21 November 2018

09:00 - 10:00  Aula, Building 1412
Conference Registration

10:00 - 11:45  Aula, building 1412
KEYNOTE Eero Vaara: From cultural differences to identity politics: A critical discursive perspective on culture and identity in and around multinational corporations
Cultural differences play an important role in organizations in general and multinational corporations (MNCs) in particular. However, organization research has traditionally not engaged with in-depth analysis of national identity and nationalism. This is especially the case with the construction and manipulation of difference in and around MNCs. Drawing on critical discourse analysis, the purpose of this paper is to offer three approaches that can help to advance this area of research. In the first approach, MNCs are seen as part of the cultural-institutional context, and the focus is on how these organizations cope with or react to broader issues of globalization or constructed national interest. In the second approach, the focus is on MNCs as organizations within which one can study various kinds of struggle and confrontation, including ‘us vs. them’ constructions or reproduction of inequality. In the third approach, MNCs are then seen agents of identity politics. They can for instance advance imperialism or postcolonialism or act to promote positive change.

12:00 - 13:00  Stakladen
Lunch
In the USA, the abortion issue raises court proceedings and even “cultural wars” for decades (Doan 2007, Tamney – Johnson – Burton 1992). Much closer, in the neighboring Poland, the abortion ban provokes long-term turmoil (Mshal 2015, Pasieka 2018). The Central Europe post-communist states Czech Republic and Slovakia, split 25 years ago, appear in this context to be highly liberal societies due to their legally assisted abortions. However, local “pro-life movements”, commonly perceived as a “Catholic concern” (Calfano 2006, Jelen – Wilcox 1997), relentlessly pursue their activities. An analysis of interviews, publications, promotional material, websites, and events reveals the nature of the anti-abortion arguments used in the public discourse. The emphasis is on the different narratives and their use in these two countries.

This paper is an exploratory case study that utilizes qualitative content analysis (Kracauer 1952, Mayring 2000, Kohlbacher 2006). This method allows for a classification of different anti-abortion agenda strategies. Through the lens of inductive category development and deductive category application (Mayring 2000), I argue that the pro-life activists effectively employ the following narratives:

- political/populous,
- strictly religious/Catholic,
- quasi-historical/anti-communist,
- anti-gender/conspiratorial,
- ethical/humanistic,
- emotional,
- medical/scientific.

In this presentation, relevant examples will be discussed and specific combinations of narratives will be introduced within the historical and cultural contexts of each country (Munson 2014, Rees 2013, Tížik 2011).

Anne Kjærgaard, Winnie Collin, Gitte Gravengaard: Friendly or unfriendly power? Citizens’ identity construction in response to two versions of a letter about sickness benefits

This presentation discusses how different ways of representing power in letters from public authorities affect readers’ identity construction.

Many Danish public authorities aim at expressing themselves in a kind, considerate or even empathic way when addressing citizens (Kjærgaard 2015; Kjærgaard et al. forthcoming). However, the relation between authorities and citizens is typically highly asymmetrical, and texts from public authorities to citizens typically have a strategic purpose (Mikkelsen 2008): They are means to persuade, affect or even control citizens and are thus ways of exercising power (Foucault 1998).

In our presentation, we compare citizens’ perceptions of two different versions of a letter concerning sickness benefits. The original version was rewritten to make the letter more friendly and empathic. Citizens’ perceptions of the two versions were gathered by thinking aloud protocols (Kjærgaard et al. forthcoming). 10 citizens, who had all received sickness benefits, were asked to read out loud the two versions and voice what came to their mind as they read.

Taking our point of departure in social constructivism (Burr 1995) and drawing on positioning theory (Hamé 1999; van Langenhove & Hamé 1999) and discourse analysis (Fairclough 1992), we identify various types of identity construction occurring in these protocols in response to the two different versions of the letter. This illustrates how different ways of representing power linguistically affect citizens’ perceptions of which positions – and hence identities – it is possible for them to occupy, and thus affect the way power relations are conceived.
**13.00-13.30**

Gunilla Åström Persson: *The TV talk show Skavlan as a political arena*

In rhetoric and media studies it is often claimed that today’s politicians try to appear as “an ordinary person” in broadcasted media (cf. Jamieson 1988). Kjeldsen (2015) argues that in Scandinavia, politicians has taken this one step further to the role of the true and authentic individual who happily shares himself/herself and his/her inner emotions. This development is mainly explained by social change towards a more informal public communication, and changes in the media landscape. On-line newspapers produce broadcasted interviews with politicians and talk shows on TV are becoming more common. The question is whether politicians’ endeavor to act as true and authentic has turned TV into a political arena. Do we see a start of an informal and intimate conversational rhetoric? Taken this in account I have studied conversational rhetoric (cf. Åström Persson 2015) in one of Sweden’s and Norway’s most popular talks show Skavlan. In my presentation I will discuss conversational and rhetorical linguistic strategies in one episode of Skavlan when the Swedish Foreign Minister Margot Wallström visited the program. My study and my discussion is be based on a discursive conversation analysis.

**13.30-14.00**

Amer Bitar: *The Impact of Visual Representations of Leadership in Tribal Dominated Societies: A critical qualitative study of aesthetic leadership in the United Arab Emirates*

This thesis focuses on leadership as a visual discourse and explores the way this discourse is constructed in the specific context of tribal-dominated Bedouin Arabia. The thesis reviews leadership from an aesthetic perspective and from different geographical and historical settings. This research contributes to the leadership literature by exploring the Foucauldian perspective of the interconnected problematic concepts of power/knowledge, discourse, subjectivity, body symbolism and the power of gaze. Moreover, it is moving beyond the individualistic perspective of leadership through studying leadership as a social relational process in different sociocultural/historical settings. The research fills the gap in visual leadership studies in the Middle East, it compares the ‘conservative’ and the ‘progressive’ patriarchal leadership modes; furthermore, this research fills the gap in putting visual leadership into discourse and it contributes to the literature by introducing a hybrid research method through a mix of tools from different methodologies including discourse analysis, observation, visual and aesthetic approaches. The thesis contributes to leadership studies in discussing the role of the aesthetic and sensory experiences and the art creation process from visual artists’ perspective and it explores the main factors that shape our personalities including language, culture, faith, climate and government. In addition, it focuses on exploring the power of image and the visual leadership along with the panoptic effect of leaders’ images on the recipients.

**13.00-13.30**

Panel: *Erfarenheter från samverkansprojekt om hälsa och välfärd*

*Erfarenheter från samverkansprojekt om hälsa och välfärd*

Panelen samlar forskare som i olika projekt intresserat sig för hälso- och välfärdsorienterade verksamheter till de frågor som är aktuella inom diskurs- och kommunikationsforskning, och hur påverkar det ena det andra? Hur hanterar man som forskare divergerande perspektiv och intressen i en verksamhet och hur kan man utveckla en kritisk position och samtidigt bidra konstruktivt?

*Erfarenheter från samverkansprojekt om hälsa och välfärd*

Hvordan kan olika samarbetsrelationer mellan forskare och professionsutövare utmana etablerade kunskapspositioner? Vilka blir konsekvenser för diskurfsforskningen av at alltfler forskare arbetar med heterologe data, som samtal, texter, observationer och intervjuer, för at fånga komplexitet i meningsskapande praksis?
13.30-14.00
Panel: Tillämpad diskursforskning
Gunilla Byrman, Stina Ericsson: Normkritiska perspektiv på arabisksvenska vårdsamtal i preventivmödralhälsovård
Det finns en ökad uppmärksamhet i Sverige för mor och barn vid graviditet och förlösning, om kvinnor är utlandsfödda. Skälet till detta anses vara brister i författätskaps- och språklig kommunikation i interaktion mellan kvinnor med o tillräckliga eller inga kunskaper i svenska och svensk- talande barmorskor.
Forskningsdata samlas via fokusgruppsamtal med barmorskor, fältobservationer och ljud-inspelningar med händelseloggar när pekplattan används i vårdsamtal. Analysmetoderna är text- och diskursanalys, multimodal och normkritisk analys. Vi planerar även individuella intervjuer med arabisktalande kvinnor.
De frågor vi diskuterar i panelen är:
Hur kan forskningsprojektet hantera divergerande perspektiv och intressen i mödralhälsovården?
Hur kan forskarna i projektet utveckla en kritisk position och samtidigt bidra konstruktivt till verksamheten?
Dessa forskningsfrågor inbegriper även hur olika samarbetsrelationer mellan forskare och pro- fessionsutövare kan utmana etablerade kunskapspositioner.

14.00-14.30
Panel: Tillämpad diskursforskning
Gørl Hammerstad, Heidi Gilstad, Hana Gustafsson: Møtet mellom klinisk og kommunikativ mentalitet i samarbeid mellom forskere og profesjonsutøvere på helsefeltet
I anvendt språkvetenskap er tett samarbeid med praktikere en viktig del av kartografisjonsprosjektet, og vi har i vårt arbeid vært oppatt av hvordan slike samarbeidsrelasjoner mellom forskere og profesjonsutøvere utfordrer forsker- og kunnskapsposisjoner. Vi skal i denne presentasjonen trekke fram erfaringer fra tre ulike forsknings- og undervisningsprosjekter i Norge og Nederland, og vise eksempler på hvordan vi som diskursforskere og våre samarbeidspartnere i helsefeltet har arbeidet med å etablere klinisk og kommunikativ mentalitet.
Klinisk mentalitet kan oppøves gjennom at man som diskursforsker skaffer seg innsikt i kommunikasjonens plass i den profesjonelle sammenhengen, samt kjenner til kommunikasjonens rolle ut fra de kliniske oppgaven de profesjonelle står overfor. For diskursforskere handler det altså om å opparbeide en kontekstens innsikt og innsikt i virksomhetens logikk. Kommunikativ mentalitet for helsepersonell innebærer å få innsikt i diskursforskers perspektiver på kommunikasjon. Dette vil som oftest innebære et alternativ til en lineær kommunikasjonsmodell og et ferdighetsfokus på kommunikasjon.
Within conversation analysis, emotional displays are seen as gestalts of several simultaneous or serial multimodalities (Ruusuvuori 2013, p. 13.00-13.30 Tobias Boelt Back: Anticipating Viewers' Response to Talk Show Stories
Panel: Managing emotions in organizations

Therefore, the panel seeks to shed light on the systematic and orderly display of emotions and affective stance in the workplace and how they impact organizational work processes and relations. This is not a new endeavor (Liu & Maitlis, 2014, Iszatt-White, 2013), but the panel seeks to pay specific attention to the discursive and interactional foundations of emotional work, and this way we hope to add new insights into our understanding of core organizational aspects, like organizing, managing, and strategizing.
Numerous conversation analytic studies investigate emotions and affect either as overtly displayed affective stances or as intersubjectively felt (Goodwin 2015; Melander 2012; Potter and Hepburn 2003; Ruusuvuori 2007, 2013). However, very few studies, if any, have focused on the production of inter-affect in the mass media. What is striking when exploring the editorial work of talk show journalists is the highly institutionalized practice of ‘anticipating the viewers’ response’. This study seeks to uncover how this anticipation is semiotized and resemiotized across sites and modalities as to trace the solidification of ‘experience’ into a final product shaped by and through interaction. As Hanh Thi Nguyen (2008) notes in her work on how professionals become more competent in organizing social, professional practices through repetition: [A] longitudinal understanding needs to be situated in local moments, and the interpretation of local moments is inadequate as an account of the participants’ perspectives without taking into consideration their longitudinal experience (p. 501).

Building on Charles Goodwin’s work on ‘semiotic fields’ and (re)introducing Rick Iedema’s notion of ‘resemiotization’ (2001, 2003), my current studies aim to show how stretching the temporality of conversation analysis—from sequentiality to series of conversations, can inform our understanding of how affect as a cultural product is co-operatively shaped over time in consecutively, unfolding moments of human interaction.

13.30-14.00
Panel: Managing emotions in organizations

Sae Oshima: Dazzling clients: Emotional rationality as an interactional achievement

The dichotomy between emotion and rationality has been increasingly and explicitly questioned in consumer research (Pham 2007). Studies have demonstrated not only the significant role that emotion plays in desirable ‘rational’ occasions such as decision-making and evaluation (Cohen, Pham, and Andrade 2007), but also how affect-based judgements can produce ecological information-processing and decision-making (Avnet, Pham, and Stephen 2012) and long-lasting consumer satisfaction (Darke, Chattopadhyay, and Ashworth 2006). What these studies underpin is manifested in the term coined by Pham (2004; 2007): emotional rationality.

In line with this perspective, the current study explores emotion as a rational response in the context of service evaluation sequences, i.e. where a client is presented with the professional’s service outcome. Particularly, it focuses on a recurrent pattern of embodying surprise among the clients, which is a key form of emotional display (Wilkinson and Kitzinger 2006). Using video-recordings of various client-professional interactions (e.g. hairstylist-customer, web designer-client), the study investigates the questions: how do clients present surprise as informative/rational response?; and how do professionals treat them, and/or elicit them?

By demonstrating how affective responses to the service outcome are orderly and interactionally achieved, the study aims to offer an alternative approach to discussing some notions that have been traditionally captured as an individual process. First, it reveals the microinteractional process of emotional rationality, and how this facilitates client-professional relations. Based on this observation, the study then argues for the need to approach consumer expectations and customer satisfaction as collaborative and co-created processes.

14.00-14.30
Panel: Managing emotions in organizations

Maarit Siromaa, Mirka Rauniomaa, Mari Holmström, Marika Helisten: “Your face certainly isn’t sagging anywhere yet?” Expressions of solidarity and rapport building in the staff break room

We approach the theme of “Managing emotions in organizations” by studying social interaction and break-taking between co-workers in the staff break room of an educational institution. In general, breaks constitute an interface between work and leisure, as participants carry out relatively informal, personal activities within a more formal, institutional context. What happens at that interface, including ways of interweaving break- and work-related activities, may have a great influence on the overall organizational climate and workplace culture. Break talk allows, among other things, for displays of emotions and affective stances, much like any informal conversation between friends and acquaintances. Moreover, it provides participants opportunities to affiliate, achieve shared stances, show support, display empathy, express solidarity and engage in rapport building over personal as well as work-related matters. As a consequence, taking breaks together (sometimes for years or even decades) facilitates the forming of close, long-lasting relationships. Our interest in managing emotions in this specific context is twofold: firstly, we wish to examine how expressions of social solidarity are constructed within the boundaries of institutional space and organizational time, and, secondly, we wish to explore what significance brief moments of informal social interaction may have for the more formal context in which they occur. We draw on video data and ethnomethodological conversation analysis, studying face-to-face social interaction as it unfolds moment by moment.
M1 - 40 Persons

Panel: Tillämpad diskursforskning

14.45-15.45
Panel: Tillämpad diskursforskning

Mats Landqvist, Anna-Malin Karlsson: Kunskapsintressen i tillämpad språkforskning och medicinsk praktik

I det här föredraget diskuteras olika strategier för att som språkforskare närma sig hälsosförfrågor och medicinsk praktik. Våra erfarenheter från forskningsprojektet Hälsolitteracitet och kunskapsbygande visar att det kan finnas en motsättning mellan att ännu fortfarande analysera språk som semiotisk resurs och att den andra som språklig praktik. Dessutom innebär (vård-)verksamhetens egen analys att språkliga perspektiv upprättas och att de underbrytas.

Tillämpad språkvetenskap inom samverkan med verksamheter utmanar ofta språkvetenskapens disciplinära identitet, kunskapsanspråk och relevans. Dels kan praktikerna stå för en snabbare bild av vad språkvetenskapen kan bidra med, dels kan de språkvetenskapliga redskapen känna tillför begränsade och avgränsade möjligheter att kunna hantera verksamhetens problem. Språkvetenskapens tendens att dela sig in i deldiscipliner (samtalsforskning, textforskning, grammatik, diskursanalys, etc.) kan även i sig skapa begränsningar. Kanske är även unikligen av tillämpad språkvetenskap som särskilt omräknebar?


