



NORDISCO 2012

Nordic Interdisciplinary Conference on Discourse & Interaction
Linköping, Sweden • 21-23 November

ABSTRACTS



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PLENARY PRESENTATIONS

Jan Anward

Doing Language.

On the open secret of linguistic structure.

A language, a *langue* in a modified Saussurean sense, is a regular outcome of any conversation. Through an analysis of a single telephone conversation, I will demonstrate how an embedded and dynamic system of linguistic resources emerges in conversation. The methods used to achieve this are the very methods which participants use to structure conversation - turn-taking, sequence organization, and repair. The inherent organization of conversation is the open secret of linguistic structure.

Elisabeth Lanza

Strangers in paradise? Identity construction in migrant narratives

Migrants' narratives provide insight into conceptions of the self and the other within a cultural context, as narrators affirm aspects of their own identity and of the identity of others via the presentation and evaluation of behaviors. In this presentation, a focus will be on linguistic identity construction occurring in the presentation and positioning of self in social experiences related to migration and labor, as well as social experiences related to the adaptation to new languages and cultures. A particular focus will be on the use of linguistic resources employed in the negotiation of identity as agency and categorization. The data to be presented come from an interdisciplinary project on language, culture and identity in migrant narratives.

Unfortunately, because of serious family illness, Elizabeth Lanza has had to withdraw from Nordisco 2012 at short notice.

Inger Lassen

Construing social goals in a nexus of genres: Legitimizing activities across generic boundaries

Over the past twenty years, genre studies have seen a change in focus from text and form to context and social practice, although differences still exist as to whether to give prominence to rhetorical action (Miller 1984), staged goal-oriented social processes (Martin and Rose 2008) or communicative purposes (Swales 1990; Bhatia 2004). In this presentation I will give a brief overview of the current state of genre studies, paying specific attention to some recent approaches within the field. This will be illustrated through an example from a Danish 'green city', which will be my focus for analyzing how members of a local discourse community anticipate and legitimize (van Leeuwen 2007) the accomplishment of social goals across generic boundaries and within the framework of what I will refer to as a 'nexus of genres'.

The data used in the analysis stems from EnergyCity Frederikshavn, a town that aims at reducing CO2 emission to zero by the end of 2015. To reach the goal, the local municipality has encouraged citizens to engage in implementing transition, thus stimulating local use of green technology. In the presentation, I will focus on how citizens construe and legitimize future action through 'anticipatory discourses' (Scollon & Scollon 2000) that cut across generic boundaries. This is illustrated through examples from a series of citizens meetings that are shown to be interdiscursively related (Bhatia 2010) to other resemiotized and recontextualized genres.

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Anssi Peräkylä

Exploring emotion in interaction

Many recent studies on emotion in interaction (see Peräkylä & Sorjonen, eds., 2012) show that the expression of emotion is shaped by the social interaction: the timing and the design of emotion displays is rooted in the participants' orientation to the ongoing action and its sequential organization. In the presentation, three sets of studies will be discussed. (1) In our studies of facial expression, we have examined some trajectories through which the emotion expressed in face of one participant is caught by the co-participant. (2) In studies on psychotherapy, we have examined the ways in which the patients' emotional narrations elicit therapists' responses in which affiliative components are variably intertwined with interpretative and challenging components. (3) Finally, I will discuss a new line in our research which explores the connection between interactional management of emotion, and the physiological responses in the interacting participants' bodies. Our analysis of storytelling in dyadic interactions shows some ways in which the valence of stories and the strength of the affiliation in story reception is linked to physiological arousal as indicated by skin conductivity and heart rate in the participants. In conclusion, I will propose that research is best served by a conceptualization of emotional phenomena outlined by infant researchers such as Beatrice Beebe, who reject the opposition between 'inner' and 'public' aspects of emotion, rather seeing the inner and the public as comprising a system.



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PRESENTATIONS

Self-policing. How English-only is upheld in the foreign language classroom

Alia Amir

This article examines *self-policing* practices, that is the displayed orientation of the teacher or pupil to deploy the mechanism of language policing to re-establish the normatively prescribed target language as the medium of classroom interaction in the English as a foreign language classroom of an international school in Sweden. Based on Schegloff et al.'s distinction between self and other-repair, Amir and Musk (2012) present a full taxonomy of language-policing while at the same time focusing on other-policing. In the same fashion, this study focuses on the features of self-policing as well as its sub-categories based on Gafaranga and Torras (2001, 2002) and Gafaranga's (2007) classification of code-alternation specially in the context of mediums spoken before and after self-policing.

Drawing on Auer (1984) and Gafaranga's (1999) conversation analytic models of code-switching and following Bonacina's (2011) call to use Conversation Analysis (CA) as an approach to study bilingual talk in terms of policy, this paper examines the prototypical steps of the self-policing trajectory (as with other-policing). In addition, this paper will also serve as a platform to compare self-policing with other-policing.

