intervention. Furthermore, it is typically the powerful who have control over the interactional agenda and who may thus have more resources to deviate from its expected trajectory, compared to the less powerful who need to engage in a lot of interactional effort to do so.

Who is speaking? Identification of the invisible interlocutor in telephone conversations in the Estonian TV series „Õnne 13"

Andriela Rääbis, Tiit Hennoste, Kirsi Laanesoo (University of Tartu)

The topic of the paper is the identification of the invisible interlocutor in telephone conversations in the Estonian drama TV series „Õnne 13" ('Happiness St. 13') which has been aired since 1993. In these calls, usually only one interlocutor is shown who presents a pseudo-dialogue. For this paper, 60 ordinary conversations between family members, relatives and friends from different seasons were analyzed using conversation analysis.

The aim of the paper is to find out which linguistic means are used to let the viewers know who is the invisible partner in landline and mobile phone conversations. A methodological issue arises, how to use CA to analyze a dialogue in which the partner's talk is missing.

A preliminary analysis has revealed that the following linguistic means and their combinations are employed: direct addresses (*tere õhtust proua Mare* 'good evening Mrs. Mare'), requests for confirmation (*Priit kuuleb jah?* 'Priit is listening yes'), other-repair initiations (*kes räägib?* 'who is speaking'), expressing surprise (*Jaanus, sina* 'Jaanus, you'). Similar means are used both in landline and mobile phone calls. These means are rare in Estonian natural everyday telephone conversations (Rääbis 2009).

Keywords: identification, telephone openings, drama TV series, Estonian

Rääbis, Andriela 2009. Eesti telefonivestluste sissejuhatus: struktuur ja suhtlusfunktsioonid [Openings in Estonian Telephone Conversations: Structure and Interactional Functions]. Tartu: Tartu Ülikooli Kirjastus.

15.00-16.30 PARALLEL SESSIONS

Communication (A3)

Refusing sexual advances: The management of (un)willingness in verbal and nonverbal rejections

Simon Magnusson (Södertörn University), Melisa Stevanovic (Tampere University)

The ability to reject a suggested course of action is key to the achievement of sexual consent. In this study, we draw on a corpus of 100 sex initiation scenes from TV series and movies to examine the social and interactional consequences of sexual rejections.

In our data, a verbal "no" was often combined with physical displays of sexual desire, which mitigated the social sensitivities associated with rejection. A lack of desire conveyed through physical freezing, in contrast, led to problematic social consequences. Our findings thus highlight the flexibility of a verbal "no" as a resource. Typically, a verbal "no" was also accompanied by verbal accounts, in which claims of incapability were common, while in those cases where a lack of sexual desire was mentioned, severe social consequences followed.

Incapability claims differed with respect to the timing of the refusal in relation to the participants' ongoing activities. Participants oriented to a "threshold" between refusals made *after* and *before* committing to sexual activity.. The rejection scope varied, with before-threshold rejections being more general refusals to (ever) have sex with the specific partner and after-threshold rejections being more specific refusals to have sex "in this way" and "now".

The study elucidates how media reproduces sexual rejections and emphasizes that "not wanting", after the preliminary phase of sexual activities, is not a feasible option for maintaining affiliative relationships. Despite sexual consent being highlighted as a norm in media, the portrayal of sexual rejections still reinforces cultural imagery that contradicts the affirmative consent model.

Adaptive transformation of interaction in the context of language learning coaching. Interaction analytic insights from a longitudinal perspective

Milica Lazovic (Philipps-University Marburg)

The following contribution presents some results of the longitudinal-based interactional analysis in the context of language learning coaching for German as a foreign language (in pre-service educational context). In addition to conversational data (14 settings with seven sessions per setting), the data basis includes the reflections of the participants as well as group discussions in which they address their perceptions of the change processes and understand interconnections between different interactional dimensions. The analysis focuses on conversational data and illustrates - from the perspective of longitudinal interactional analysis - the processes of mutual adaptation, but focuses on the adaptation strategies of the advisers, such as: (1) bridging strategies (linking, interactive topoi, transformation and increased use of follow-up-moves, argumentative matching in order to ensure coherence in the learning system, transformation of the opening/closing sequence); (2) increasing insertion of sequences for emotional regulation; (3) extension of the problem exploration phase to better understanding of interdependencies and as a nexus for the coherent integration of the new strategy; (4) increased co-constructive work-outs and in argumentative backings, to build internal bridges and references to

subjective learning theory. There is also functional transformation of certain practices, such as argumentative use of narration. In maintaining the illusion of constancy there is an increase, diversification, hybridisation and functional transformation of practices, that occurs as a result of adaptively supporting learning processes and reflexive developmental leaps of learners.