15.15-15.45
Panel: Tillämpad diskursforskning

Theres Bellander, Zoe nikolaidou: Ett holistiskt förhållningssätt i studier av kunskapande om hälsa

En diskussion om metodiska tillväggagångssätt med utgångspunkt i projektet Hälsolitteracitet och kunskapsbygande i informationsämnet

Det här föredraget syftar till att diskutera vinster och utmaningar med att i material- och metodval arbeta utifrån ett holistiskt förhållningssätt, d.v.s. sträva mot helhetsteori. Ett sådant förhållningssätt lämpar sig vid studier av breda praktiker som formas av sådant som interaktion, texter, ideologier och attityder. Ett holistiskt förhållningssätt innebär att djupstudera ett brev och varierat material. Ett sådant kan endast belysas genom att man använder en kombination av olika forskningsmetoder som lyfter fram olika aspekter av praktiken.

Projektet Hälsolitteracitet och kunskapsbygande i informationsämnet undersöker ett praktik där par som väntar barn med hjärtsjukdom samt föräldrar till hjärtbarn bygger kunskap med relevans för den specifika föräldrarollen. För oss innebär det holistiska förhållningssättet att vi söker greppa ett kompletthetssätt av kunskapande som hänför ur informanternas deltagande i en mängd olika aktiviteter där situationsrelaterade motiv styra kunskaper formas och omformas.

Vår forskningsmodell omfattar ett material av läkarundersökningar, intervjukrabb och texter; både sådana som vården erbjuder och sådana som föräldrarna på eget initiativ söker upp och i några fall även skriver själva. Analysmetoderna hör dels hemma inom sociolinguistiken: diskursanalys och samtalsanalys, dels inom pedagogik och organisationsteoretisk forskning: Legitimation Code Theory och Activity Theory.

Med utgångspunkt i modellen diskuteras vi vinster som exempelvis metodiska möjligheter att studera lärande på såväl makro- som mikronivå eller att överbrygga traditionella barriärer mellan text- och samtalsforskning. Vi diskutera också hur vi har bemött utmaningar som att materialet utgör en blandning av rapporterat lärande och inspelade autentiska länsituationer samt att olika informanter representerar olika skeden och situationer i den kunskapsbyggande praktiken.
M2 - 80 persons

14.45-15.15
Pirkko Raudaskoski: Affect, imagination, morality and norms as complex embodied entanglements in two TV interviews

In order to shed light on imagination, morality and norms as complex, affective-discursive (Wetherell 2013) issues of performance, I present a close analysis of two TV interview snippets from two different Nordic countries (Denmark and Finland) around the same period of time (2002 and 2001). The interviews come from a) a documentary and b) a live TV interview in a debate programme and they concern two different topics: a) transnational adoption and b) the 911 terrorist attack. I use multimodal interaction analysis and membership categorization analysis to scrutinize the embodied emotional work of the interviewees while they are recounting a) imagined future actions and b) actions they had imagined to do in the past. In doing this, they fit their multi-layered narrative both to the (co-)present situation with its material surroundings and participants and, at the same time, to the interview as a public occasion. Both the local and the larger situations come with certain accountabilities that become relevant in situ. In other words, various institutional norms are oriented to (and in b) also transgressed) while the interviewees constitute themselves as morally orderly persons. In doing this, the participants act not just as private persons with affective responses, but, at the same time, in a nuanced manner that the analysis reveals, as representatives (members) of various collections.

15.15-15.45
Lotta Lehti: Influencers and their audiences in the digital agora

Social media has brought visibility to new kinds of influencers. Public discourse in the digital agora (see Johansson, Kleinke & Lehti 2017) consists of user-generated content, journalistic content, advertisements and search engines. In this circulation of opinions, ideas and information, most messages are reactions – sharing and commenting journalistic articles, evaluating videos and pictures, or participating in a comment thread. However, in this paper, the focus is on those who do not only react but who generate discussion and comments through their own content, i.e. digital influencers (see Abidin 2015).

I concentrate on influencers communicating in Finnish about political and societal topics. The data consists of blogs and Twitter accounts of widely known and commented public thinkers. The thinkers examined do not include politicians but they are journalists or artists or they are known exclusively for their social media communication. The influencers chosen represent different ideologies and social categories. The object of study is the way these influencers present their opinions. Opinions will be analysed as arguments, i.e. as claims with justifications with the help of the argument classification by Walton, Reed and Macagno (2008). The most frequent argument types will further be analysed in terms of the accord (Perelman & Olbrechts-Tyteca 1958: 87–153), i.e. the common ground on which the influencers build their arguments and which they consider as shared with their intended audience. The comparison of the accords in different influencers’ communication will shed new light on the fragmented audiences in the Finnish-speaking digital media scene.
M2.2 - 20 persons
14:45-15:15
Maj Ragner Laursen: Visualizing Hygiene: the manifestation of rules and borders
Hospital hygiene is influenced by a variety of actors such as healthcare practitioners, patients, relatives, administrators and others, leading potentially to diverse and unpredictable practices. However, following Pierre Bourdieu’s notion of habitus, the practices of a given field are limited in their diversity, incorporating rule-following. As Mary Douglas points out, the many rules surrounding cleanliness make dirt the by-product of systematic ordering, as being matter out of place. The term boundary-work describes techniques of demarcating different spheres e.g. scientific versus non-scientific or clean versus unclean.
This paper takes a closer look at the communicative trajectories surrounding hygiene practices in a Danish hospital setting. The research question concerns: How does rule-following and boundary-work, as manifest in photographs and narrative accounts, connect to the hospital hygiene practices? My primary data source is photographs taken during ethnographic observations in a local hospital over 14 days during March-November 2015. These are supplemented by narrative accounts produced by a hygiene nurse, during two photo elicited interviews in January and February 2016. The data is analysed using two different analytic perspectives.
Initial findings point at rule-following and boundary-work as central to the hygiene practice and as conditioning hygiene in a sequencing manner. Moreover, hygienic rules and boundaries are discussed in terms of retrospective accountability, indicating that the rules also could have a symbolic (bureaucratic) meaning in Douglas’ sense. However, following Bourdieu, such findings need not be in contradiction, but could be reinforcing each other, making up the habitus of the hospital hygiene field.

15.15-15.45
Lauri Haapanen: Translingual quoting in written journalism
Quoting is an essential phenomenon in journalism. In today’s multilingual mediascape, this process often includes a translational aspect, as the original discourse is translated during quoting. I have labelled this process “translingual quoting”.
Although translingual quoting is commonplace for journalists, it is barely discussed in journalistic guidebooks, editorial policies or even in academia. In my presentation, I will introduce my ongoing medialinguistic research that investigates translingual quoting in written journalism, encompassing newspapers, magazines and online-based formats that can entail multimedia elements. The aim of this research is to further conceptualise translingual quoting and advance a theoretical understanding of this distinctive professional practice.
The data consist of detailed documentations of production processes of media items, and they are analysed from both the researcher’s external and journalists’ insider perspectives. First, by using version analysis the journalistic interviews are compared with the published articles to investigate how journalists’ source material in a language X (e.g. English) is recontextualised into quotes in a language Y (e.g. Finnish). Second, workplace conversations and the informant-journalists’ retrospective verbalisations of their writing process are analysed to uncover the translingual quoting strategies that create an intertextual chain between the source and target texts.
The project constitutes fundamental research on the topic at hand. Furthermore, by combining detailed linguistic analysis of micro activities with the social macro level, the research will explain, for example, how journalists’ language skills and linguistic awareness affect the process of gatekeeping and thus public discourse.
This paper deals with online discussions of immigration in Finland. The aim of the paper is to examine how immigrants are represented and what kind of argumentation strategies are used by the participants to enhance their stance in the conversations. The data consists of 117 conversation threads collected from the Finnish Internet forum Suomi24.fi. The threads included are founded in August 2015, when the number of asylum seekers coming to Finland was growing very fast.

The research is based on discourse analysis (Johnstone 2008), and also role semantics (e.g. Saeed 2016) and argumentation analysis (Perelman & Olbrechts-Tyteca 1971) are applied. In this paper, special attention is paid to the semantic roles of immigrants (PATIENT, AGENT, BENEFICIARY), rhetorical devices (e.g. rhetorical questions, stories), and argumentation strategies (e.g. generalization, numbers and statistics, strawman).

It is argued that multiple linguistic devices and strategies are used to construct a shared view of the world especially by the discussants who take a negative stance towards immigration. Discussants who take a positive stance towards immigration are in the minority in the conversations, and they use different strategies in order to question and to deny the arguments that the discussants with a negative stance have.

During the 2017 local elections, the upcoming party Nye Borgerlige campaigned with a poster depicting a woman in niqab with the heading: "Freedom, also for Muslim women". Since the Muhammad cartoons crisis, the Muslim minority has been consistently resisting, challenging, and negotiating the meaning and uses of the term 'freedom' in the Danish public discourse. Its shallow use in politics and media, posits one of Denmark's most prominent imams, must be deepened by a spiritual understanding of "real freedom". In this paper, I first map the Muslim discourse on freedom in Denmark, drawing from my own ethnographic data (interviews and participant observation) and material collected from a wide range of sources (from sermons to social media). Secondly, I illustrate through this material the specific ways the Muslim discourse is used and reproduced, and by which Muslim parhē sı́astes slowly contest and work towards the transformation of the hegemonic Danish discourse on freedom. Thirdly, making use of Foucauldian and Laclaundian discourse theory and terminology, I analyze the floating signifier of 'freedom' as a zone of awkward engagement between the public discourse and its Muslim voices.

This paper engages with emotions as products of interactional relations and interactively constructed narratives (Gergen, 1994) and presents a single case analysis of a video-recording from a white board meeting at a laundry factory, where an employee engages in a very emotional conflict with her team leader. The analysis, which builds on a conversation analytical approach to emotions as interactional products (Edwards, 1997; Stevanovic & Peräkylä 2014, Peräkylä & Sorjonen 2012), seeks to illuminate how an individual display of emotion is sequentially occasioned by the team leader and turned into a collective issue, which is then managed and resolved within the team. The paper furthermore draws on interactional studies meetings and leadership (Svennevig, 2011; Angouri, 2012, Schnurr and Zaytz 2011; Asmuss & Svennevig, 2009) and contributes to previous findings by positing that the negotiation and management of emotions forms a central part of organizational sense-making practices.

This paper examines how emotional displays contribute to the organization of the activity of complaining. Following previous conversation analytic literature, we define complaints as expressions of negative feelings about a specific issue, the complainable (Drew & Holt 1988), for which another person or party can be held responsible (Heinemann & Traverso 2009). As such, complaints are regarded as delicate actions, demanding extra effort to arrive at the complaint proper.

According to our preliminary findings, the pursuit of common ground plays a crucial role for complaint recognition, which recurrently results in a stepwise entry into the complaint. Pursuing common ground entails both ensuring the co-participant's epistemic access to the relevant knowledge to understand the complaint as well as paving way for an affective stance that can lead to affiliation. In this presentation, we focus on the role of affective displays in this process. We describe the subtle vocal and non-vocal procedures through which the participants manage the reciprocal dynamics of working towards a shared affective stance as a part of building common ground and ensuring complaint recognition.

Our data come from a collection of Danish and Finnish (20+20) performance appraisal interviews, where the employee complains to the co-present manager about a non-present third party, such as a colleague or client.
KEYNOTE Jan Svennevig: Preventing understanding problems in conversation

Summing up a decade of research, I will talk about how speakers may anticipate potential understanding problems their interlocutors may face and act to prevent them from occurring. In Conversation Analysis, such practices are referred to as preemptive repair. I start by addressing a methodological question: how can we study empirically a 'potentiality', that is, an orientation to something that has not manifested itself? I continue by presenting some examples of such practices as they occur in first language speakers’ talk addressed to second language speakers. One practice is redesigning a turn-in-progress so as to accommodate into it additional information that will help the interlocutor identify the referent of a potentially problematic referring expression. Another is adding a candidate answer to a question just posed, thereby clarifying the aim of the question. A third is to decompose a complex utterance into smaller chunks and to present them one at a time so that the interlocutor may provide evidence of understanding at every step of the complex action. I will conclude the talk by presenting an experimental study that investigated whether these preemptive practices actually help second language speakers to better understand potentially problematic utterances. The answer will only be revealed in the lecture.

M1 - 40 persons
Panel: Tillämpad diskursforskning

Jean Stevenson, Astrid Skoglund: "It's hard to learn something new" - A follow-up study on communication in maternal health care

The Vinnova project, Expecting a child in Arabic and Swedish! aims to contribute to equal and effective communication between midwives and women in maternity care. In the project, linguists and midwifery researchers in collaboration with midwives and pregnant women are developing a bilingual app, which will be used as a complement to interpreters in pre-natal care (see Byrman 2017). A prototype version of the app will be tested in spring 2018 in Kalmar County Council.

The project group conducted a pilot study in autumn 2015 (Axelsson et al., 2016). In the pilot study, midwives were interviewed about the challenges they faced in communicating with pregnant refugees who had newly arrived in Sweden. In the pilot study, midwives expressed concern about the lack of Arabic-speaking interpreters and were concerned that sometimes mistakes were made during interpretation. They wished for a supplement to interpreters, particularly for spontaneous meetings with refugees who had recently arrived. The purpose of our contribution is to follow up the results of the pilot study. How has the app worked in pre-natal practice? What problems have midwives experienced during the test period? Based on workshops, observations and interviews, we will give examples of how the midwives have used the app.

Preliminary results are that changes in the communication situation have led to altered communication needs. The women who arrived in 2015 have now learned a little Swedish, and their midwives have gained more experience in working with telephone interpreters. The app functions the midwives seem to have used most are pre-recorded films.

Discussion
M2 - 80 persons

17.15-17.45

Maria Jørgensen: Interactional grammar in online written discourse

The Internet has become an important resource in everyday social interaction, which increases the relevance of understanding and studying how language is used online. Examining grammar is essential in this endeavor. However, studies of grammar on the Internet are scarce. With an increasing body of evidence showing that interactional phenomena such as sequentiality, preference and epistemic orientation are integral to linguistic practices in many types of online written discourse, as well as the knowledge that the organization of interactional discourse has a profound impact on the structure of grammar in interaction, this talk suggests using an interactional approach to grammar on the Internet. Using CA and interactional grammar as framework, an analysis of the use of declarative question formatting in two Danish Facebook groups is presented. It is shown that declaratives in online written discourse are used when there is need for clarification on a topic that the user is already informed about, but does not have the epistemic rights to. Questions in the declarative thus embody preferences of showing knowledge of things that the user can be expected to know, while also not violating others’ rights to the information.

The results have implications for research on both interactional grammar, grammar on the internet and CA used in digital environments, especially since grammar on the Internet has mostly been studied from a written language perspective so far.

17.45-18.15

Laura Kohonen-Aho: Practices of displaying social presence in virtually embodied avatar interaction in virtual worlds

Achieving social presence – the feeling of being with others – in computer-mediated interaction is essential for successful real-time collaboration in virtual teams. In the lack of physical bodily cues, the ways in which people first perceive the copresence of others and then achieve social presence with them in computer-mediated interaction has long been a matter of interest for researchers and practitioners. The question of establishing social presence prevails especially in situations where the collaborating team is temporary and due to time pressure, the members do not necessarily have time get to know one another but mainly concentrate on their task.

Compared with many other communication technologies, three-dimensional (3-D) virtual worlds provide unique means to achieve social presence in terms of virtual embodiment with avatar characters and the use of virtual objects. While researchers have acknowledged that avatars play an important role in achieving the feeling of social presence in virtual worlds, the details of how social presence is displayed moment-by-moment in virtually embodied interaction remain currently unexplored.