The empirical data of this study comprises over 20 hours of video recordings of ESL classrooms in an International Swedish school. The data was collected in grade 8 and 9 classes (15-16 year olds) taught by one native English (American) speaker between the years 2007-2010.

The role of assessments for managing superior-subordinate relations in performance appraisal interviews

Birte Asmuß & Sae Oshima

While one main task of performance appraisal interviews (PAIs) is to manage and integrate organizational and employee performance (Fletcher, 2001:473), PAIs are also organizational practices, where superior-subordinate relations are shaped, (re)confirmed and re-evaluated. This paper seeks to investigate micro-practices involved in establishing superior-subordinate relations by studying one substantial and recurrent activity in PAIs: the evaluation of employee performance. One resource for doing the evaluation work is making assessments (e.g. Goodwin & Goodwin, 1987), and our analysis focuses on the participants' verbal and bodily co-orientation in assessment sequences (e.g. Mondada, 2009).

With the method of conversation analysis, the paper shows the participants' orientations to two different functions of assessments, namely those of "standardized" and "non-standardized" assessments (Maynard, 2003). Our analysis reveals that "non-standardized" assessments are frequently oriented to as doing the work of "real" evaluations, whereas "standardized" assessments are oriented to as topic closure implicative. Accordingly, subordinates often pursue non-standardized assessments from their superiors, while superiors seem to use standardized assessments for balancing the task of filing relevant information and that of assessing work. The study highlights the role of different types of assessments in the participants' micromanagement of their roles and relations in PAIs, which also allows insight into the participants' respective expectations towards PAIs.

The data come from video-recordings of approximately 30 hours of PAIs including various superiors and subordinates.

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Identitetskonstruktioner vid ålderspensionärers it-användning

Theres Bellander & Karolina Wirdenäs

My research concerns elderly people's place and role in a digital society. The focus so far has been to identify and describe day-to-day *digital literacy practices* (Gee 2000, Barton 2001) that elderly people are involved in, using computers and mobile phones. In various *literacy practices* and *literacy events* people orientate towards different *identities*. The project therefore raises questions about which identities that become important in daily life after retirement and, furthermore, which identities that are negotiated in a digital environment.

The aim of this paper is to examine identity constructions on two levels. Methods from new literacy studies, NLS (Gee 2001), focus on local identities in digital literacy practices. For this part of the analysis, data from interviews and computer-activity-journals complements text examples. In addition, membership categorization analysis, MCA (Stokoe 2012), is used to study how elderly people categorize themselves and others in a few examples of blog texts, phone text messages and e-mail.

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Role hybridity in sign language interpreter's professional practice

Sigrd Slettebakk Berge

In Norway, the traditional high school for the deaf has been closed and the education takes place in ordinary settings where the dialogue is mediated through sign language interpreters. My PhD. project focuses on deaf pupils' possibilities for access and involvement in these dialogue situations, and here, the interpreter's role performance will be a significant factor. The project is an ethnographical classroom study where data is gathered through video observation and interviews, and analyzed through a dialogical theory perspective. I will present an interaction analysis of an interpreted mediated dialogue between a deaf girl, Lisa, and her peers, as they are involved in a history quiz. I will here analyze the interpreter's role performance, and how she translates the spoken utterances *and* coordinates the turn-taking between the pupils. These findings will be discussed in light of a monologic and a dialogic understanding and what can be described as hybridity in how the interpreter's define their own role as educational interpreters.

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Repair in text-based language learning

Therese Örnberg Berglund

Repair (Schegloff et al. 1977) is a crucial component of interaction in the language classroom (see e.g. Markee 2000, Plejert 2004, Seedhouse 2004). It is employed as a strategy both for teachers to deliver corrective feedback without explicitly stating the error, and for students to negotiate around form and content (Seedhouse 2004). For the conversation analyst, it also provides an insight into ongoing language learning processes (Markee 2000).

The current project focuses on the notion of repair in a mediated setting, synchronous computer-mediated communication (SCMC). Previous research on SCMC has categorized it as a semi-synchronous form of interaction, and the language used has been described as displaying qualities from both speech and writing (see e.g. Kern, 1995). Furthermore, in SCMC, self-repair can take place both before and after the message becomes visible to the interactional partner (Smith 2008).

In this paper, repair sequences in SCMC will be exemplified, and it will be illustrated how the patterns found interrelate with both the emerging interaction and the affordances of the medium. Furthermore, the implications of having access to information about pre-verbalized self-repair will be discussed, with an emphasis on what role of this type of information can play in research on interaction and language learning.