Sounds and touch during affective episodes between romantic partners

Leelo Keevallik (Linköping University), Emily Hofstetter (Linköping University), Julia Katila (Tampere University)

Research on interaction has only recently ventured into the domain of the senses, hitherto considered inaccessible for video analysis, showing how matters such as touch are systematically oriented to in families with children and in institutionalized tasting sessions (Goodwin & Cekaite 2018, Mondada 2019). Our paper contributes to this emerging field by targeting the interface of touch and vocal sound, dissecting the intersubjective potential of sounding when bodies are intertwined. The data entails video recordings of the naturally occurring lives of 10 same and different sex couples at their homes in Finland. The everyday life of each couple was documented for seven days for 10–20 hours a day with 4–5 video cameras set up in different rooms. Studying affective episodes between romantic partners with the methods of multimodal interaction analysis, we demonstrate how vocalization can express comfort and thus lead to extension of mutual bodily contact, or inform of discomfort, which leads to swift release of the problematic contact. We argue that, by providing immediate and nuanced access to other participants' ongoing bodily experiences, haptic sensoriality is partially distributed into the auditory domain. We also highlight the affordances of vocalization as opposed to lexical items that could verbalize those very concerns: sounds are subtle and simultaneous with, even occasioned by, the changing pressures on the body. The relevance of progressivity in body contact is continuously negotiated and has moral, social, and relational implications, providing grounds for continuous realization of consent.

Keywords: multimodal interaction analysis, touch, non-lexical vocalizations

Checking understanding with bodily deixis: the coupling of environment and previous actions

Anna-Kaisa Jokipohja, Niina Lilja (Tampere University)

This paper uses multimodal CA to analyze the uses of one specific type of multimodal action package, namely pointing hand and body configurations with and without co-occurring speech. The analysis draws on an extensive collection of videorecorded (mainly Finnish-language) interactions from settings that center around concrete manual and physical tasks, such as gardening, cooking, and building, and shows how such action packages are used to check understanding of the co-participant's preceding actions.

Building on previous research on pointing and bodily deixis (see e.g. Streeck, 2009; Hindmarsh & Heath 2000, Mondada 2014) we show how the deictic bodily configurations are finely designed in relation to the material environment and the preceding talk which together provide an interpretation framework for the bodily deixis. The analysis shows how such action packages are used to accomplish environmentally coupled (Goodwin, 2007) understanding checks of co-participants' previous actions and at the same time as connectors creating coherence between previous actions and making them relevant for the interaction here-and-now.
The analysis contributes to our understanding of the multimodally organized manual activities and their material ecologies and discusses how materially rich interactional environments, such as kitchens or construction sites, support intersubjectivity and afford learning as part of everyday activities.
Keywords: multimodal conversation analysis, deixis, gesture

Collaboration (A4)

Managing delays in digital collaborative writing

Nigel Musk (Linköping University)

Collaborative writing is an increasingly common phenomenon, not least since digitalisation allows for the easy exchange of documents, and online authoring applications (e.g. Google Docs) allow people to work within the same document simultaneously. The Swedish syllabus for upper-secondary schools also mandates collaborative as well as individual writing in the subject English (Skolverket 2022). In the current study, pairs of Swedish upper-secondary school pupils are working side-by-side in their English classes with each pair sharing one laptop. The process of collaborative writing is characterised by constant stops and starts, and thus it becomes a members' concern to account for the emergent delays through various interactional and material resources. Hence, this study enquires as to the multimodal nature of delay management in the "local triadic ecology" of digital collaborative writing (student-student-computer). The study applies multimodal Interaction analysis (Broth & Keevallik 2020) to approximately 31 hours of video and screen recordings of digital collaborative writing. The findings reveal syntactic, verbal, prosodic, embodied and epistemic features of delay management, including methods for passing the turn in authoring text, e.g. through incomplete syntactic units, explicit word-search markers, "try-marking" proposals (with rising intonation), hesitation markers and gaze shifts. The function of these features is to signal an inability to continue, for example, in order to recruit a response, e.g. in generating ideas, in "co-authoring word searches" (Musk 2021) or in repairing orally-proposed text. This study contributes to the currently rather meagre body of interactional studies on writing in general and collaborative writing in particular.