The current study addresses this shortcoming by applying an action-based approach to presence and multimodal conversation analysis to observe video-recorded virtual team meetings in a virtual world Second Life. The findings show practices of initiating and maintaining social presence in interaction, not only in talk supported by virtual embodiment, but also by using only virtually embodied practices. In addition, the findings illustrate how interaction with avatars acts as a ‘gateway’ for virtual team members for reaching further social engagement with one another.
Malin Sandberg: Senior citizens and the arts: The construction of purpose in an intertextual chain

In 2011, the Swedish government launched a project aimed at funding activities to promote arts for elderly people within geriatric care. The project involved funding cultural activities aimed at senior citizens from around the country, as well as promoting and evaluating existing work within the field of art and health care. The project was organized and documented through a series of texts of different genres and from different organizations, texts that can be conceptualized as an intertextual chain (Fairclough 1992).

Since this was the first government-funded large-scale project concerning arts for senior citizens, one of the key elements of the texts are arguments for the project and for the benefits of generally strengthening culture and the arts within geriatric care. In this paper, I focus on these arguments, using van Leeuwen’s (2008) analytic framework to address the question of how the texts discursively construct the project as purposeful. The first aim of the paper is to discuss how the texts on the one hand construct the arts as being purposeful with regard to the specific age group, and on the other hand construct the specific age group as being purposeful with regard to the arts. As van Leeuwen (2008) points out, the construction of a social practice as purposeful can be expected to vary between social contexts, and hence vary between texts. Thus, the second aim of the paper is to discuss how the expressions of purposefulness are transformed at points of recontextualization (Koskela 2010) along the intertextual chain.

Trine S. Johansen: One for all, all for one? Narrating micro- and craft brewery identity

Studies suggest organisational identity to be suspended between designing an identity that provides the organisation with a distinctive character in order to secure differentiation, and constructing an identity that is considered legitimate by market and society by conforming to norms (e.g. Kroezen and Heugens 2012). The study explores organisational identity construction from a narrative vantage point within Danish micro- and craft breweries as suspended between these needs by asking: how do the breweries narratively construct identities in relation to the dual need for difference and sameness?

Within the micro- and craft brewing sector, the different-sameness duality entails balancing tensions which acts as resources and constraints for organisational self-narrativising, i.e. tradition and renewal (Beverland et al. 2008); globality and locality (Carroll and Swaminathan 2000, Lewis and Vickerstaff 2001, Hede and Wåtre 2013); and organisation and community (Schnell and Reese 2003).

This study is based in a narrative identity conceptualisation. Narrative is recognised as a useful theoretical lens for conceptualising and exploring organisations and their identities (e.g. Brown 2006, Czarniawska 1997, Gilpin 2008). Guided by dialogical reflexivity, insights are generated from the interplay between existing theories and empirical findings (Alvesson and Kärreman, 2011). The empirical material functions as a backdrop for entering into dialogue with, and reflecting on, the extant literature on identity, narrative and microbreweries. The empirical material consists in webpage texts from 65 breweries. The corpus is analysed to shed light on how the identities of the breweries are constructed through autobiographical narratives in light of the difference-sameness duality.
M2.3 - 25 persons

17.15-17.45

Torun Reite: Mediating a conversation between Fanon and Bourdieu on discursive bordering of young Mozambicans

This ethnography combines perspectives from the French social theorist (Bourdieu (1977 [1972]), the post-colonial theorist Franz Fanon (1925-1961) and sociolinguistics engaging with the mobility paradigm (Kerfoot & Hyltenstam, 2017; Coupland et al., 2016; Blommaert & Dong, 2010). With these theoretical lenses discursive practices of young Mozambican adults are analyzed, probing into their bordering and re(b)ordering and their perception of sociocultural spatial borders (material or ideational). Fanon’s three dimensions of alienation: the subjective, the cultural, and the political (Gibson, 1999) are discussed in light of what Bourdieu coined as social distinctions.

The method and material include interviews, observation and metalinguistic discourses of of 24 young Mozambican adults aged 18-26 (17 men and 12 women). The participants consist of networks of friends that socialize on a daily basis. Analyses show that perceptions of sociocultural borders are associated with the, often conflicting, ideologies discursively enacted based on the focus of the lens – or different positioning(s). Results demonstrate how young Mozambican adults navigate between conflicting self-image(s) - when I see myself as seen among my own and subjective self-images - when I see myself as seen by other. Although Fanon’s theories were developed prior to the spatial turn in social theories the analyses demonstrates their continued relevance towards the untangling of the interplay between social and economic orders of socio-spatial stratification associated with (de)colonization, and the individuals embodied and often conflicting ideologies and selves (self-images/subjective self-images) and how these are played out as social distinctions (Bourdieu, 1979).

17.45-18.15

Elina Vitikka: First Person Singular and Authorial Presence in Literary Non-Fiction

Current trend in Finnish literary non-fiction is to have a powerful authorial brand. Name and face of the author may be the most prominent feature in a book cover, and the personal voice of the author is to be heard in the text as well. Personal style is of course a complex combination of linguistic and textual strategies. The focus of my presentation is however on the authorial presence constructed by first person singular pronouns, verb endings and possessive suffixes and the kinds of discursive roles and functions they construct for the author-in-the-text (cf. Thompson & Thetela 1995). My data are literary non-fictional books written by Finnish academics in the 2010s.

The discursive roles of first person singular have been studied in academic texts (e.g. Ivanč 1998, Rahtu 2015). Along with previous first person studies, my analysis is based on the three simultaneous metafunctions postulated in systemic functional theory (Halliday & Matthiessen 2013).

Preben Hornung - 72 persons

17.15-17.45

Nigel Krauth: Writing, thinking and talking

This paper examines the writing process from the creative writer’s viewpoint as expressed in creative writing studies, while incorporating recent research in cognitive psychology.

When a writer writes, they see pictures in their heads and they hear voices. The voices that speak to a writer during the writing process constitute a dialogue in the mind which links verbal consciousness to visual consciousness.

This paper analyses the writer’s linked usage of verbal and visual consciousness in the writing process where writing, thinking and internal talking combine to produce a creative product.

Irina Hemesah: The discursive strategy of humanisation in pro-asylum seeker activism

According to UNHCR, wars, conflicts and persecution have resulted in unprecedented levels of forced displacement. My presentation deals with the discursive construction of this so called ‘refugee crisis’ of 2015 in the context of Finland. I explore social media data produced by an asylum seeker advocacy group. Linguistic phenomena linked to the rise of anti-immigration attitudes and policies have been extensively researched within the framework of Critical Discourse Studies (CDS). In comparison, relatively little is known about the way language is used to defend immigrants’ and refugees’ rights.

I focus on a discursive strategy called humanisation (Kirkwood 2017) which, contrary to dehumanisation, represents asylum seekers as human beings with their own voices and experiences, thus reinforcing the moral obligation to help. For this purpose, I draw on positive discourse analysis, a meta-orientation of CDS that seeks to understand the role of discourse in enhancing solidarity and altering status quo (Barrett 2012). I will examine how social attributes such as gender, age and nationality are represented in the data. I argue that by emphasizing the vulnerability of the asylum seekers due to e.g. their gender, asylum seekers are portrayed as deserving refugees (Holmes & Castañeda 2016) in order to legitimate their protection.

18.30 - 20.00

Reception

22 November 2018
Mobile technology has an extensive and profound impact on individuals and society, changing the conditions for communication and interaction, and providing new, mobile arenas for information access and socialization. Despite the widespread use and importance of this type of communication in everyday life it is still relatively unexplored.

In the project The DNA of Mobile Communication we studied naturally occurring spoken and text-based mobile communication with a holistic approach, by collecting and analysing series of interactions and its components. Mobile phone calls, text messages, as well as missed calls, were all regarded as communication events which together constitute an ongoing, continuous communication process. Focusing on an empirically based understanding of authentic, everyday mobile communication, the project also aimed to contributing to the development of methodologies for data collection and analysis of mobile communication. Using existing as well as tailor-made applications for data collection we built a corpus of natural mobile communication sequences. Both qualitative and quantitative analyses of the material were used to identify the mobile communication DNA from a number of different angles. We are developing a tool, called Polly, for visualising and analysing such data. Polly allows for visualising general communication patterns as well as for detailed scrutiny of communication sequences. For example, looking into how participants in a coordination phase (e.g. planning to meet up for coffee) describe their context in a communication sequence that consists of both text messages and voice calls.

Mobile technology is of far-reaching and major importance for both individuals and societies in our rapidly evolving communicative landscape, which calls for further studies and development, grounding technological issues in social science research.

Coffee break
Richard Mortensen - 72 persons
10.15-10.45
Safinaz Büyükgüzel, Johannes Wagner: Interactional Organization of Calculations in Agile Development Meetings

In workplace interactions, people occasionally have to calculate numbers as part of their ongoing activity. This EMCA study focuses on joint interactional accomplishment of calculations in agile software development meetings through talk and embodied conduct of participants and their use of artifacts, as they unfold sequentially. As a mundane practice in workplace settings, calculations are an integral part of workplace interactions. Only a small number of existing studies have focused on the social organization of calculations in workplaces (Anderson et al. 1989; Hughes, 2011; Clarke et al. 2006). Less attention has been paid to the interactional aspects of calculations. By calculating, participants engage in an activity that favors the use of specific artifacts as e.g. white boards, magnets, calculators and other office materials that participants use to visualize tasks and to keep track of task objectives. Thus, participants treat these objects as a resource and orient to them as instrumental for their activity.

The data for this study (100+ hours of video recordings) have been collected in scrum meetings from three software development companies. Scrum meetings are common practice in agile software development (Schweber & Beedle, 2002). In these periodical meetings company employees meet in front of their scrum board to share information, assess finished work tasks, and plan future tasks. The analysis in this study draws on Multimodal Conversation Analysis methodology (Sacks, Schegloff & Jefferson 1974; Mondada 2009; Heath et al. 2010) to investigate participants’ emergent accomplishments of calculations. Consequently, in software development meetings calculations are used for negotiating technical challenges, keeping track of deadlines, backlogs and resources mainly with the use of scrum boards. The findings show that calculation is achieved by participants’ mobilisation of multimodal resources and artifacts to maintain intersubjectivity and to accomplish the ongoing task.

10.45-11.15
Pelkka Pälli, Esa Lehtinen: The converging and clashing discourses of spirituality and strategy in manager-employee interaction in a church organization

Earlier research has shown how strategy discourse, originally adopted in the context of business organizations, has colonized different kinds of public and third sector organizations. Strategy discourse embeds specific ideologies (e.g. a neo-liberal ideology) and ideals of normal science (e.g. measurability) that may clash with ideologies otherwise held in these organizations.

Our study reports findings of a case study in a church organization that had recently launched a new strategic plan. We specifically study the first phase of the strategy implementation, which made use of a specific 3-step tool. In the first step, individual managerial employees filled a form where they commented on the strategy from the perspective of their personal job role. In the second step, the managerial employees had a dyadic face-to-face discussion between their supervising (upper level) manager. In the third step, they updated the written form by agreements on personal strategic goals. Our data consist of six video-recorded discussions, as well as the text documents at different stages of the process. We use discourse and conversation analysis to investigate how the subordinate managers relate strategy discourse to religious discourse. We concentrate on moments when the managers talk about their personal religiosity in relation to their strategic goals. We will show how there are specific interactional slots, that is, specific questions made in the document, and specific kinds of initiatives made by the supervisors, that make this relationship relevant, and how the two discourses converge but also clash in the talk of the participants.

Anna Suorsa: Knowledge creation in face-to-face interaction in a multi-disciplinary research community

This presentation examines knowledge-creating interaction in a multi-organizational and multi-professional community. I present preliminary findings of an empirical study, conducted in a multi-disciplinary community of researchers and partners working in a research consortium BCDC Energy in Finland. BCDC Energy has researchers from five different disciplines. In addition, there are two strategic partners and an Advisory Board, consisting of 16 private firms.

The aim of the BCDC Energy is to develop a digital market place for clean energy trading in Finland. We examine community's face-to-face meetings, workshops and gatherings to find out, what kinds of interactive events and discussions were a) enabling and b) prohibiting the development of a joint understanding of this goal among the community members. In the background of this study is the need to understand interaction in the organizational settings on a micro level, which is emphasised in the research of knowledge creation and organization studies in general (e.g. Nonaka, 1994), but which has not yet been much examined (Tsoukas, 2009). I aim at developing methods for examining interactive organizational knowledge processes by combining ethnographic approach with the examination of the actual interactive events with e.g. conversation analysis (Tsoukas, 2009; Armuss, 2012).

M1 - 40 persons

Panel: A discourse activist perspective on organizational storytelling

In the panel diverse discursive approaches to storytelling are discussed with special attention on their potential to foster organizational reflexivity and change. We engage methodological - theoretical, analytical and philosophical - discussions and its implications for practice. For instance, discussions on key concepts and main understandings of aspects such as narratives, stories, dissent, discourse, power, ethics, organizational change together with the position of the involved discourse scholar. Hence, it contributes to the field of Organizational Discourse Studies (ODS), in which scholars are actively involved in dealing with local organizational challenges (cf. Grant & Iedema, 2005; Alvesson & Kårreman, 2011; Iedema, 2011).

According to several discourse scholars narration and storytelling is viewed as important daily activities that (re)shape reality and identities with certain local and future consequences (Bager, 2015, 2016; Bamberg, 2005, 2011; Czarniawska, 2015; Taylor & Van Every, 1999; Cooren, 2015).

Storytelling is understood as situated, plurivocal, multimodal and embodied interactional features that constitute discourses, identities and
realities in a dialectical interplay between local and broader discursive dimensions (cp. discourse with respectively a lowercase d (discourse1) and a capital D (discourse2); Gee, 1999; Nicolini, 2009, 2016; Iedema, 2003). Storytellers co-author stories/narratives and discourses in local settings that involve a plurality of voices and often run counter to more crystallized narrative and discursive structures, as well as political organizational and societal structures. (cp. Bakhtinian heteroglossia; Bager, et. Al, 2016; Bager, 2015; Bakhtin, 1982, 1993).

The panel invites approaches that address the ‘smallness’ and the more informal dimensions of organizational storytelling practices such as small stories (Bager, 2016; Bamberg, 1997, 2006; Bamberg & Georgakopoulou, 2008), counter-narratives (Bamberg & Andrews, 2004, Boje et al, 2016; Frandsen, Kuhn, & Lundholt, 2016) ante-narratives (Boje, 2011; Boje et al, 2016; Svane, In press), dialectical Storytelling (Boje, 2016a, 2016b), performative storytelling (Arendt, 2003; Butler, 2015; Jørgensen, 2016, 2017), true storytelling and the like. Attention is paid to how discourse scholars can oscillate between diverse discursive organizational levels spanning from local here-and-now situations to broader organizational, political and societal spheres (Nicolini, 2009, 2016). The normative and ethical scope is to challenge organizational crystallized ways of saying and doing things together with the socio material and political practices that such activities are embedded in (cp. reflexivity in action; Cunliffe, 2003; Cunliffe & Coupland, 2011; and Butler’s reflexive undoing). The main objective is to foster dissensus-based (Deetz, 2001), democratic, egalitarian and multivoiced organizational and societal practices.

10.15-10.45
Panel: A discourse activist perspective on organizational storytelling

Marita Svane: Discursive Storytelling: Living Contradictions in Performative Grounded Theory

The purpose is to further develop a living theory methodology in relation to the theoretical perspective of discursive storytelling. Discursive storytelling is assumed to constitute and transform organizational reality (Frandsen, Kuhn, & Lundholt, 2016), thereby being performative. From a research methodological perspective, the challenge is to create theories that maintains its embeddedness in the narrative context (Charmaz, 2008).

Seeking to further develop organizational performative theory (D’Adderio & Pollock, 2014), the pa- per draws inspiration from a rethinking of grounded theory by Boje, Saylors, Svane, and Hillon (in review) who confronts grounded theory with the following major challenges: 1) the lack of a certain ground in an indeterminate and unfinalized, political, social, and material world (Bakhtin, 1999; Mol, 1999; Tsoukas, 2017), 2) losing ground, theoretical concepts are dead and empty or generalized and abstract, and 3) the political and ethical dimensions are crucial to integrate into performative grounded theory in order to take into account the value positions, motives, and desires of the knowledge creating participants. Secondly, the paper draws on Whitehead’s (2013) ‘living theory methodology’ and ‘living contradiction’ as well as Delong’s (2002) work on culture of inquiry. From a discursive storytelling perspective, such a culture involves creative and critical conversations from within which values, feelings, concerns, and thoughts are exchanged and explored among participants who in their being, knowing and doing discursively constitute each other’s living contradictions. Viewed from a discursive storytelling framework, the purpose of the paper is thus to further develop performative living theories in organizational transformation.

10.45-11.15
Panel: A discourse activist perspective on organizational storytelling

Ann Bager: Dialectical discursive storytelling in organizational transformation

The paper conceptualizes counter-narratives from a ‘dialectical dialogical’ perspective (Gurevitch, 2001) and discusses its potential as performative in (re)shaping organizations and in (re)constituting organizational subjectivities.

The paper discusses a combination of Bamberg’s (2006) take on small stories with an emphasis on how subjects co-create stories and identities in situ together with Boje’s triad storytelling frame-work composed by discursive narrative, counter-narratives, living stories and ante-narrative (Boje, 2016a, 2016b). These perspectives are useful in order to enrich our understanding of the concept counter-narrative: ‘the counter-narratives only make sense in relation to something else, that they are countering. The very name identifies it as an oppositional category, in tension with another cat- egory’ (Andrews, 2004, according to Frandsen, Kuhn, & Lundholt, 2016).

We discuss the role of small stories and counter-narrative in transforming organizations. We further discuss its potential as counter-discursive resources for ‘reflectively undoing’ (Riach et. al, 2016, drawing on Judith Butler) the fixed narrative categorizations of the organizational lifeworld and sub- jections.

To address the transformational performativity of dialectical discursive storytelling, we follow Tsou- kas’ poetic praxeology (2017) according to which practitioners are viewed as agents not only embedded in and shaped by organizational storytelling practices but also as active re- constituents through experience, (self-)reflectivity, and sensemaking. The paper suggests further research of the potential of dialectical discursive storytelling as a performative research practice apt for organizational cultural transformation through ‘reflexivity in action’ (Cunliffe & Coupland, 2011; Cunliffe, 2003) and Butler’s reflexive undoing.

11.15-11.45
Panel: A discourse activist perspective on organizational storytelling

Lise-Lotte Holmgren: Recruiting who?: A narrative approach to studying organizational change

In recent decades, a predominant approach to understanding and implementing organizational change is that of sense-making and sense-giving (Weick 1995, 2000, 2011), i.e. interpreting the past and telling new stories about the future. However, who must interpret and tell the stories for change to be successful? Often we assume this is someone formally in charge, but studies suggest that frequently change agents are organizational members who carry out special functions making them unofficial leaders in the change process (Jacobsen 2012).

This presentation will focus on a process involving several change agents in a Danish bank. The analysis shows how a policy of transparency in recruitment is negotiated by middle managers, and how this negotiation leads to a number of stories that, while being different, still coalesce to form a shared understanding of the preferred future recruitment processes. Thus, changes to recruitment practices in the bank seem to be negotiated rather than dictated.

The presentation will analyze ten semi-structured interviews using the framework of (counter-) narrative (Bamberg & Andrews 2004; Frandsen et
Performing stories is integral to organizational members’ sense-making (Boje 1995), and it is among other things through stories the struggle over meanings, values and identities takes place (Humphreys & Brown 2002). Here, (counter-)narrative analysis is particularly useful as it allows us to see that through dialogue shared storylines may still emerge, despite differences in individual stories, and what counts as master and counter narratives is highly dependent on context.

11.45-12.15
Panel: A discourse activist perspective on organizational storytelling
Henrik Koll: Countering the ‘corporatization narrative: Exploring struggles for organizational hegemony
This paper discusses the potential of combining the praxeology of Bourdieu (1990) with the concept of counter narratives (e.g. Bamberg & Andrews, 2004) when investigating power struggles in organizational change in the wake of privatization of a European telecommunications service provider. The study is underpinned by five months ethnographic fieldwork.

The paper explores how the ‘corporatization’ (Forssell & Jansson, 1996) of the organization initiated a power struggle between two distinct logics, identified in two conflicting narratives (Gabriel, 2017),(Jensen, Maagaard, & Rasmussen, 2016) the one of the public regime and the one of the private regime. The emphasis of the former being a shared idea of solidarity and job security, represented by a strong union, whereas the latter introduced a logic of economics; shifting the master narrative and the sources of power, towards profitability, represented by financialized management practices driven by performance and control systems (Chabrak, Craig, & Daidj, 2016).

For Bourdieu, organizations can be viewed as fields of struggles, and endless change, occupied by the dominant and the dominated actors continuously competing for positions to establish hegemony over the reproduction of the field and the type of power effective within that field (Bourdieu & Wacquant, 1992). The paper argues that the analytical categories of ‘master’ and ‘counter’ – narratives (Bamberg & Andrews, 2004; Kuhn, Lundholt, & Frandsen, 2016) provide a useful framework for characterizing such positions and stances toward a logic that is voiced through narratives, and for the dialogic interaction, and ongoing struggle for positions that takes place between actors in social contexts (Jensen et al., 2016).
10.15-10.45
Tiina Eilittä: Responses to attention-drawing devices in multiactivity situations in family interaction
This study focuses on the different ways participants respond to attention-drawing devices in multiactivity situations, as well as the interactional practices that participants carry out in order to coordinate multiple activities when someone is seeking their attention. In this paper, ‘multiactivity’ refers to multiple, simultaneous courses of activities, which are managed and coordinated through talk and embodied actions (e.g. Haddington et al. 2014; Mondada 2011). Additionally, ‘attention-drawing devices’ are verbal or nonverbal devices used for obtaining others’ attention (e.g. Hatch et al. 1979; Ochs & Schieffelin 1979), and in this paper, they are shown to initiate activities in interaction. This study draws on the principles of ethnomethodologically informed conversation analysis, analysing the talk and embodied interaction as it occurs in real-time moment by moment. The research data consists of approximately 30 hours of video material of naturally occurring family interaction at homes and in cars, both in Finland and in the UK. I show that there are four ways of responding to attention-drawing devices in multiactivity situations: progressing multiple activities simultaneously, suspending the initial activity, organizing the activities successively or ignoring the attention-drawing device and continuing with the initial activity. Furthermore, I present that based on the research data, participants often use different verbal and nonverbal practices for coordinating each activity and displaying their involvement in multiple activities to the ones seeking their attention.

10.45-11.15
Camilla Warnicke, Charlotte Plejert: Languaging in the Swedish Video Relay Interpreting Service - signed and spoken languages in combination with written text messages
The Swedish Video Relay Interpreting Service (SVRS) is a facility that people who use Swedish Sign Language can call on a video phone, in order to get in touch with people who speak Swedish, on a telephone, or vice versa. The interlocutors are physically separated from each other and have different access to the visual arena and the auditory space of the setting. An interpreter, who works in a studio, enables the interaction across the different media and is the only person who has direct contact with both users of the service. Exclusive on the visual arena, between the interpreter and the user of the videophone, is also the possibility to send text messages.

The present study is based on twenty-five authentic calls from the regular SVRS. The methodology used draws on Conversation Analysis (CA), and also departs from the notions languaging and communicative projects (Linell, 2009). The aim is to describe and discuss how communicative projects emerge, are established, dialogically managed, and co-created across time and space within the SVRS.

This presentation will show how participants’ co-creation of meaning-making processes and communicative projects are contingent upon the specificities of the SVRS: the different media used (videophone or telephone), the modalities of the interaction (Swedish, Swedish Sign Language, and text), social and institutional conventions, the characteristics of the interlocutors, and other interfunctional resources (e.g. the text function on the visual arena).

A limited amount of research in the area has been carried out so far (however, see Warnicke, 2017).

11.15-11.45
Samu Pehkonen: Formulating directives in Finnish police-citizen encounters: embodied, vocal and lexical resources
Getting citizens on board with the ongoing police task is a central factor in assessing the effectiveness of policing and public trust in the police. In this presentation, I look at the interplay of embodied, vocal and lexical resources through which Finnish police officers accomplish alignment in situations where the ongoing task requires taking the citizen into the police van. The cases analysed include both crime prevention and service encounters and the directive formulations range from ‘asking’ the citizen to move to the car to imperative directives based on officers’ authoritative power. While the choice of appropriate resources has to do with the seriousness and moral aspects of the reason for the arrest/temporal suspension, I show that, in order to accomplish successful alignment, police officers use different resources according to the temporal dimension of the situation (urgency and accountability), the bodily proximity and the mobile trajectories of the participants, and the task-related membership categorizations (i.e. those unable to take care of themselves). Officers use clitic particles (-pa, -pas, -han), passive form (-s) and suprasegmental elements of talk (pitch, stress and intonation) to modify the imperative form of their directives according to whether their embodied action already indicates the directed action, whether the directed action includes potential threat to the citizen or whether they expect the citizen to resist the directed action. Videorecorded data of patrolling police officers in fifteen Finnish cities is analysed by using multimodal conversation analysis.

11.45-12.15
Jonas Risberg, Helen Melander, Erica Sandlund: The ordinariness of a trainee journalist’s 45” report in Sports Television
Internship has been characterized as a hybrid form of work and learning, and as a perspicuous setting (Roth & Hsu 2013) for the exploration of how newcomers learn ‘ordinary work’ by working with experienced, competent members of a professional community. As such, internships constitute sites where the particulars of a profession are made relevant (Goodwin 2017). Drawing on ethnomethodology and conversation analysis, as well as workplace studies (e.g., Heath & Luff 2000; Llewellyn & Hindmarsh 2010), we explore this hybridity by focusing on how a trainee journalist, in collaboration with a video-editor, for the first time creates a 45” report to be broadcasted later the same evening, by assembling text, sound, and moving images from a basketball game. As trainees are unfamiliar with and new to a workplace, things that more experienced colleagues may take for granted, such as procedures, technologies, time-frames, identities, etc., are made explicit, requested, and negotiated to fit the experience of the trainee. Using video recordings from a trainee’s work placement, we demonstrate how the participants, on the one hand, orient to the uniqueness of the situation and the particulars of formulating appropriate text, selecting images, and producing voice-overs. On the other hand, they draw upon different roles, responsibilities, practices, and procedures in making available the ‘ordinariness’ of the work for learning and thus the local context becomes a site for illustrating what reporters and video-editors normally do.
M2.2 - 20 persons
10.15-12.15
Workshop
Tiina Keisanen, Annamari Martinviita, Samu Pehkonen, Mrka Rauniomaa, Maritta Riekki, Pauliina Siitonen: Anticipations, experiences and reflections: Constructing understanding in, through and about nature

In the workshop, we examine the significance of nature for people in the Northern regions and, specifically, for how they use language, interact with one another and accomplish social actions. We investigate what participants make of nature before, during and after experiencing it. Through various multimodal and discursive means, participants establish mutual orientation and share their understandings of nature. Furthermore, participants may deal with nature differently depending on their roles and agendas in a specific setting and situation: for instance, issues of accessibility, safety and value are constantly being defined and negotiated.

We explore the following questions: How do participants conceive of and construct nature when planning, carrying out and reflecting on activities that take place outdoors? What features, qualities and characteristics of nature do they make relevant, by what means and for what purpose? What meaning and value do they give to nature as a social construct?

We draw on several research cases from the project HANS – Human Activity in Natural Settings:
- A course on outdoor adventure education for university students (Keisanen, Riekki & Rauniomaa)
- The planning of outdoor activities in Facebook groups (Martinviita)
- Nature walks with asylum seekers (Riekki, Martinviita & Rauniomaa)
- Paths as organizing activities and interaction in nature (Pehkonen, Siitonen, Rauniomaa & Keisanen)

The workshop will consist of activities ranging from short conversation openings and data samples to full presentations, with discussion slots in between. Active audience participation is warmly encouraged.
M2.3 - 25 persons

10.15-10.45
Merja Koskela, Mona Enell-Nilsson: Transparency-creation in IR policies in Denmark, Finland and Italy

In the context of financial communication, transparency comprises the strategic communicative practices ensuring that stakeholders are able to understand a company’s activities and engage in constructive interaction with it in the financial markets (Chandler 2014, Christensen & Cheney 2015). The present paper focuses on texts used for describing these practices, constituting a specific genre within Investor Relations (IR) communication, the so called IR policy/IR policy is a communication strategy text, i.e. a document that outlines how companies intend to communicate with their stakeholders in order to achieve their goals (Koskela 2013). IR policies are public documents located on the IR websites of listed companies.

The aim of this paper is to analyze the discursive features of transparency-creation in IR policies used by listed companies in Denmark, Finland and Italy. Because transparency as a practice is composed of action, we focus on lexical choices, in particular lexical verbs, describing the types of action employed by companies in order to demonstrate their transparency. Comparing three countries, with national guidelines of their own, may reveal potential differences in the means of transparency-creation. The data of the study is derived from web-based texts relating to IR communications of companies listed on OMX Helsinki 25, OMX Copenhagen 20 and FTSE MIB 40 (the Finnish, Danish, and Italian benchmark stock indices).

10.45-11.15
Marianne Grove Ditlevsen: Exploring the notion of transparency in corporate governance codes from a communicative perspective

Today, companies are met with an ever increasing demand for transparency by the public and authorities (eg. Baraibar-Diez et al., 2016), i.e. by virtually all stakeholders. A main driver of transparency practices in companies is the so called corporate governance codes (ibid) that recommend a set of principles related to the internal governance of companies. Research on transparency in corporate governance codes is still sparse (cf. Albu & Wehmeier, 2014; Baraibar-Diez et al., 2016). And even though transparency is at the heart of financial communication as a way of gaining trust among a company’s stakeholders, there is a lack of knowledge about the notion of transparency in corporate governance codes from a communicative aspect. Based on a discourse analysis of selected corporate governance codes, it is the aim of this paper to bring empirical evidence of the discursive construction of transparency. The findings are used as input for a discussion of the qualities of corporate governance codes seen as institutional attempts to create a structured dialogue between companies and their shareholders and stakeholders (cf. Parum, 2005). The data for the study comprise of national corporate governance codes from seven European countries, i.e. Denmark, Finland, France, Germany, Italy, Spain, and Sweden. These countries all share the European institutional context, but differ with regards to national regulations and business systems and are thus suitable as a basis for a comparative study.

11.15-11.45
Simon Vitting: The Chinese market potential – A critical discourse analysis

With more than one billion citizens and a growing economy, companies have increasingly seen China as the next place for their international expansions. However, research suggests that companies routinely overestimate market potential – the Chinese in particular. Research into why companies have overestimated the Chinese market potential has so far proven to be inadequate. This dissertation explores the role played by Harvard Business Review in articulating the Chinese market potential, Chinese consumers and Western companies in China since 1990. It does so by employing Fairdough’s Critical Discourse Analysis to analyse how HBR’s articulatory practices attempts to influence the Chinese market and subsequently, to act. The analysis suggests that Harvard Business Review has consistently framed the Chinese market potential as being very large and thus, very attractive for Western companies who are in turn expected to enter the Chinese market. The Chinese consumers are continuously portrayed as infantile, with the financial capacity and willingness to buy Western products. Among others, the authors draw on a growth- and a Western supremacy discourse and combined with a hortatory exposition text genre, Harvard Business Review exerts a hegemonic power to influence their readers by linguistically excluding the option of perceiving the Chinese market as being unattractive.