Keywords: collaborative writing, multimodal conversation analysis, delay management

The affordances of visual ambiguity in L2 classroom tasks for promoting collaborative interaction

Amanda Hoskins, Silvia Kunitz (Linköping University)

This conversation-analytic (CA) paper contributes to the line of research focusing on the materiality of pedagogical settings (Guerrettaz et al. 2021) and its impact on classroom discourse (Mathieu et al. 2021). Specifically, we explore the affordances provided by cutout pictures that were oriented to as visually ambiguous by students engaged in an open-ended problem-based task. This kind of task was designed to promote students' collaborative interaction in the English-as-a-foreign-language classroom. The data consist of six video-recorded interactions between pairs of upper secondary school students. The students were given six cutouts illustrating various items (i.e., boomerang, sunglasses) and an instruction card that read: "At an excavation of a cave a person was found together with these items. How did this person end up in the cave?" Our multimodal CA analysis shows that all students co-constructed imaginative narratives revolving around the cutouts and that they oriented to the visual ambiguity of the cutouts when they (a) named the items on the pictures and (b) discussed potential storylines. In particular, the students solved impasses concerning the emerging narrative by suggesting different identifications for the relevant cutouts, which allowed them to develop alternative storylines. Overall, we argue that by interpreting the cutouts as visually ambiguous the students engaged in collaborative interaction as they accomplished a variety of actions such as agreements, challenges, and disagreements. In conclusion, our findings suggest that the selection of material objects such as cutouts has an impact on task-based interaction and is a crucial aspect of task design.

Keywords: Conversation Analysis, task-based interaction, material objects, task design, second language teaching

Callouts as a device for coordinating teamplay in a complex screen-mediated environment - A case from an online multiplayer first person shooter game

Fredrik Rusk (Åbo Akademi University), Matilda Ståhl (Åbo Akademi University), Nicholas Taylor (York University)

The study of online multiplayer video game play from a CA participant's perspective appear to steadily become a legitimate topic in CA studies. This paper presents results of analyses of screen recordings of teams playing CS:GO matches, to explore how players employ a practice called 'callouts' to coordinate their game play. Callouts are English, known-in-common, words that refer to specific locations in the game map and they are employed to co-construct a shared knowledge and understanding of the game environment through sharing game relevant information, such as the locations and actions of teammates and opponents. Providing callouts is a context-dependent and situated practice that is also dependent on on-screen actions, not only verbal communication. The aim of this paper is to understand how callouts function as an important part of sequences of action that together display an overall structural organization when playing the game. In this paper, we describe how callouts are used and oriented to as a collaborative social action. Next, we show how participants appear to orient to callouts as a form of structuring device in the complex screen-mediated environment. Finally, we discuss how callout-sequences appear to form the activity of playing a round; that is, they appear to both form and be formed by the overall structural organization of playing the game that players orient towards when coordinating their teamplay.

Keywords: multiplayer; video games; callouts; overall structural organization; coordination

Producing radio messages collaboratively in UN military observer training

Iira Rautiainen (University of Oulu)

Patrolling is an important part of UN military observers' work and forms a significant part of new military observers' training. Radio communication is an emblematic part of patrolling and the way the patrol keeps in touch with the Net Control Station (NCS). Radio-mediated interaction is available to everyone present (Fele 2008; Rautiainen et al. 2022); consequently, team members not directly involved in the interaction over radio can participate, albeit indirectly. In this presentation, I draw on ethnomethodology and conversation analysis (EMCA) to examine video recordings from authentic simulated training situations from vehicle patrolling exercises in UN military observer training, where English is used as the working language and lingua franca. I discuss a preliminary study of interactional moments where the team members collaboratively prepare for talk over radio. I focus on the collaborative production of radio messages in and as part of the patrolling exercise and describe what means participants invoke in connection to radio-mediated talk to support their colleagues. I will also discuss the implications this activity has for progressing the patrolling activity and strengthening teamwork.

Keywords: collaborative work, crisis management training, ELF, institutional interaction, radio-mediated interaction

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Co-constructing knowledge and building spatial repertoires through research on multilingualism: turning the focus on young learners in diverse settings

Venla Rantanen (University of Jyväskylä)

In the recent studies in applied linguistics, scholars have proclaimed the importance of broadening the analysis of linguistic practices and interaction to include not only the verbal resources but also other semiotic means, such as interaction with the material world in a particular place and time. This has led to utilising the concept of spatial repertoire, i.e., understanding that the labelled language structures are combined in communicative situations to make actions possible (Canagarajah, 2018). The spatial repertoires can be studied as part of assemblages, i.e., interactional situations in which "the trajectories of people, the semiotic resources and objects meet" (Pennycook, 2017, p. 269).

In this presentation, I demonstrate how seven 8-year-old children co-construct knowledge and get socialised into academic communication (presenting, teaching) in a linguistically and culturally diverse comprehensive school in Finland. I do that by analysing one classroom moment and its transcribed recording in which the children present findings of research projects conducted by them. I use other ethnographic data such as fieldnotes and photographs to compliment the recording transcription. The study is part of a wider ethnographic research. I show how the children mobilise their diverse semiotic resources, creativity, and socioemotional skills to convey meaning: how their spatial repertoires are assembled *in situ* in collaboration with others.