11.45-12.15
Marc Alexander: Invoking third-party agencies: Cross-service referrals in calls to neighbour dispute resolution services

Every year, thousands of telephone calls are made to mediation, environmental health, and antisocial behaviour services in the UK, in which members of the public report neighbourhood problems, such as noise, litter, and access to property. However, when making the case for aid, callers sometimes report they have been referred into the present service by third-party agencies (TPAs). Using discursive psychology, underpinned by conversation analysis, we examine the points in mediation, environmental health, and antisocial behaviour service calls, where callers report they been referred by TPAs. We found that TPA referrals were designed differently, depending on the service contacted. In mediation calls, callers reported they were given the telephone number to call (e.g. “the council has just given me this number”), revealing the relevance of referrals as instructions to contact the present service (e.g. “so he’s (social services) sent me on to you next”), but with the addition of a self-help account. These findings extend related research on mediation services, which shows how callers display uncertainty with service provision when reporting they have been referred from another agency (Stokoe, 2013).
12:15 - 13:30 **Stakladen**
Lunch

13:30 - 15:00 **M1 - 40 persons**

13.30-14.00 Panel: A discourse activist perspective on organizational storytelling
Anders Horsbøl: Locally counteracting international crises: Narratives of municipal agency

The notion of crisis and crisis response plays an important role in both political and organizational communication. This paper takes a discourse approach to crisis, investigating how international crises are made sense of by municipal political actors. The paper addresses the issue of crises at the intersection between the local and international as well as at the intersection between the political and the organizational. More specifically, the paper investigates how local politicians conceptualize and represent the local impact of international crises, including accounts of the ways in which the actors responded to and counteracted these crises. Understandings of local political agency vis-à-vis international crises are thus explored.

Empirically, the study is based on focus group interviews with politicians from a Danish municipality, who were asked to identify and elaborate on international crises with a local impact. In the interviews, agency was articulated not least via the interactional co-telling of stories about local political actions taken to counteract the crises. The current paper will present a narrative analysis of some of these stories, i.e. viewing them as discursively ordering actions unfolding in time, distributing different roles to key actors and invoking political challenges and ideals. Moreover, the analysis will show how the stories unfold and are co-constructed interactionally as a common achievement by the participants. Last but not least, in an organizational perspective, the paper will discuss how the co-constructed narratives help constitute organizational identities of local political bodies.

14.00-14.30 Panel: A discourse activist perspective on organizational storytelling
Jens Larsen & Lena Bruun: True Storytelling - Bridge the gap between ongoing changes and longing for meaning in the organization

Research in change implementation shows that 70% of change does not persist. It is therefore not surprising that an implementation process of strategies can be costly. Research points out that the lack of implementation is due to the fact that decisions are often taken by a small group of senior executives; that there has been no involvement and that the employees in many cases don’t understand the strategy. It is not clear and meaningful to them.

We claim that it is not always enough to have a good strategy and to be a good communicator. It is crucial that you believe in your strategy and find it true and sustainable. Our approach presents a new effective method to succeed with your implementation focusing on storytelling as a tool for creating meaning by animating people; managers as well as employees.

We call the method True Storytelling - or ethical and sustainable storytelling. We are inspired by our many years of experience as managers, researchers and advisors working in the field of storytelling in organizations and we have interviewed executives and managers in a wide range of organisations within the public and private sector. In our research we draw upon Professor David Boje's work on Quantum Storytelling and a philosophical approach to leadership Phroreptik (Fogh Kirkeby, Larsen, Hede, Mejthede "Phroreptik – filosofisk coaching I ledelse", Forlaget Samfunds litteratur 2008) rooted in the Greek philosopher Aristotle and the Danish philosopher Søren Kerkegaard.

14.30-15.00 Panel: A discourse activist perspective on organizational storytelling
Hanna Timonen, Jarkko Niemi, Johanna Vuori: Shifting agencies in business-to-business sales meetings

In this paper we focus on buyer-seller interaction and examine how buyers’ and salespeople’s agencies are constructed in different phases of business-to-business sales meetings. Sales meetings offer a fruitful context to examine questions about agency, as it presents significant information and power asymmetries. As the decision-maker, the buyer has the deontic authority (Stevanovic & Peräkylä 2012) to either terminate or proceed with the sales process after the meeting. In turn, the salesperson has the epistemic authority (Heritage & Raymond 2005; Mondada 2013) in the beginning of the sales meeting due to superior product or service knowledge. Moreover, the salesperson is trained and expected to act as a lead of the sales meeting, demonstrating this by proposing an agenda, managing the time, and maintaining the flow of conversation.

However, we suggest that as sales meetings proceed, the epistemic authority is re-negotiated and taken by the buyer as the meeting moves from a product or service presentation phase to a discussion about its customer value and closing of the deal. Moreover, we propose that this is consequential for how buyers and salespeople construct their individual agencies. Drawing on video recordings of six sales meetings from a company that offers software-as-service products to industrial customers, we use conversation analysis to examine episodes of buyer and salesperson initiatives and subsequent reactions from the other party. Building on these different reactions, we analyze the shifts in individual agencies during sales meetings.
M2 - 80 Persons

13:30-14:00
Paul McIlvenny: Inhabiting spatial video and audio data: Towards a scenographic turn in the analysis of social interaction and discourse

When we collect and analyse video recordings of social interaction, we are often wedged in a 2D planar representation of the social and material world. Recently, consumer versions of the passive 360° and stereoscopic omni-directional camera with spatial audio have come to market, but there are few tools to help us natively view, edit and analyse the resulting video and audio footage from a methodological perspective that focuses on the qualitative analysis of social interaction and discourse. Many software tools that have been developed to assist with analysis are anchored in quantitative and text/structural paradigms, which do not have strong affiliations to the texture of video and 3D. In contrast, this paper reports on the development of a simple, yet powerful prototype toolkit to support a tangible and immersive engagement with 360° (and 2D) recordings of a complex scene in which social interactions took place. The prototype is a software package called CAVA360VR (“Collaborate, Annotate, Virtualise, Analyse 360° video in VR”) developed at Aalborg as an actualisation of our Big Video Manifesto. The toolkit is designed to fit closely the methodology and working practices of EMCA (ethnomethodological conversation analysis), but it also applies to qualitative, multimodal video analysis more broadly. It is argued that the development of the tool – and the analytical possibilities afforded by taking a ‘scenographic turn’ – leads to a complementary mode of re-presenting, engaging with, sharing and collaborating on video data of social conduct. The use of such a tool as a resource for visual argumentation in qualitative analysis, for example, in terms of evidential adequacy, is discussed.

14.00-14.30
Pentti Haddington, Anna Vatanen: Accounting for multiactivity: Managing multiple sequential implicativenesses in family interaction

‘Multiactivity’ refers to the ways in which social participants – through talk and embodied action – coordinate and accomplish the progression of two or more activities simultaneously (e.g., Mondada 2011, 2012, 2014; Haddington et al. 2014). This paper focuses on verbal turns that verbalise – and at the same time account for (e.g., Robinson 2016) – a participant’s involvement in multiple activities. This study builds on the principles and concepts in ethnomethodological conversation analysis, analysing the step-by-step progression of interactants’ talk and embodied actions. The materials come from video-recorded naturally occurring family interactions at homes and in cars (approx. 40 hours). The studied languages are Finnish and English. We show that in account turns, adult participants can display a preference over or voice a decision to progress one activity over another, or they can voice their inability or impossibility to progress the multiple activities. Account turns also publicly prioritise some actions over others, showing the hierarchical relationships of the activities. In our data, these accounts occur almost exclusively in adult-child interactions, which could indicate that in adult-adult interaction, adults are socially expected to recognise multiactivity and adjust their conduct accordingly so that no accounts are needed. We further suggest that through accounts children can be socialised into recognising multiple involvements (being busy, inability to engage, etc.) and that in this function, they sometimes index moral stances concerning the unlawfulness or inappropriateness of conduct.

14.30-15.00
Gitte Gravengaard, Malene Kjaer: Learning processes in professional practice

In this paper we study the discourse of learning in practice. We combine microsociological and multimodal interaction analysis with classical learning theory in order to produce detailed knowledge on how learning processes take place in professional practice. We answer two important questions: How do people learn via participating in a professional practice? How can we use micro analysis of professional practice to create more effective and efficient learning processes?

Our data consists of three recent research projects conducted among interns doing their internship periods as nurses (Kjaer 2014), journalists (Gravengaard & Rimestad 2015) and communication advisors (Gravengaard forthc.) using observations, videobased ethnography, interviews, focus groups and e-mail enquetes.

These research projects analyse interns entering a particular professional community of practice (Wenger 1998) and the socialisation processes where the interns, via legitimate peripheral participation (Lave & Wenger 1991) learn both professional norms and craft skills and thereby become culturally competent and develop professional vision (Goodwin 1994).

Based on insights from interaction research, conversation analysis, and learning theory, our microanalytical studies provide a detailed analyses of the socialisation processes and something tangible to base these analyses on.

In all projects, this knowledge is combined with the new research value chain (Gravengaard 2017) and makes it possible to conduct videobased workshops involving practitioners in analysing data and designing new types of practice using the VirTi method (Due & Lange 2015).
M2.2 - 20 persons
13.30-15.00
Data Session
Ditte Zachariasen: New grammatical phenomena in multilingual residence areas Data Session: New grammatical phenomena
Working with interactional data from a grammatical perspective, I wish to include an interactional framework to my analysis. For the NorDisCo conference I invite you to participate in a classical conversation analysis (CA) data session, a specific format for group analysis of a piece of data. I bring transcribed audio recordings from my dataset of interaction among young people in multilingual residence areas in Aarhus, hoping to get a closer look at certain passages containing phenomena of new grammatical constructions. Even though I have chosen such passages, in which specific grammatical features are the focus, the data session will be open to exploring all phenomena in the data that we can observe and describe. In particular, I hope that we can discuss the relationship between communicative actions and their linguistic formats. No previous knowledge of Danish or of Danish linguistic variation is required for participating in the data session.

The format of a CA data session is as follows: First, I play the recording a number of times. Secondly, we go over the transcription to discuss and correct everything we have found that needs precision. Thirdly, we take a round where all participants in the data session contribute with their initial observations. The remainder of the data session is a round-the-table discussion of a chosen point of focus in the recording.

M2.3 - 25 persons
13.30-14.00
Teppo Jakonen, Leila Kääntä: In-process planning and co-ordination of a task between two teachers in the classroom
An overwhelming majority of literature on classroom interaction involves classes managed by one teacher. Only recently have studies emerged on the professional work of teachers in contexts of team teaching, which are often language classrooms where a ‘main teacher’ and a ‘native’ language assistant collaborate. Such research has explored points of divergence in the management of instructional IRF sequences between single-teacher and team teaching classrooms (e.g. Aline & Hosoda, 2006; Lee, 2016; Park, 2014) as well as phenomena in planning that takes place before lessons (Greer & Leyland, 2017; Leyland, 2016). We extend this literature by exploring how team teachers plan and co-ordinate a task in between guiding students as the task itself unfolds in the classroom.

Our data comes from a video-recorded, English-medium physics lesson in a primary school in Finland. Drawing on multimodal conversation analysis, we investigate moments where a class teacher and a content teacher (re-)engage in interaction with each other during a students’ collaborative task. In the focal episodes of teacher-teacher interaction, a pre-existing plan for organise the task and timing its each stage is introduced by the content teacher and later jointly revised. We show how such observable in-process planning is fitted within the teachers’ main activity of guiding students, and how the teachers’ in-process decisions influence the implementation of the task at subsequent stages. To conclude, we consider how sequences of in-process planning construct teachers’ pedagogical roles and responsibilities in team teaching environments.

14.00-14.30
Johanna Paalanen: The emergence of musically entrained multimodal interaction in school music lessons
The paper explores classroom interaction by looking at embodied multimodal interactional resources employed by music teachers and their students during musicing (singing or playing musical instruments together), which is one of the basic forms of action of music education in Finnish schools. The study is based on video-recorded data from 16 music lessons, all held at upper secondary schools. Multimodal conversation analysis is used as a methodological framework (Mondada 2014). The analysis shows how music teachers deploy diverse embodied resources simultaneously in order to make everyone participate. Moreover, all these resources, including talk, are adjusted to the rhythm of the music being played, which facilitates students’ participation in musicing, and enhances rhythmic entrainment of the group (Himberg 2014). As the music starts, the temporality of interaction changes from sequential to simultaneous, and the bodies of the interactants merge in the rhythmic frame (Black 2014). Furthermore, in the course of repeated musicing sections, the emergence of teacher’s and students’ institutional roles are examined from the angle of embodiment.

14.30-15.00
Nigel Musk: Vocabulary work in the epistemic ecology of computer-assisted collaborative writing in the English as a foreign language classroom
Drawing on Goodwin’s (2013) notion of epistemic ecology, this paper examines how knowledge about vocabulary is assembled, mobilised and co-constructed in the process of doing computer-assisted collaborative writing (cf. Musk & Čekanaitė 2017), where such knowledge is unevenly distributed among different epistemic resources, i.e. those available to the typist, the other student (the non-typist) and those mediated via the computer. Goodwin’s notion provides a means to conceptualise “the public distribution and organization of knowledge and the dynamic relationship between different participant positions” (Melander 2012: 233). Here the analyses draw on the CA literature on both repair correction (e.g. Seethouse 2004, 2007; Musk 2016) and vocabulary teaching (e.g. Majlesi 2014; Markey 1995; Stenner & Musk accepted; Waring et al. 2013, 2016), to show how epistemic access to lexical knowledge is negotiated across trajectories of potential learning (cf. Sléven et al 2011: 9), whereby such knowledge is (re)constituted, laminated and mobilised from the available (semiotic) resources to achieve epistemic progression (cf. Balaman & Sent 2017; Gardner 2007) and meet the purposes of the embedding communicative project.

The collection of vocabulary work comes from 13 hours of video-recorded data from a collaborative computer-assisted writing project in the English as a foreign language classroom of a Swedish upper secondary school. The collection includes the following range of vocabulary work: replacing an item of vocabulary; selecting/negotiating a suitable item among alternatives, checking meanings of words and finding the mot juste, e.g. by translating items from Swedish or by looking them up online.
Richard Mortensen - 72 persons


An nudge refers to a designed impulse that is meant to change people's behavior non-coercively (Thaler & Sunstein, 2008). It can take numerous forms, for example as an image of a fly in urinals in a public bathroom to "improve the aim" (ibid: 4).

Can nudging be used to help conversers lead task-oriented discussions, in our context have more constructive idea evaluation discussions?

Using multimodal conversation analysis, we analyze idea evaluation discussion sequences among managers and their use of one specific nudge for meeting settings, so-called navicons (Eppler et al., 2015). Navicons nudge participants to signal their communicative intent visually (as a 'presequence' inviting collaboration). One affordance of the navicon nudge is to visualize a speaker's intent by indicating whether the produced talk should be understood as giving an overview, a review, a plan, or more details on an aspect. We investigate if and how such navigational nudges impact conversation behavior. Taylor's (1992) and Craig's (1999) approach of "practical metadiscourse" posits that such explicit reference to conversational intent can clarify contributions.

We look at the navicons' interactional role and how they are made relevant within the interaction, e.g. through speech and metalanguage, embodiment, and gaze. The results of the study have implications for the design of meetings and illustrate the use of nudging theory for conversations. The study can eventually lead to a classification of nudge uses in task-oriented discussions.

Marie Flinkfeldt: "I understand it must be difficult, but those are the rules"

Empathy and service in social insurance officers' responses to clients' invocations of financial difficulties

This study uses conversation analysis (CA) to examine a corpus of 366 audio-recorded phone calls to the Swedish Social Insurance Agency's customer service. The calls concern housing allowance, which is aimed at families in a poor financial situation. Financial trouble is explicitly raised in a quarter of the examined calls; these tend to be both considerably longer and more difficult (with displayed upset, etc.). Social insurance officers (SIOs) treat clients' orientations to financial difficulties differently depending on where in the calls they are raised. When financial difficulties are brought up to account for a service request (often in the beginning of the call), or are embedded in the service itself, SIOs tend to provide minimal acknowledgement (e.g. 'mm'), or ignore them altogether. Here, displays of empathy are absent or brief, and there is a focus on providing service, which generally works well and is not treated as problematic by clients. However, after service has already been provided, SIOs do not have this option, and dealing with financial troubles talk can be more difficult. In such situations, displays of empathy are more common, but can generate extended troubles talk (and thus longer calls). Meanwhile, lack of displayed empathy (instead focusing on technical or regulatory issues) can result in escalating conflict. We show how SIOs by displaying empathy and linking this to the insurance (regulations, procedure, etc.) can avoid both these problems, and illustrate how the Conversation Analytic Role-play Method (CARM) can be used to train SIOs to implement such 'good practice'.

M1 and M2

Coffee break
15:30 - 17:00

M1- 40 persons

15:30-16.00
Elisabeth Dalby Kristiansen, Gitte Rasmussen, Elisabeth Muth Andersen: Pursuing recipiency: Participation as an accomplishment for persons with dementia

This paper presents a conversation analytic study (Schegloff 1996) of ways in which persons with dementia (PWDs) make themselves available as potential conversational partners. In ordinary interaction, co-present individuals indicate willingness or lack of interest in having conversations in seen but unnoticed ways (Garfinkel 1967; Goffman 1963). In contrast, not only the willingness, but also the abilities of PWDs to engage in interaction may change on a moment-to-moment basis, such that it may be ambiguous to co-participants whether they are available for conversation (Rasmussen et al. (forthcoming)).

We show how PWDs may deal with this ambiguity by pursuing recipiency with whatever remaining resources they have. PWDs may e.g. initiate conversation by using a minimal response token or by initiating a greeting sequence even though nobody enters, or they may attempt to achieve recipiency in ongoing conversation by producing a second response to a request addressed to somebody else. The data consist of field notes and video recordings of conversations between PWDs and staff and visitors collected over a period of 9 months in a Danish care facility.

16.00-16.30
Clara Iversen: "What would you say to a friend in your situation?" Volunteers’ hypothetical questions to help-seekers on a suicide helpline

Because of the anonymity of help-seekers who contact suicide helplines, the preventive functions of helpline communication are still uncertain. Previous studies have used online surveys, suicide statistics in areas with and without helplines, and silent monitoring of calls to assess long and short-term outcomes of suicide helpline communication. The current paper takes a different approach by analyzing how the participants in actual interactions orient to different goals of the interaction. Using conversation analysis, the paper examines a strategy volunteers regularly use after help-seekers have described their situation: hypothetical questions. Foundational ethnomethodological and conversation analytic work in relation to suicide has shown the utility of examining how suicide is made meaningful in interaction, but this research is largely focused on how the suicidal person justifies suicide. Because others’ responses can either slow down or speed up a suicidal process, it is important to focus on co-participants’ actions when suicide intention has been communicated. A main goal for volunteers is to generate "life-talk"; that is, talk about reasons to continue living. The analysis shows how hypothetical questions, dependent on their context and composition, can generate alignment and "life-talk" but it also shows that hypothetical questions can be topicalized by the help-seeker and proceed escalating misalignment. The paper concludes that research on the quality of interactions in suicide helplines need to take into account the sequential placement and turn-composition of various communicative strategies.

16.30-17.00
Sanni Tiitinen, Elina Weiste, Johanna Ruusuvuori, Jaana Laitinen: Enabling peer support in structured group counselling

In the fields of health and behavioral sciences, the effectiveness of peer support as an intervention technique has been acknowledged. However, the interactional processes through which participants experience peer support still need examination. This study builds on a data-driven observation: the participants in one peer counselling group reported having experienced less peer support than the participants in four other groups that utilized the same counselling structure. We use video-recordings of these counselling sessions as data and conversation analysis as the method to investigate what could explain the differences in the participants’ experiences. We focus on the sequences in which the participants tell their problematic experiences and thus, make affiliating responses relevant next actions. We demonstrate how the counselling structure, which steers the participants to tell their experiences one at a time, complicates peer support: participants need to do extra interactional work and break the counselling structure to be able to provide responses indicating empathy and understanding for their peers’ experiences. In addition, we show that in a structured group counselling, the counsellors’ interactional practices of inviting the participants to comment on each other’s experiences are essential facilitators of peer support. We discuss the results in relation to the need to understand peer support as an intervention technique, and how interaction research can have a vital role in providing this understanding.
M2 - 80 Persons
15.30-16.00
Florence Oloff: Turning (to) displays: smartphones as social objects in face-to-face interaction
This paper is interested in the use of mobile devices in mundane face-to-face interactions, more specifically, in the way in which smartphones are made relevant as a public object through both verbal and embodied practices. Mobile phones (Lasén 2005, Relieu 2008, Weilenmann/Larsson 2001) and smartphones can be shared with co-present participants, often leading to extended assessment sequences regarding textual or visual content (Raclaw/Robles/Didomenico 2016) or to collaborative search activities (Brown/McGregor/McMillan 2015). Joint smartphone use in co-presence can be occasioned by the on-going conversation or, on the contrary, be prompted by device notifications and individual use (Didomenico/Boase 2013, Porcheron/Fischer/Sharples 2016), however, the precise way in which the smartphone is audibly and visibly turned into a sharable object that other participants are allowed to look at or to seize has not been described in detail.
Adopting a conversation analytic and multimodal approach to video recorded everyday conversations in German, this paper will investigate different verbal and embodied ways in which a smartphone - in the first place a personal and individually used object (Mantere/Raudaskoksi 2017, Raudaskoski 2009) - is transformed into a joint social object. This contribution will consider how mobile device holders draw their co-participant’s attention to the device and its display in “first” (initial) and “non-first” (serial) showing sequences by using different lexical forms (e.g. imperative forms vs. local deictics) and embodied practices (lifting, tilting, or handing over the device). In addition, this paper will illustrate how non-device holders, for their part, can initiate a showing sequence by embodied means (gaze and posture shift).

16.00-16.30
Antonia Krummheuer: Assisted shopping as a multimodal and embodied activity
The talk will present video data of a shopping activities of a Danish person living with acquired brain injury, we call her S., and her care taker. While theories on shopping are often based on the independent shopper, S experiences due to her brain injury physical, cognitive and communicative challenges. Based on an embodied interaction analysis (Streek et al. 2011) The talk will describe and analyse the embodied and interactional elements of assisted shopping activities and demonstrate how S despite her impairments is treated as an independent shopper. As such, the talk will
1. contribute to the recent discourses within health care studies to gain a better understanding of the complex practices of care (e.g. Møl et al. 2010),
2. enrich the scientific knowledge on the situated, embodied and interactional shopping activities (e.g. DeStefani 2014 ), and
3. contribute to the growing body of studies analysing the embodied and interactional dimensions of assistance and scaffolding (e.g. Tulbert and Goodwin 2011)

16.30-17.00
Artti Kamunen, Pentti Haddington: Shared orientation to imminent multiactivity: Switching from one activity to another
This study focuses on talk and embodied action in situations in which participants are waiting for some phase in a task or activity to come to an anticipated end, which then prompts the initiation of the next step or action requiring the participants’ immediate involvement. For example, co-workers in a laboratory can be seen to wait for a computer notification to inform them that a laser-measuring device is ready for use, which then makes relevant the placing of a sample into the device. While the ending of the phase is imminent and projectable, the exact moment when it will end is not. The analysis suggests that while waiting for a projected phase to end, participants can progress other activities, i.e. they maintain dual orientation to separate activities. This study draws on the principles of multimodal conversation analysis analysing the step-by-step progression of social participants’ talk and embodied actions. The materials are video recordings collected in naturally occurring interactions in different workplace and domestic settings. First, by focusing on details of talk and embodied action, we show how participants maintain dual orientation to separate activities – often occurring in different activity-relevant “hot spots” – while they wait for the projected and intersecting action to occur. Second, we study how, as the interjecting action occurs, the participants manage the switching from one activity to another (Baron, 2008; Haddington et al. 2014, p. 25). Finally, we argue that the analysis of these moments reveals how interactants prioritise and hierarchise activities through talk and embodied actions.

17.00-17.30
Camilla Warnicke, Charlotta Plejert: Languaging in the Swedish Video Relay Interpreting Service - signed and spoken languages in combination with written text messages
The Swedish Video Relay Interpreting Service (SVRS) is a facility that people who use Swedish Sign Language can call on a video phone, in order to get in touch with people who speak Swedish, on a telephone, or vice versa. The interlocutors are physically separated from each other and have different access to the visual arena and the auditive space of the setting. An interpreter, who works in a studio, enables the interaction across the different media and is the only person who has direct contact with both users of the service. Exclusive on the visual arena, between the interpreter and the user of the videophone, is also the possibility to send text messages.
The present study is based on twenty-five authentic calls from the regular SVRS. The methodology used draws on Conversation Analysis (CA), and also departs from the notions languaging and communicative projects (Lineill, 2009). The aim is to describe and discuss how communicative projects emerge, are established, dialogically managed, and co-created across time and space within the SVRS.
This presentation will show how participants’ co-creation of meaning-making processes and communicative projects are contingent upon the specificities of the SVRS: the different media used (videophone or telephone), the modalities of the interaction (Swedish, Swedish Sign Language, and text), social and institutional conventions, the characteristics of the interlocutors, and other interactional resources (e.g. the text function on the visual arena).
A limited amount of research in the area has been carried out so far (however, see Warnicke, 2017).
In 2013, we launched a new website with the aim of developing a complete grammar of Danish talk-in-interaction, samtalegrammatik.dk. The methodology is interactional linguistic (Couper-Kuhlen & Selting 2018) and conversation analytic (Sidnell & Stivers 2013): the data are recordings and transcripts of naturally occurring interactions, and all claims about structures, functions and practices are based on interactants’ observable orientations. The website contains a framework and descriptions of parts of the grammar, and from there we develop a framework and concrete descriptions in a step-by-step fashion.

In the workshop, we will describe, exemplify, and invite discussions about the three main parts of the grammar:

The “forms” part, which in its structure is the most comparable to a standard reference grammar. It describes structures from the smallest to the largest units.

The “functions” part, which lays out the jobs that the language needs to perform and, in doing so, lays the foundation for the structures.

The “expressions and phenomena” part, which is a list of practices, that is, concrete formats for performing specific functions.

The purpose of our presentation will be to share our thoughts and to invite comments and discussions about the feasibility of proceeding the way we propose.
M2.3 - 25 persons
15.30-16.00
Mona Blåsjö, Carla Jonsson: Access to and power over texts in the digital work life

"Can I share this text, or is its access restricted to certain people?" "How can I access the text you are working on?" Questions such as these are very frequent in the interactional and field note data that stem from three commercial companies that are part of the research project ‘Professional Communication and Digital Media’. Employees with different roles have differing degrees of access to certain texts, and differing authority to write, revise and share the texts. The texts are not only traditional documents such as reports or PowerPoint presentations, but also entries in each other’s digital calendars and news on an internal intranet. Previous research has covered issues such as text processes (Nissi 2015, Landgrebe 2016) and collaborative writing (Sharples 2012, Skovholt & Svennevåg 2006), while the focus here is on the individual professional’s access to and power over texts in their workplace.

Most texts in today’s workplaces are digital, and digital professional practices entail concrete authorization such as passwords and others giving technical access. They also involve aspects such as digital literacy and linguistic competencies.

This issue of the individual’s access to and power over digital texts has not yet been sufficiently conceptualized. Following a Mediated Discourse Analysis (Scollon & Scollon 2004) framework, and on empirical interactional data, we apply the concept of historical body to capture how individuals’ differing access to certain texts (discourses in place) can be regarded as a paramount characteristic in their professional identity, shaped in interaction with their social surrounding (interaction order).

16.00-16.30
Rilikka Tumelius: Exploring educational practices: A university course as a means for promoting change

This paper explores experiences of former university students of English who participated in a project-based, advanced-level course on utilizing technologies in language education in the late 2000’s. Challenging traditional views on language pedagogy and the role of a (language) teacher was one of the course objectives. Consequently, this study maps the course participants’ current understandings of these themes and examines their perceptions concerning the university course in retrospect. Using nexus analysis as the research framework (Scollon & Scollon 2004; Scollon 2008), the study examines how the participants make sense of foreign language pedagogy and their role as language (education) professionals with respect to their personal trajectories. A further aim is to examine the university course as a potential agent for change. Primary research materials are collected via an online discussion board affording for joint discussions and reflections on the course project, which also was a joint effort for the participants. Other materials gathered during the course will be used when relevant, e.g., reflective papers written by the students at the end of the course, video recordings of their work, and various other types of materials that accumulated in the online learning environment used at the course.

16.30-17.00
Antoinette Fage-Butler, Katja Gorbahn: European Capital of Culture – Promoting Europe or internationalism? A Foucauldian discourse analysis of Aarhus 2017’s programme of events

European Capital of Culture (ECOC) is “a flagship cultural initiative of the European Union” (Barroso 2009, p. 1). One of its main aims is furthering civic identification with Europe by promoting grassroots awareness of both the heterogeneity and homogeneity of European cultures. As culture in ECOC is ostensibly used to support geopolitical objectives, this study uses Foucauldian discourse analysis (Foucault, 1972) to investigate how “Europe” is constructed in Aarhus 2017’s official programme of events and how it relates to the local, national and international, thereby exploring the discursive space between cultural policy, cultural events and the public. Foucauldian discourse analysis is used as not only does it help to identify the discourses that underpin discursive constructions, but it also maintains that these discourses affect subjectivity. Discourse analysis reveals that “Europe” is a largely opaque signifier, situated between the national and the international. Many “core” European values, such as participation and democracy, are ascribed to the nation, whereas others such as human rights, freedom of expression and tolerance are transposed to the international/global levels. Europe is discursively constructed as being culturally diverse, but also facing challenges, and opportunities and solutions are associated with the global level and opening up to its potential. The discursive construction of “Europe” in Aarhus 2017’s programme of events is discussed in relation to the EU’s strategy of promoting identification with Europe, and the evolving aims of ECOCs (cf. Immler and Sakkers, 2014).

17.00-17.30
Leena Kuure, Hilkka Koivistoinen: Where the heck is that school? A nexus analysis of a guided tour through a new multifunction centre

This study examines a research group visiting a newly built multifunction centre for the first time after researching its emergence as a community venture for some time (Luoma et al., 2016). The head of the centre gives the group a guided tour through the building. The visit is a landmark event (de Saint-Georges, 2005) for the participants: viewing a materialised outcome of a long-term design project involving a wide range of actors. The analysis focuses on how the centre is produced as a place for learning by the participants during the tour (Murray et al., 2018). The research draws on nexus analysis viewing the tour-making as an aggregate of discourses echoing the past and projecting the future (Scollon & Scollon, 2004). The guided tour was documented with a video camera. This recording will be used as primary material for the study.

16.00 - 18.00
Richard Mortensen - 72 persons
Panel: Co-creating knowledge across difference in the interactional accomplishment of “dialogue”

This panel explores the collaborative creation of knowledge across difference in the interactional accomplishment of “dialogue”. Across the papers, analytical lenses are applied that draw variously on Bakhtin and Foucault. Bakhtin is drawn on in order to analyze dialogue in terms of the tensional negotiation of meanings across multiple voices. Foucault is used in order to address how tensions arise in the play of power in which
certain voices dominate and others are marginalized or excluded.

According to the espoused ideals of many dialogic communication theories and practices, expert knowledge is democratized as multiple ways of knowing are recognized as legitimate. Crucially, these theories and practices view difference as the transformative force in the co-construction of knowledge in dialogue. By harnessing difference as a transformative force, it is claimed, dialogue can generate knowledge across differences, including differences of organizational and professional position, theoretical perspective, gender, ethnicity, class and so on.