Keywords: spatial repertoire, assemblage, comprehensive education, linguistic ethnography

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Teaching know-how – Evaluation sequences in teaching and learning manual work

Nathalie Schümchen, Hanna-Ilona Härmävaara (Tampere University)

Many forms of manual labor are characterized by specialized skills, such as operating machines and handling tools. Honing these skills requires training, often as part of an apprenticeship or other forms of vocational education. The objective is to acquire *know-how*, in addition to *know-that* (see Arminen & Simonen, 2021).

In this paper, we analyze evaluation sequences (Margutti & Drew, 2014; Seedhouse, 2004) considering their relevance for the learning and teaching of *procedural knowledge* (Ryle, 2009). The analyzed sequences come from a specific learning context: a construction site related to a vocational school for adults. Using multimodal CA, we focus on sequences where students receive feedback from their teacher on a physical work task they have previously been instructed in. The analysis is based on roughly 20.5 hours of video data; the focal collection consists of approximately 30 evaluation sequences.

We show how the multimodal design of the teacher's evaluations reflects his orientation to the students' emergent expertise in the task. Verbal evaluations mark the work as 'good enough' to proceed and thus show an orientation to the student as an (emergent) expert. If they are expanded into manual demonstrations, the teacher temporarily takes over the student's tools to reiterate the correct procedure, thereby orienting to the student as someone who still lacks sufficient procedural knowledge in the task at hand. The study contributes to a broader understanding of the use of verbal and embodied resources in teaching and learning manual skills and how material environments shape interaction in construction work.

Students as teachers in vocational training: orienting to language learning in L2 peer interaction

Joona Poikonen, Hanna-Ilona Härmävaara (Tampere University)

This study discusses orientation to language learning in peer interaction (Reichert & Liebscher 2012) among students that take part in a study program that prepares them for vocational education (Valma, OPH 2018), in this case specifically for degrees in construction work. The participants are adult L2 users of Finnish who are doing one-month long trial period in the vocational studies for construction work ("Raksavalma"), so instead of studying Finnish and other subjects in the classroom, they are working on actual building projects in the vocational school work space and on worksites. The data, collected by the methods of video ethnography, consist of 25,5 hours of video recordings, and they are analyzed by the means of multimodal conversation analysis (cf. Mondada 2019, 2016).

This paper analyzes sequences in which the participants orient to Finnish lexical items as learnables (cf. Kurhila & Kotilainen 2020, Svennevig 2018), even though the primary activity is not language learning and there is no L1 speaker present or available. The analysis shows that participants can insist on 'doing learning Finnish', even if intersubjectivity is already secured and knowing the appropriate word is not essential for advancing the task at hand. The multimodal analysis reveals that the interaction is tightly intertwined with the material ecology of the interaction and the building activity itself, and therefore the affordances of the environment become both objects of learning and resources for learning in interaction.

Keywords: multimodal conversation analysis, second language learning, peer interaction, construction work

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Preschool caterpillars – Child-adult mobile formations for moving through urban infrastructure

Mathias Broth, Jakob Cromdal, Annerose Willemsen

When preschool children and their teachers move outside the preschool they typically walk in formation with teachers in front and at the back, and children walking in pairs holding hands. This paper examines how children and teachers maintain this particular *mobile formation* (McIlvenny et al. 2011) for moving through urban traffic, including crossing streets. Taking an ethnomethodological and multimodal conversation analytic approach, we examine how this formation is ongoingly upheld, managed and enforced to make possible the preschool's safe movement. Approximately 20 hours of preschool excursions were recorded using GoPro cameras attached to teachers, microphones attached to children, and 360° cameras carried by researchers. These recordings document how teachers and children on the move interact in an embodied way. Our analysis describes the interaction a) between members of the mobile formation (intra-formation), and b) between the mobile formation and other road users in the urban space (extra-formation). In intra-formation interaction, keeping with the group is a continuous concern, as is visible in reminders to hold each other's hands, instructions to walk in formation and stay together. Corrections are motivated, e.g., by reference to how others will experience their group and dangerous situations that may arise, creating opportunities for learning about traffic. In extra-formation interaction, the group is accountably treated as one single 'vehicular unit' (Goffman 1971) by other road users. We demonstrate how what we call the 'preschool caterpillar' is interactionally accomplished step-by-step by all members of the group.

Keywords: preschool interaction; mobile formation; traffic socialisation; urban infrastructure, multimodal conversation analysis

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Data session (A2b) – Kamunen

Antti Kamunen (University of Oulu)

In this data session, I will show anonymized video data from a car-patrolling exercise during a UN Military Observer course, organized by the Finnish Defence Forces International Centre. UN Military Observers are unarmed soldiers, whose task is to patrol conflict areas and monitor and report on any military activity that, for example, violates a cease-fire agreement. Here, my focus is on training events where a trainee team conducts a patrol in a simulated conflict area with an instructor on board. I use conversation analysis to study moments when instructors step in and ask questions regarding the trainees' ongoing action. More specifically, I am interested in the timing of such questions, how they are produced, and what next actions or changes of trajectory by the trainees come next. The research is conducted in collaboration with FINCENT, and the results will be returned to them in the form of research publications and potential future training materials.