- But how exactly is knowledge co-created in the interactional accomplishment of “dialogue” through the harnessing of “difference”?
- How are dynamics of exclusion as well as inclusion in play in dialogue, so that certain voices, articulating particular forms of knowledge and subjectivities, dominate and others are marginalised or silenced?
- And with what consequences for relational ethics, the scope for action of participants, the nature of the co-created knowledge, and the possibilities for practice change?

The papers in this panel address these questions through analysis of what is at stake in the “co” of co-creation across difference in a range of cases of person-centred social and health care and in collaborative research using co-creation methods such as forum theatre, audio-reflexive ethnography and memory work.

A basic assumption across the papers is that collaborative knowledge creation in practice is fraught with tensions emanating from the play of power in the interplay between multiple voices, whereby certain knowledge forms and subjectivities dominate and others are marginalised or excluded. Together, the panel papers present different ways of critically and reflexively practising and analysing the tensions in the co-creation of knowledge across voices in the interactional accomplishment of “dialogue”. They all discuss the potential and the challenges of such critical, reflexive analysis as an integral part of collaborative research. This discussion focuses on key implications including issues of relational ethics, the performativity of social categories, the scope for action of participants, the nature of the co-created knowledge, and possibilities for practice change.

16.00-16.30
Panel: Co-creating knowledge across difference in the interactional accomplishment of “dialogue”
Camilla Dindler, Mette Marie Roslyng, Gorm Larsen: The social meanings and voices of patient records

This paper argues that patient records can be a domain for critical communication analysis. As material-discursive and polyphonic artefacts involved in complex ensembles of interpersonal interactions, they are part of processes of social identity formations and constructions of epistemologies. A particular focus will be placed on how, and if, patient records facilitate or hinder the inclusion of patient voices and on how these records become decoded and ‘negotiated’ as socially meaningful by patients.

The paper adopts a three-tier analytical/theoretical approach to exploring patient records as documents that mediate the interaction between different health professional groups and patient/relatives: Patient records as 1) polyphonic artefacts, 2) discursive practices which include and exclude and 3) actors of negotiated social identity constructions. This combines a narratological approach with Bakhtin’s understanding of voices and dialogues in texts, Laclau’s discourse theory on antagonistic relations between forms of knowledge and Hall’s encoding/decoding model of communication in analyzing how parents negotiate and ascribe meaning to the records.

Illustrating examples will be drawn from data material comprising of patient records of children diagnosed with autism and think-aloud interviews with the parents of these children.

In conclusion the paper points towards how these perspectives can contribute to adopting a critical and new approach to understanding patient records as a mediating factor in the interaction between central actors in health communication. Patient records therefore gain a social life that goes beyond a narrow medical focus on diagnosis and objective scientific recording of treatment and patient experiences.

16.30-17.00
Panel: Co-creating knowledge across difference in the interactional accomplishment of “dialogue”
Louise Phillips & Michael Scheffmann-Petersen:

Working across multiple voices in supportive conversations between nurses and patients: towards a complexity- and context-sensitive model for dialogic communication

“Patient- or person-centredness” has become a central principle of social and health care policy discourse globally. According to the discourse, patients and relatives are ‘empowered’ as dialogue partners, together with health professionals, in collaboratively co-creating knowledge and reaching decisions about their care. This paper takes its starting point in the view that dialogue and co-creation have become romanticized as buzzwords. Going beyond the buzzwords, the paper draws on Bakhtin and Foucault to explore the tensions arising from power dynamics in the interplay between voices in the co-creation of knowledge. The practice in focus is an effort to build a dialogic communication model which is sensitive to the dialogic, situated nature of meaning-making. The purpose of the model is to improve supportive conversations between health professionals and patients with chronic illnesses in a Danish person-centred health care initiative entitled “Active Patient Support”. To develop the model, the researchers facilitated workshops in which a group of patients and nurses, together with the researchers, reflexively co-created knowledge about supportive conversations. Using co-creation methods (eg audio reflexive ethnography and forum theatre), knowledge was co-created through reflexive, collaborative analysis. The analysis highlights tensions in play in the interactional accomplishment of “dialogue” as nurses shifted between different dialogue positions and patients responded in different ways. The paper also discusses tensions in collaborative relations between researchers, patients and nurses. A key tension highlighted is the tension between opening up for multiple patient and nursing voices and managing the process in order to produce a communication model.
Preben Hornung and M2

Coffee break

10:00 - 10:15

Preben Hornung and M2

Coffee break
Late 2017 saw the emergence of #MeToo, a social media-based campaign concerning sexual assault and harassment. #MeToo has resulted in several public statements from high-profile figures accused of transgressions ranging from inappropriate comments to outright assault. Such statements have frequently been treated in journalistic and social media as failed or absent apologies – as non-apologies. The present paper focuses on the mediated delivery of apologies and their receipt as non-apologies across traditional (broadcast and print) media and new social media. As empirical cases, we examine three media events from the global #MeToo movement: the Donald Trump “PussyGate” affair, a controversial joke about the Harvey Weinstein case by TV host James Corden, and public accusations of sexual harassment leveled against a well-known Swedish TV show host. We specifically focus on the grounds for rejecting apologies by examining how the apology was 1) designed and launched, and 2) interpreted and assessed in media/social media. Using conversation analysis (CA) (Sacks, Schegloff & Jefferson, 1974; Clayman & Heritage, 2002) and textual discourse analysis, we demonstrate how responses orient to selected aspects of the apology in assessing it, such as blame-shifting, trivialization, accounts of intentions, or conditionalization. By examining the original apologies in their sequential and discursive contexts (e.g. Robinson, 2004; Drew et al, 2016), and contrasting their composition and delivery with the grounds for rejection brought forth in reactions, the study aims to enhance our understanding of the social delicacy of public apologizing and the selective recontextualization of such apologies in receipts and rejections.

In this paper, we explore how affect, locally occasioned knowledge, and moral accountability figure into the organization of children’s communication with other children engaged in social networking at the interface of the physical and the virtual (cf. Burnett, 2016). The selected data are drawn from a video ethnographic study investigating children’s (8-10 years) media literacy practices within peer groups in an afterschool center in a multiethnic suburban setting. Drawing on multimodal interaction analysis, focus is on the organization of affect, stance and participation in trajectories of collaborative problem-solving (Goodwin, 2007) on a social network site for children called Momio. We track the ways in which embodied displays of affective, moral, and epistemic stances and alignments are used to handle unexpected on-line events including the loss of a character (avatar) and the bewildering disappearance of its’ belongings. We show how displays of affective stances intensify the dramatic significance of a problematic on-line event, while it secures the other participants’ attention to the event. It will be demonstrated how the children build arrangements of participation frameworks where they display themselves as knowledgeable users who know how to prevent the risk of character loss. In addition, it is found that vivid displays of affect positions the individual child as a newcomer and as a less experienced and knowledgeable on-line user in need of help. Such affective, epistemic, and moral stances and alignments are consequential for how the children organize their peer group participation to solve recurrent problems in on- and off-line worlds.

Studying book-reading as a cultural practice that children and caregivers engage in together, we gain access to the process by which children are socialized into interpretive frameworks, affective stances, moral orientations, and modes of participation (Miller et al., 2005). In line with recent research in Discursive Psychology and Multimodal interaction analysis (e.g., Björk-Willén & Cekaite, 2017; Evaldsson & Melander, 2017; Morita & Burdelski, 2017; Stokoe & Edwards, 2006; Takada & Kawashima, 2017; Yifat, Nir & Federman, 2017) the present study investigates book-reading activities in a North Indian preschool. It particularly looks at how a story gets launched and managed by the teacher, how a sequence of events is ordered, and what kinds of social actions and acts of positioning (Bamberg, 1997) are performed through the story telling. Analysis also takes into account the material environment and multi modalities (Goodwin, 2012) that frame the interaction. The results show that the teacher positions herself and the children in specific ways through bodily posture and orientation. Moreover, she modifies certain aspects of the story and applies them to concrete situational issues but also to more global and abstract (cultural, emotional) ones. In this way, these practices serve as multifaceted sites for socializing moral conduct in which children are assigned specific rights, duties, and obligations. Studying book reading practices in context hence provide insights into how children learn to view and construct their social worlds in culturally appropriate ways and learn to take on interactional roles that go beyond the classroom.
M1 - 40 persons

10.15-10.45
Rasmus Persson: Exerting resistance in responses to polar questions: The turn-prefatory particles ah and ben in French

Contributing to current research on response design, this paper reports on two different turn-prefatory particles, as used in the sequential context of responses to polar questions, in French talk-in-interaction. Ah is often translated as 'oh', and generally functions in conversation as a change-of-state token (cf. Heritage 1984), and it also occurs e.g. as part of news receipts. Ben, derived from the adverb bien ('well'), has been described as also being functionally comparable to the particle well (Barnes 1995).

While resistance in responding often involves providing non-conforming responses (Raymond 2003; Silvers & Hayashi 2010), answerers can also push back against the question while keeping within the yes/no boundaries (Heritage 1998). As prefaces to yes/no-type answers (ah oui/ah non/oui/oui/ben non), both particles help convey that the question was somehow problematic. However, they index different sorts of problems. With ah-prefaced responses, the answer is treated as self-evident from the respondent’s perspective, and respondents use this to reassert their epistemic primacy, simultaneously making the response emphatically upgraded (cf. Heritage 1998 on oh-prefixing). While implying that the answer could have been presupposed, ah-prefaced responses are not overtly disaffiliative.

Ben-prefaced responses, in contrast, either (a) treat the answer as self-evident given what the respondent assumes should be known to the questioner, or (b) resist the wider action implications of, and the agenda furthered by, the question. These responses thus convey a stronger challenge to the legitimacy of the question.

10.45-11.15
Rein Ove Sikveland, Karianne Skovholt, Elizabeth Stokoe, Marit Skarbø Solem: Phonetic features of third turn receipts in Norwegian secondary school desk talk

How soon can students tell whether the teacher treats their response to a question as relevant and complete? Previous research has demonstrated the relevance of the third turn following the students’ response, in evaluating students’ learning (Lee, 2007), and various formats have been documented that support positive student feedback (Margutti & Drew, 2014). This paper focuses on teachers’ phonetic design of turn-initial acknowledgment tokens (“ja”, “mm”), to form third turn receipts and to monitor a larger question-answer activity. The study is based on a collection of desk talk sequences in a Norwegian secondary school classroom. Using conversation analysis, we transcribed and analyzed teacher-initiated question-answer sequences based on a group task. These tasks typically require more than a minimal response, and thereby constitutes a natural laboratory for exploring the participants’ monitoring of ‘success’ in responding to the task. Our findings demonstrate how teachers use a combination of lexical choice, pitch movement and prolongation of speech segments when initiating sequence expansions, each operating on the students’ second turn as relevant, but displaying varying degrees of completeness to the task at hand. To date there is little phonetic study on teachers’ third turn receipts, and this paper contributes to specifying how teachers routinely shape and guide the students’ task at hand, and how they manage the local contingencies and practical reality of classroom teaching that support and enable student involvement.

11.15-11.45
Karita Suomalainen: Shared territories of experience: The case of the Finnish tiedätkö ‘do you know’ expression

My paper deals with Finnish expressions of the type tiedätkö ‘do you know’. In its literal meaning, the Finnish verb tiedä ‘to know’ in 2nd person singular interrogative form poses a question that is concerned with the status of the interlocutor’s epistemic knowledge. However, in colloquial Finnish, the expressions of the type tiedätkö (such as tiedä, tietä, tälkä, teikä) can be used as fixed expressions that emerge in certain contexts of use with specific interactional functions (cf. Asemu 2011; Fox Tree & Schrock 2002; Kееваллик 2003: 154–172). In my presentation, I will focus on these fixed expressions and explore their functions in organization of experience among the participants in Finnish talk-in-interaction. My data consist of audio and video recordings drawn from the Arkisyn corpus of conversational Finnish.

In my data, the fixed tiedätkö expressions often occur in tellings of personal experience or in sequences where the speaker is expressing her thoughts or stance; that is, in contexts that the other participants per principle do not have an epistemic access to. In my presentation, I will show that in such contexts, the speakers use the fixed tiedätkö expression to seek for affiliation and potential alignment from the interlocutor’s side (cf. Asemu 2011 on the Danish du ved). Based on my data, I argue that with the fixed tiedätkö expressions, the speakers may in turns-at-talk, suggest their own thoughts, ideas and experiences to be mutually accessible and thus negotiate the territories of individual and intersubjective experience.

11.45-12.15
Kaisa Pietiläinen: Examining the inferences of ‘noticeable silences’: TRP gaps in intercultural couples’ conflicts

Silence after the first-pair part of an adjacency pair is commonly considered a dispreferred activity in conversation analytic (CA) literature (e.g., Schegloff 1968, Pomerantz 1984, Stivers et al. 2009). It can indicate that a preferred answer is not forthcoming (Sacks 1987; Pomerantz 1984), or even that the silent party wishes to communicate scorn, resentment, or other negative stances (Schegloff 1968). However, very few sequential analyses actually explore the situational inferences of withholdings of a response in naturally occurring interaction, especially in conflict interactions (however, cf. Vuchinich 1990), or in intercultural contexts.

This paper proposes a CA-based method for examining the local inferences of noticeable silences whereby speaker turns that follow a transition relevance place (TRP) gap are scrutinized through the lens of the turn-taking machinery. The present study investigates intercultural couples’ conflict sequences drawn from a data set of 24 h 15 min of naturally occurring couple talk from seven couples who use English as their common lingua franca. By examining TRP gaps after which the first speaker self-selects, noticeable silences in this context are found to indicate: 1) the avoidance of self-incriminating pair-parts, 2) the resistance of laughable-initiated changes of footing, 3) sustained disagreement, 4) taking offence, or 5) unsuccessful persuasion. Implications for CA theory and prospects for further research are discussed.
**M2.3 - 25 persons**

10.15-10.45
Maria Vanessa aus der Wieschen, Søren Wind Eskildsen: Using music to create interactional space and learning moments in the Young Learner EFL classroom

This paper presents a comparative micro-analysis of interactional practices in two 4th grade English as a Foreign Language (EFL) classrooms. Using Conversation Analysis, we investigate how a seemingly similar activity is done differently in the two classrooms, and what consequences this has for creating interactional space and emergent teaching/learning opportunities.

The activity in question revolves around the use of music. In one classroom, the teacher brings the lyrics to a 1970s Christmas song as well as his guitar to class, sings with the pupils, and finally uses the lyrics in a line-by-line translation exercise. In the other classroom, a pupil gives a presentation about her favorite song and plays the music video, after which the class engage in a pupil-led, but teacher-scaffolded discussion about the song. Although they have only been receiving English lessons for one year, the teacher’s skillful use of scaffolding practices, e.g. paraphrasing, gesturing, and collaborating in pupils’ word searches, seems to have led to meaningful, pupil-driven teaching/learning moments. The different practices result in very different interactional trajectories, one with a high level of pupil initiative, engagement, and control, and one with a high degree of teacher control to the seeming detriment of pupil participation. The consequences for learning and teaching opportunities are immense, and we discuss the pedagogical implications including the advantage of pupil involvement even in early education, the benefits of using the children’s non-institutional resources pedagogically, and how limited classroom time is most profitably spent in early language education.