Keywords: conversation analysis, training exercise, learning, crisis management

PLENARY: Andreas Ventsel
University of Tartu

Understanding Wicked Problems: A Political Semiotic Perspective

This presentation delves into the realm of political semiotics, that Peeter Selg (professor of political theory in Tallinn University) and I introduced in our recent monograph "Introducing Relational Political Analysis: Political Semiotics as a Theory and Method" (Palgrave Macmillan, 2021). Drawing inspiration from Laclau and Mouffe's discourse theory, Jakobson's communication model, and various concepts from (cultural)semiotics and political analysis, I elucidate the significance of political semiotics in addressing the intricate challenges of governance termed as "wicked problems." These

problems stand apart from mere simple or complex issues, as well as those that have been de-problematized. Notably, efforts to tackle a wicked problem inherently transform its nature and give rise to new challenges. Hence, the tactics of problematization and de-problematization in problem-solving often become focal points for political struggle.

FRIDAY 17.11.

9.00- 10.30 PARALLEL SESSIONS

Communication (A3)

Pathologizing negative interaction – storytelling in research interviews

Minna Leinonen (Tampere University)

Pathologizing somebody's actions and behavior in interactional encounters is a risky business: while on the one hand it can stress the severity of negative actions of the antagonist, on the other hand it may call to question the story-teller's ability to make such assessments. Sharing negative experiences in qualitative research interview interaction is a sensitive business that is shaped by the situational context, the overall task and research interests that researchers have explicated to the prospective interviewees beforehand. Earlier research has shed light on complaining as a delicate activity that may challenge one's sense of self unless one is able to present oneself as a reasonable person.

By using the tools of conversation analysis and narrative analysis, this study of research interview interaction regards the placement and functions of pathologizing utterances in stories on interactionally troublesome exchanges at work. How is pathologizing related to tellability and agency? Pathologizing may serve to legitimate complainability – as extreme case formulations do – but also to characterize situations that may be difficult to describe. Pathologizing may also limit the agency of the storyteller to interfere with or resist negative interaction. The overall aim is to understand the difficulties and possibilities in expressing negative experiences and interactions. The dataset consists of interviews conducted with people working in the Evangelical Lutheran Church of Finland on their experiences of interactionally troublesome exchanges at work.

"Beyond" getting acquainted: Longitudinal changes in ELF interaction

Aki Siegel (Uppsala University), Yusuke Okada, Osaka University

The study examines the longitudinal changes in the patterns of interaction "beyond" the getting acquainted stage of interaction. Conversation analysis (CA) studies have documented patterns of initial interactions, such as conversation openings (e.g., Brunner & Diemer, 2018; Pillet-Shore, 2011; Sinkeviciute & Rodriguez, 2021) and self-disclosures (e.g., Stokoe, 2010; Svennevig, 1999, 2014). CA studies have also documented how conversation openings differ between unacquainted and acquainted people (e.g., De Stefani & Mondada, 2018), and how personal stories can be disclosed and responded to in established relationships (e.g., Prior, 2018; Wong, 2021). However, little attention has been paid to the ways in which the interactional patterns change over time through multiple encounters.

Focusing on conversational openings and initiation of personal topics, and using longitudinal CA (Deppermann & Pekarek Doehler, 2021) as a main method of analysis, the current study investigates how interactions evolve after the initial encounters in peer non-institutional interaction.

The data come from a corpus of English as a lingua franca interaction between university students from Japan and Sweden. The corpus consists of approximately 20 hours of video recorded conversations, both online (Zoom) and in-person interactions. The time between the first encounter and the last recording range from 2 to 13 weeks. Initial analysis shows shorter opening sequences for the second interaction and beyond, and shifts in how personal topics are shared, from self-initiation to other-initiation. The findings contribute to our understanding of how interactions evolve beyond the initial encounter and provide insights into the development of peer relationships.

Keywords: longitudinal conversation analysis, getting acquainted, English as a lingua franca, openings, self-disclosures

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Building a comprehensive grammar on the basis of analyses of actions in social interaction

Jakob Steensig, Maria Jørgensen (Aarhus University)

The *Grammar in Everyday Life* (GEL) project, 2019-2023, attempted to build grammatical descriptions of Danish talk-in-interaction on the basis of in-depth analyses of social actions. Apart from scientific publications, the project has contributed to the construction of the comprehensive grammar of Danish talk-in-interaction, *samtalegrammatik.dk* (DanTIN, 2023). This talk will focus on the results from the project that directly concern the question: How can we build a comprehensive grammar of a language on the basis of in-depth analyses social actions in interaction? We briefly present results from our analyses of formats used for asking and responding to questions and for performing directive-

commissive actions. On the basis of this, we highlight some consequences for grammar writing: Concepts like "interrogative", "clausal", "phrasal", "sentential" are not unitary concepts. Prosody and embodied action must be included in the grammar. We must reach a balance between generalizability, on the one hand, and granularity (Schegloff, 2000) and position sensitivity (Schegloff, 1996) on the other. And, finally, we must find a way of communicating this novel kind of grammar to an audience that is used to conventional grammars.

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Constructing expertise and writer-reader interaction in popular science texts

Elina Vitikka (University of Helsinki)

Public engagement with science and interaction with lay audience is expected from researchers. At the same time, science-based authority is being tested and even denied e.g. in social media. How is science-based information communicated in times of polarized public discussion and science denialism?

In my study, I analyze different affordance, linguistic resources, and rhetorical strategies – hyperlinks, personal expressions, negative clauses, and presented discourse – that writers use to construct expert voice and interaction with reader in popular science texts. The data consists of contemporary popular science books and blogs written by Finnish researchers representing e.g. natural sciences, nutritional sciences and medicine. The theoretical background is linguistic dialogism (e.g. Bakhtin 1981 [1953]), and popular science texts are analyzed as a forum for written interaction (e.g. Thompson & Thetela 1995). Methodologically, the study is based on qualitative text and discourse analysis (e.g. Virtanen & Hiidenmaa 2020).

In my presentation, I present some of my results and data examples. Hyperlinks in blog texts are used e.g. backup writers' arguments and to convince both lay and expert readers. In science books, personal expressions, e.g. first person singular and plural, are used to construct writer's researcher identity and to build solidarity with reader. Negative clauses in popular science books can e.g. anticipate reader's background information and to guide their reading. Presented discourse in science books is used e.g. to raise and disprove common health myths – and also to subject presented voices to ridicule.

Key words: popular science books, science popularization, expertise, written interaction

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Turns ending in vai ('or') in Finnish: implying the existence of an alternative and offering candidate understandings

Aino Koivisto (University of Helsinki)

Similarly to many other language, in Finnish the alternative conjunction *vai* ('or') can be used in turn-final position without the presence of an (explicit) alternative (cf., e.g. Drake 2015 on English *or,* Drake 2016 on German *oder*, Lindström 1999 on Swedish *eller*). Using Conversation Analysis and Interactional Linguistics as methods, the paper discusses the use of turn-final *vai* 'or' as a feature of question design. What is the contribution of final *vai* in question design in Finnish? What are the typical context for *vai*-questions? What kind of responses do they make relevant?

It is argued there are two main types of contexts of use for turns ending in *vai.* In forward-oriented use *vai* occurs at the end of open-ended lists and topic-initial inquiries. It implies that there are other, unspoken alternatives to choose from or marks the content of the question as merely one of the alternatives. In backward-oriented use *vai*-turn occurs at the end of candidate understandings, offering an interpretation of something that was implied in the previous talk, which typically contrasts with a previously held, alternative assumption. In both uses, while functioning as a recognizable turn-ending, final *vai* thus carries traces of the conjunctions use, gesturing towards an imaginable alternative (cf. Drake 2015). Study contributes to the growing cross-linguistic body of research on turn-final particles and more specifically the particle 'or'. The data are Finnish everyday and institutional interactions.

Keywords: turn-final particles, turn-final 'or', Conversation Analysis, Finnish

On the formal and functional ambiguity of Lithuanian particle clusters

Erika Jasionytė-Mikučionienė (Vilnius University)

In the present paper, a qualitative as well as quantitative analysis of co-occurring Lithuanian discourse particles is provided. Formal and functional features of particle sequences (or clusters) are examined on the basis of authentic corpus examples extracted from conversational data in Lithuanian. The main focus is on the syntactic scope of particles, meaning-in-context (i. e. functions), syntactic category and position.

In the last decades, new cross-linguistic research has addressed the question of particle clusters (Lohmann & Koops 2016; Crible et al. 2017; Crible 2017, 2018; Haselow 2019). It is hypothesized that particle combinations are found in spoken discourse to ensure coherence and to realize other discursive functions. A theoretical question is raised whether the resulting particle combination functions as a single (semantically and syntactically indivisible) unit, or whether it consists of independent and easily separable units or components (cf. Josep Cuenca, Crible 2019).

In Lithuanian, the existing descriptions focus more on individual particles (Petit 2010; Sawicki 2012; Panov 2019, Ruskan 2019 among others), while a more systematic account of particle clusters based on synchronic as well as diachronic data is still lacking. Thus, the present paper aims at investigating the combinations of Lithuanian particles taking into account the possible degree of their integration and order in a combination.