10.45-11.15
Ali Reza Majlesi, Silvia Kunitz & Gunilla Jansson: Multimodal gestalts in reformulating practices at language cafés

In this study, we investigate multimodal gestalts (cf. Mondada, 2017) in reformulations of turns at talk in second language (L2) learning situations. We particularly aim to explore L2 multiparty talk where we focus on the use of various embodied and material resources such as gestures and artifacts (e.g. handwritten notes) in reformulations. Reformulating in classroom discourse has been identified as a teaching strategy e.g. for respecifying a question (MacLure & French, 1980). Here, we refer to reformulating as a general practice in which a speaker’s turn is re-told by another person for further clarification or the pursuit of understanding. Our data consist of video recordings from Swedish “language cafés”; that is, non-classroom activities that are organized by churches or libraries to aid immigrants in their practice of the Swedish language. In our study, the sequential (Sacks 1992; Schegloff, 2007) and multimodal (e.g. Goodwin, 2018; Mondada 2017) analysis of conversation allows us to show how the reformulation of an utterance, which is a common practice in L2 talk, is often accompanied by a heightened deployment of multimodal resources compared to the original turn. Our preliminary findings suggest that multimodal gestalts in reformulations make parts of the original turn more visible and transparent for L2 speakers, and therefore make such parts salient for language learning. Our study might therefore contribute to a respecification of the SLA concept of input enhancement (Sharwood Smith, 1993) in praxeological, multimodal terms.

11.15-11.45
Dmitri Leončević, Ari Huhta: L2 classroom interaction as a source for diagnosis: Implications for language teaching

Classroom interaction has been the focus of a body of research conducted within the sociocultural paradigm, both in the first language (L1) and second or foreign language (L2) development (e.g., Dyson, 1995; Donato, 2000). This research calls for considering how experiences, peer interaction, and teacher guidance shape learner development, learning happening as language and other means mediate learner thinking.

Coming from the field of language assessment, we found it interesting to explore which diagnostic insights into learners’ abilities such interactions can afford. We will report on the results of a study conducted in a communicative L2 Finnish course for university academic staff built around small group interaction. The data come from (a) audio-recorded classroom interactions and field notes, (b) interviews with selected learners (n = 3) to find out what and how they learned, and (c) two interviews with the teacher (at the onset and five months after the course) to learn about her teaching and feedback practices and involve her in the data analysis and interpretation, using audio-recorded data and the transcripts as elicitation. Data analysis was informed by the CA-for-SCT framework discussed by van Compernolle (2016). We will discuss cases where linguistic problems were left unresolved, looking at how these were addressed in the classroom and, based on the teacher’s perspective, propose how these could have been approached by being more responsive to learner interactions. Implications for L2 education and further research will be discussed.

11.45-12.15
Laura Kananen: Adult L2 Learners in Classroom Interaction - The Usage of Embodied and Material Resources as Responses in IRE Sequences

In this presentation, multimodal conversation analysis (Mondada 2014) is used to investigate the usage and learning of Finnish as a second language in classroom interaction. The number of adult literacy learners is increasing in Nordic countries all the time, but little research exists on the learning processes of those people.

This study takes place in the framework of Finnish adult literacy training. I focus on students’ word explanations (responses) in IRE (the Initiation–Response–Evaluation) sequences in which the response is given using gestures or the material resources usable in the situation (Heller 2016). The word explanations often comprise iconic or deictic gestures that closely relate to the material ecology of the classroom. For instance, a learner might hand a paper from his desk when the teacher has asked what a receipt is. In the analysis, I discuss how comprehension is demonstrated in these embodied turns where the participants’ shared linguistic resources are limited.

The longitudinal data were collected ethnographically both from classroom interactions and everyday life encounters. The data comprise approx. 68 hours of video recordings. Findings of this study contribute in particular to the discussion on the meaning of material ecology of classroom in the achievement of intersubjectivity.

Keywords: learning Finnish as a second language, adult literacy training, multimodal conversation analysis
Preben Hornung - 72 persons

Panel: Technology mediated interaction at the workplace

For decades technology has been a central part of workplaces. Ranging from production machines in factories to personal computers in offices and robotics in healthcare. Such technologies have a dual impact on the accomplishment of everyday work activities, as technology not only makes specific actions and interactions possible, but also complicates them when there is a technical failure or human error.

The continuous development and implementation of new technology has made new ways of doing work possible. This rapid progress of making technology increasingly present and dominant in modern workplaces has sparked a growing concern that technology won’t remain just an aid for employees, but in some cases will take over some or even all the work completely in a near future. By focusing on the present integration of different examples of technology in a variety of workplaces we can learn more about the dependence and usage as well as interaction with and through technology.

This panel focuses on the way in which social interaction is organized when it occurs in technology mediated institutional settings, e.g. employees using computers, screens, robots and robotic technology. The panel focuses on institutional interaction as it occurs in organizations (open office spaces) and public settings (e.g. healthcare and service).

The panel displays original EMCA-driven investigations of a variety of phenomena occurring in technologically-mediated environments. The panel specifically focuses on those practices and phenomena that can be accounted for with reference to the affordances that the mediating technology offers and how it is embedded in the accomplishment of a variety of everyday work activities. Overall, the panel focuses on participant’s multimodal practices and puts specific emphasis on how the material environment, the embodied action, the spatial positioning and talk are intertwined and constitutive elements of professional identities.

10.15-10.45
Panel: Technology mediated interaction at the workplace

Thomas Toft: Mutual orientation to computer screens during consultations in open office spaces

Computer screens are a central part of open offices where employees have visual access to each other’s screens at the desks. Computer screens are both used for individual work as well as interactional activities where employees gather around a shared computer screen. This paper demonstrates how employees establish and maintain mutual orientation to a computer screen during unplanned consultations in an open office space. The paper is based on approximately 48 hours of video recordings in two Danish organizations and focuses on six phenomena: 1) Moving body from one’s own computer screen to a shared computer screen, 2) moving head in eye level with shared computer screen and colleague, 3) pointing at the computer screen, 4) verbalizing actions on the computer screen, 5) interacting with computer screen through keyboard and mouse 6) using objects with the computer screen. The paper contributes to EMCA workplace studies that similarly have studied computer screens in interactional activities (Heath et al 1993; Hindmarsh & Heath 2000; Salvadori 2016).

10.45-11.15
Panel: Technology mediated interaction at the workplace

Brian Due: Mediated spatial presence: Interacting with a telepresence robot in a healthcare setting

A telepresence robot enables visual and audible access to remote settings through a video camera. The robot has a large screen 1.8 m. above ground. It occupies a physical position in space and it is mobile and controlled by a dislocated actor. This paper reports on findings from a nursing home in Denmark, where a doctor is virtually present through the robot. The paper is based on approximately 20 hours of video recordings from 5 situations within the same nursing home in Denmark. The paper focuses on three interrelated phenomena: 1) how machine-“head” and -“gaze” direction is accomplished, 2) how machine-“mobility” in a social context is accomplished and 3) how social interaction through talk is sequentially fitted to the specific affordances of the robot. Thus, the paper shows how the robot is oriented to as a ‘cyborg’ – a man-machine configuration in a participation framework with shifting contextual configurations. This research contributes to EMCA studies of space and mobility (McIlvenny, Broth, & Haddington, 2009), of head movement and gaze (Kendrick & Holler, 2017) and mediated interaction (Arminen, Licoppe, & Spagnolli, 2016).

11.15-11.45
Panel: Technology mediated interaction at the workplace

Simon Bierring Lange: Getting people to "see" an object: transitional directives in video mediated encounters

A lot of conversation analytic work has focused on actions aiming to get someone to do something, both under the label ‘requests’ and ‘directives’. More recently, the outcome of such actions has come into focus as ‘recruitment’ (Drew & Couper-Kuhlen, 2014; Kendrick & Drew, 2016). Based on a video corpus of video mediated conversations between professionals and citizens in a public service organisation, this paper contributes to the study of embodied directives in human interaction. Drawing on an EMCA multimodality methodology (e.g. Streeck, Goodwin, LeBaron, 2011) a number of directives aimed at getting the addressee to do a preliminary body movement in order to put their body in a position so that they can perceive it visually (ordinarily glossed as seeing the object). It is proposed that these directives could be called transitional directives and it is discussed how these directives may be a phenomenon in its own terms, differing from other types of recruitment.

11.45-12.15
Panel: Technology mediated interaction at the workplace

Mie Femø Nielsen, Ann Merrit Rikke Nielsen: Are professionals using the screen to document trustworthiness in video mediated health care interaction?

Mutual trust is essential for smooth and successful collaboration (Rempel et al 1985; Lewicki 1998) and this is especially true in the complex multi-professional, hierarchical social systems that health care professional (HCP) navigate (Hewlett et al 2013). Technology enables
collaboration between HCPs across physical distance and often between parties who have never met. This makes mutual trust a participant's concern.

In video mediated interaction the screen is a focal point for the participants, and a mediator of visual access to each other (Raudaskosko 1999). Participants both interact with and via the screen, and the physical properties of the screen imposes institutional 'politics' on the interactional order (Suchman 1994).

The aim of this paper is to explore how health care professionals use the screen by e.g. touching, adjusting and gazing at it, by providing visibility of self (Nielsen forthc.), by talking about and to it, and by negotiating distance to it. We will discuss the implications of this screen centred interaction for the mutual creation of trust. We suggest that the interlocutors use the screen to co-construct mutual trustworthy identities as competent professionals. The screen is hence perceived not only as a barrier and mediator, but also as an enabler and supporter of the participants' identity work and interactional project.

Data are video mediated interaction between clinicians, physicians and surgeons. We build on CA studies with focus on institutional interaction and screen oriented participation frameworks (Heritage & Drew 1992; Luff & Heath 2000; Koschmann et al. 2007; Mondada 2007).

12:15 - 13:30
Stakladen
Lunch

13:30 - 14:00
Preben Hornung - 72 persons
Panel: Technology mediated interaction at the workplace

13:30-14.00
Jeanette Landgrebe: On the other side of the screen

In social interaction talk, gaze, embodiment, gesture and objects are used and mutually constitutive for sense-making actions and activities (Goodwin, 2003). The contextual and sequential environment within which participants use those resources determines their communicative function. In recent years, an increased interest in the role of objects in social interaction has emerged in EM/CA research (e.g. Nevile et al. 2014), primarily in face-to-face encounters.

ICT-meetings take place via technology; participants are not located in the same physical room, and the interaction takes place through mediated, auditive and visual presence. Virtual co-presence thereby restrains participants to mobilise physical objects as part of their sense-making activities because such objects are often present on ‘one side of the screen’ only. This confluence of material objects and interaction technology may pose interactional challenges in terms of how, when and which gestures are mobilized in the unfolding sequential organization of the ICT-mediated activity, which involves performing an action with a physical object.

In this paper, I am interested in occasions, where ICT-meeting participants through coordinated talk, gaze and gestures orient to ‘virtual’ objects, i.e. objects on the other side of the screen, to inviting, instructing or requesting the other participant to orient to or perform an action with a physical object, and how it influences the professional identities negotiated and displayed by the participants.

The data consists of video footage of ICT-mediated interactions across professional settings (public health care settings and service encounters, and private organizations).
Elizabeth Stokoe, Rein Ove Sikveland, Bogdana Huma, Heidi Kevoe-Feldman: Delayed preferred response. Being persuaded following resistance in initially misaligned encounters

When do speakers delay producing a preferred response to a sequence-initiating action? According to preference organization, preferred responsive actions (e.g., accepting an invitation) are delivered rapidly and contiguously, while dispreferred responses (e.g., declining an invitation) are delayed (Schegloff, 2007). However, failure to find systematic differences between the timing of preferred and dispreferred responsive actions lead Kendrick and Torreira (2015) to contend that delayed response onset is a feature of dispreferred turn formats and not of dispreferred actions. This separation of turn design and action opens up new avenues for research into preference organization. In this paper, we examine delayed preferred responsive actions, in sequences of conflict or resistance. The datasets are recordings of apparently diverse settings: police negotiators talking to suicidal persons in crisis, mediators talking to potential clients, and salespeople talking to prospective clients. What these settings share is an initial misalignment of conversational goals. In each dyad, the professionals work to persuade their interlocutors to act in opposition to their displayed interests or commitments (e.g., stop the person in crisis committing suicide; get the client to engage in mediation; meet a salesperson). Using conversation analysis, we show that, after sequences in which one party has resisted the other, ‘persuaded’ aligned responses are normatively delayed. Moving to a shared alignment between speakers happens slowly and stepwise. We discuss the implications of our findings for understanding preference organization in conversation analysis, as well as persuasion, negotiation, and resistance as features of conversational practice.

Andra Rumm, Tiiit Hennoste: Verb responses to Wh-questions in Estonian interaction

Thompson et al. (2015) claim that Wh-questions can be divided into specifying and telling questions. Specifying questions prefer grammatically minimal phrasal responses (nouns, adjectives, noun / prepositional phrases), as opposed to telling questions that prefer multi-unit clausal responses. A study on responses to Wh-questions in Estonian (Rumm 2018) provides a confirmation of this view. However, in Estonian a finite verb or a verb phrase (verb + its dependents) can form of its own as a response as the subject is not compulsory. In our data, the prototypical question that receives a verb (Extract 1) or a verb phrase (Extract 2) response has a format mis/mida tegema ‘what to do’.

   what are you doing there.
   V: laulan. sing-1SG
   ((I'm)) singing.

2. E: no hallo mis=t=eed.
   PART hello, what are you doing.
   T: ee näägin va- P=eebu vanaemaga juttu=talk-1SG Peep-GEN grandmother-COM story-PRT um ((I'm)) talking to Peep’s grandmother.

In our presentation, we will further analyse different verb responses to Wh-questions, focusing on their sequential positions and social actions that they implement. Our data come from the Corpus of Spoken Estonian of the University of Tartu. The method we use is Conversation Analysis.

Søren Wind Eskildsen: The co-emergence of linguistic resources and interactional competence in L2 talk

Maria Vanessa aus der Wieschen, Nathalie Schümchen: Teaching "English melody" in Danish primary schools

While English and Danish are prosodically similar in many aspects, there are salient differences, e.g. in stress patterns. One challenge for English as a Foreign Language (EFL) teachers in Denmark, then, is teaching English prosody. With adults, methods such as recording and analyzing fundamental frequencies (f0) in programs such as praat or annotating written text with indicators for prosodic aspects can be used. In the Danish primary school EFL classroom, however, where pupils are not necessarily able to read yet, these approaches are unfeasible. Applying multimodal Conversation Analysis to Danish primary school EFL classroom interaction, we investigate the multimodal resources one teacher uses in teaching English prosody. We mainly focus on one “walk-and-talk”-task. This task requires the students to walk around the classroom with a toy animal, find a partner, and then ask each other which animal they have. In the task instruction preceding the activity, the teacher uses multimodal resources to draw the pupils’ attention to English stress patterns. These resources include distinct emphasis on isolated linguistic items, reformulations, and gestures. Our analysis shows that while in the beginning of the walk-and-talk and when using the same toy animal that the teacher used as an example in the instruction, students follow the target intonation, indicating that short-term learning may have taken place. However, abstracting from the example sentences and transferring the prosodic pattern to other questions seems very difficult for Danish Young Learners, pointing at the need for developing prosody teaching materials for Young Learners of EFL.
Language is but one resource of sense-making and action formation. As interacting human beings we cannot merely rely on our earlier experiences of lexicon and grammar, because this abstracted knowledge does not in itself guarantee mutual understanding here and now. A more realistic view on the achievement of intersubjectivity is to be found in the complex interplay between the embodied language, body movements, and the material environment. In this paper I will use data from contexts where bodies are in focus, pilates and dance classes, to show how syntactic structure emerges step-by-step in teacher talk. It does so in response to the students' moving bodies, while it simultaneously directs them through the partially known moves. While “living” in the students’ bodies with the fine-tuned prosody, the teacher times syntactic coordination, phrasal constructions and occasionally even morphological suffixes in relation to the ongoing physical exercise. Furthermore, structures that would be characterized as ungrammatical in textbooks are locally established as formula for synchronous compliance and make perfect sense for the participants in the specific activity context. In contrast to formal theories that consider grammar as a device of coherent expression of pre-planned propositions, this study argues that syntactic structure emerges as part of practical action across participants and modalities.