The data is retrieved from the sub-corpus of fiction of the Corpus of the Contemporary Lithuanian Language (CCLL-Fic) and the sub-corpus of spoken Lithuanian (CCLL-Sp) as well as the Corpus of Spoken Lithuanian (CSL).

Keywords**:** discourse particle, cluster, formal and functional features

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Verbs as an interactional resource: Dynamic modal verbs in Finnish interactions

Yida Cai (University of Helsinki)

In this paper, I will examine two Finnish verbs of possibility and sufficiency (VPS) as interactional resources in everyday interactions. According to Flint (1980), the VPS in Finnish have various important interactional functions, but these functions have not been investigated in detail so far. The verbs focused on are PÄÄSTÄ ('manage to get'); JOUTUA ('have to do'). These verbs are chosen based on their semantic features: PÄÄSTÄ and JOUTUA are counterparts to each other and can be interpreted deontically (Kangasniemi 1992).

The data have been collected from the Database Arkisyn, containing face-to-face and telephone conversations. The main framework and method used are interactional linguistics and conversation analysis. However, cognitive linguistics is also applied in specifying the evolvement of the interactional tasks of the verbs. I will show that PÄÄSTÄ and JOUTUA share interactional tasks such as accounting for a dispreferred action, but they both have also interactional tasks of their own. For instance, PÄÄSTÄ can be used for expressing irony directed to the prior speaker's turn. JOUTUA can, for instance, present information as shared, and invite the co-participants to align with the speaker. The interactional tasks of these verbs can be explained by examining the presuppositions of the verb with the help of force dynamics framework.

Keywords: interactional linguistics, conversation analysis, modal verbs, semantics

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Subjective or intersubjective? Indexing affiliation and non-affiliation in response to open second-person singular forms in Finnish everyday conversations

Karita Suomalainen (Åbo Akademi University)

Recent interactionally oriented research has shown that, in many languages, second-person forms can be used to create generalized, or so-called *open* reference, in which the form does not exclusively refer to a specific participant of the interaction but, rather, is open to different interpretations in its context of use (for an overview, see De Cock & Kluge 2016). Such use of second-person forms is especially typical in sequences in which speakers share their experiences with others and invite them to recognize and join the perspective offered (e.g., Auer & Stukenbrock 2018; Stirling & Manderson 2011; Suomalainen & Varjo 2020).

Using an interactional linguistic approach, my presentation examines the responses that follow turns with open second-person singular forms in Finnish everyday conversations, with a particular focus on what kinds of person forms are employed in these responses. The data consist of face-to-face conversations from the Arkisyn corpus of conversational Finnish.

The analysis suggests that by using a certain person form in the responsive turn—accompanied by other turn-constructional elements, including multimodal ones—the recipients can demonstrate a recognition of the kind of experience that was told by the previous speaker and show affiliation. However, the recipients can also step back and distance themselves from what was said in the preceding turn, thus indicating that they do not share the presented point of view.

Keywords: *affiliation; everyday conversations; Finnish; interactional linguistics; person forms*

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Politics (A2b)

Securitization of the Information War: A Study of Estonian Media in the Russian-Ukrainian Conflict

Mari-Liis Madisson (Tartu University)

Russia initiated a full-scale aggression against Ukraine (2022-present) is an unprecedentedly mediated war, where every day a lot of footage, images and texts are created to document and communicate what happened. These bits of information can help to gain a more accurate understanding of what happened, but they create opportunities for both sides to deceive and discourage the adversary and to win the minds and hearts of bystanders. Consequently, it is widely recognized that the war is not limited to the physical battlefield but also takes place in the information realm. The public is frequently cautioned that they

may receive a distorted depiction of events or, worse yet, unwittingly assist the aggressor as useful idiots. The information war is regarded as both crucial and elusive, given the difficulty in defining, perceiving, and comprehending the battles that are primarily characterized by intentional deception and manipulation. This presentation investigates how the Estonian media depicts the information war related to the Russian-Ukrainian conflict. Using the Copenhagen School of security studies and the framework of semiotic analysis of e-threats, this paper examines the discursive construction of referent objects, the depiction of threat scenarios, and the textual techniques employed to give meaning to the information war. Additionally, it sheds a critical light on the discourse's preferred and obscured meanings. The study is based on 80 articles published on major Estonian news sites (Postimees.ee, Delfi.ee, err.ee) between February 2022 and February 2023.

Categorization, moral casting and politically persuasive narration in the case of Capitol Hill 2021

Hanna Rautajoki (Tampere University)

My paper studies the strategic use of membership categorization and narrative positioning in political persuasion. In the era of postfactual politics the conventions of public discussion have transformed and political argumentation has increasingly turned from critical and rational deliberation of subject matters towards more experiential exchange, identifications, affective undertones and polarization. In the empirical analysis, I will focus on discursive strategies deployed in populist rhetoric in the case of Capitol Hill invasion in the United States on 6 Jan 2021. My paper investigates in detail the speech given by the President Donald Trump prior to the scene of people marching towards and invading into the Capitol Building. I analyse the speech with tools from narrative positioning analysis (Bamberg 1997) and cultural membership categorization analysis (Sacks 1972). My study associates with epistemic governance approach (Alasuutari & Qadir 2014), seeking to unravel the ontological, identity-based and normative perspectives actors work on in political persuasion. I will apply concepts and frameworks from narrative studies to carve out an increasingly prominent phenomenon in political address, which I call 'political fictionality'. I apply two conceptualizations in my analysis 1) the moral casting of actors (Rautajoki 2012) and 2) the relational scaffolding of justifications (Rautajoki, 2022). My theoretical interest lies in the projective effects of discursive identifications.

Keywords: experientiality, identification, membership categorization analysis, narrative positioning, political persuasion

The ways of explaining in Easy Language news about the war in Ukraine

Eliisa Uotila (University of Helsinki)

In this presentation I analyze the function of explaining in one specific, news topic. I focus on the possible changes of explaining in the course of time (12 weeks) and the differences between easy language news in radio, newspaper format and to a broader data set of easy language news in radio. In that data set it's typical that the explaining sequences are in present tense, which can lead to more generic, atemporal interpretation as a distinction to the ongoing news reporting act.

I see explaining as an action taken by the writer to try and see the ongoing subject from the recipients' point of view. It's done so that the recipient can continue with the text by e.g. elaboration or paraphrases. It's a part of dialogical interaction written into the text that calls the audience to be a part of the discourse community of news genre (e.g. Virtanen, Rahtu & Shore 2018, Satokangas 2021).

The presentation is a part of my monographic dissertation where I map and analyze explaining in Easy language news by means of cognitive linguistics, more specifically with dimensions of construal (e.g. Langacker 2008; Jaakola, Töyry, Helle & Rantajääskö). My data set is self-collected corpora of Easy language news about the war in Ukraine (radio N=220, newspaper N=40)) and a non-themed paired set consisting Easy language and standard Finnish news from the same day (N=105 pairs).

Keywords: easy language, cognitive linguistics, textual studies

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(Re)signifying identities, changing cultural practices, altering social power dynamics – Investigating the dialectic using a systematic political discourse analysis methodology

Rizwan Sulehry (Victoria University of Wellington)

Contemporary political communication scholarship is increasingly interested in studying the cultural effects of political (re)signification or (re)subjectivation of identities on social power dynamics (Dyke & Taylor, 2018; Schmitt, 2007). Using the discourse of the Movement for Real Freedom (MRF) as a case study, this paper outlines how to systematically study those effects. In line with that aim, it employs an eclectic methodology which combines frame analysis with discourse theory (Sulehry & Wallace, 2023). The data is a YouTube speech delivered by one of the key leaders of the political party Pakistan Tehreek-e-Insaf (PTI), Senator Azam Swati. Preliminary findings indicate that Swati is calling out the practices of army personnel which run "in contravention of the Constitution and laws of Pakistan." The paper then employs these findings to discuss the following two questions: one, whether the speaker's re-signification (re-subjectivation) of Pakistan Army as an "aggressor" is restricted to the actions of a few "sneaky" army officers as was the case in the Lawyers' Movement of 2007-09, or indeed is recasting the identity of the entire "military institution" as a clandestine anti-democracy actor (Shah, 2014: p. 1008); two, if the latter is indeed the case, whether that cultural re-subjectivation of Pakistan Army indicates Pakistan's shifting social power dynamics. The paper then discusses both methodological advantages as well as challenges. By analyzing the data systematically, it is hoped that the approach can be seen as applicable to other socio-political contexts.

Keywords: Political communication, discourse theory, frame theory, political discourse analysis, methodological development

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PLENARY: Brian Due
University of Copenhagen

Situated Socio-Material Assemblages

This presentation examines video data from a variety of socio-material settings where humans, nonhumans, materials, technology, and nature assemble through ongoing, emerging productions. Based in ethnomethodology, the presentation suggests a "misreading" (Garfinkel's term) of Deleuze and Guattari's concept of assemblages to work out a replacement of agency from being a human characteristic to being a distributed accomplishment within situated assemblages. The talk presents excerpts from human-animal, human-food, human-plant, and human-technology interactions and shows how we can understand these in radical terms as emerging and being accomplished through the distribution of agency. The talk suggests that the replacement of the unit of analysis from being the individual to being the assemblage calls for a respecification of ethnomethodology as assemmethodology (Due, 2023a, 2023b).

Due, B. L. (2023a). Assemmethodology? A Commentary. Social Interaction. Video-Based Studies of Human Sociality, 6(1), Article 1. https://doi.org/10.7146/si.v6i1.137001

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