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The use of past tense in children's family role play

Polly Björk-Willén

The present paper highlights a single play episode, where five preschool girls are involved. The overall aim is to explore children's acting and disputing within a family role-play and to highlight how different roles are argued upon and negotiated by the participants, both verbally and nonverbally. The data are drawn from a study of preschoolers' everyday interaction and talk during the so called 'free play' periods (fri lek) in a Swedish preschool setting, that is, periods when children are free to choose any play activities (cf. Björk-Willén and Cromdal, 2009). The analytical framework of the study is influenced by ethnomethodological work on social action focusing in particular on participants' methodical ways of accomplishing and making sense of social activities (Garfinkel, 1967; Heritage, 1984). The analyses show how the children use past tense to display the factual past event status in the play (cf. Lodge, 1979). The use of past tense signals to the co-players that this is a matter that cannot be altered. In contrast, the use of present tense is utilized to make bids for upcoming events. When children switch between tenses, they perform the dynamics between factual and upcoming events. In the analysis the use of past tense is also shown to be a powerful device in establishing the frame for the play and thereby who is the decision maker. Together with the use of "we-ness", which is another powerful discursive tool for in-group maker (Thorell, 1998), past tense works as a social exclusion device within the ongoing play event.

Monolingual or bilingual schools in bilingual Finland? – analysis of a newspaper debate during the fall of 2011

Sally Boyd & Åsa Palviainen

On September 11, 2011, the former spokesperson for the Swedish Green Party, Maria Wetterstrand, was interviewed in Finland's major Swedish newspaper *Huvudstadsbladet* about her new public role as independent political debater as well as her private life as spouse of a minister in the Finnish government and parent of two children, enrolled in Swedish daycare and school in Helsinki. Her comment during the interview that "it's too bad that Finland doesn't have bilingual schools", provides a striking headline for the article and this in turn leads to a lively debate about the idea of introducing bilingual schools for Finnish children. (Currently, there are two separate school systems at all levels – one Swedish-medium and one Finnish-medium.) The debate changes direction after an opinion poll about the question was initiated by *Helsingin Sanomat*, among parents of school-aged children in Helsinki.

This paper examines the debate that ensued in the capital's two major newspapers, *Huvudstadsbladet* and *Helsingin Sanomat*, using nexus analysis (Scollon & Scollon 2004). We analyse the participants, discourse cycles and trajectories circulating through the nexus of debating school forms for Finnish children. We look in particular at the social and educational goals expressed implicitly or explicitly by the participants, the means they see to achieve them as well as the argumentation and figurative language used to support these views. In order to understand the individual actions, the debate is situated in a broader historical perspective of the ongoing negotiation of roles for different individuals and groups (and their languages) in Finnish society. We contextualize the debate in officially bilingual Finland against a backdrop of increasing European and global "superdiversity" (Blommaert & Rampton ms).

Getting ready to move as a couple. Accomplishing mobile formations in a dance class

Mathias Broth & Leelo Keevallik

In group dance classes episodes of dancing interchange with instruction. Taking an ethnomethodological and conversation analytic perspective, the paper focuses on how students of Lindy Hop arrive at a relevant mobile formation as an embodied response to a directive embedded in the teachers' verbal and embodied instructions of the next task for practice. This sequence of actions accomplishes a transition from a stationary constellation of observing students to a mobile circle of practicing dance couples. The paper describes in detail how the instructive activity is turned into practice activity in an emergent way, in and through the simultaneous accountable production and reception of *qualitative instruction*, *practice proposals*, *structuring instructions* and *count-ins*. The analysis shows how student behaviour is oriented to the couple as a relevant mobile formation, and how couples gradually become more synchronised with each other to form a mobile circle for practicing a sequence of dance steps. It argues that this increasing synchronisation reflects the increasing specificity of the required student responses at each moment in the transformative process. The paper contributes to the recent interest in embodied responses within interaction studies, and highlights through the analysis of a "directive – compliance" sequence in a dance class how an ongoing response to a directive can involve moving into a particular kind of mobile formation. In so doing, it stresses the reflexive character of sequentially organised actions, that are not only consecutive but also simultaneously produced in an embodied way, that accomplishes their on-line accountability. The data are excerpted from 25 hours of recordings of couple dance classes involving 13 teachers who speak Swedish, English or Estonian.

Socialization through haptic formats in Swedish adult-child interactions: Intercorporeality, social accountability and affective stances

Asta Cekaite

This paper explores a range of haptic formats, deployed as socialization resources in adult-child interactions in Swedish families, and in regular primary schools (with multilingual migrant population) in Sweden. The paper argues that haptic formats, along with language, constitute significant resources, that work to index social identities, constitute asymmetric vs. (more) egalitarian forms relations, and train children's bodies into normatively accountable, and emotionally appropriate modes of participation (e.g., Tulbert & Goodwin, 2011).

Shepherding (Cekaite, 2010), as particular tactile formats can be seen as systematic "techniques of the body" (Mauss, 1973) that constitute ways of controlling and scaffolding the child's body movement, body postures (including attentional focus and activity engagement) while carrying out a directive sequence. Such haptic formats include body twist and tactile steering that are employed to prompt, and initiate the child's engagement in a specific activity, as well as to control its pace and route. While in Swedish families, they work to control the child's compliance with parental directive, thus providing implicit socialization into social accountability, in primary classrooms for language and cultural novices, they also serve to scaffold the child's comprehension of teacher talk (through embodied guidance in the execution of normatively appropriate, compliant, action). Moreover, in classrooms, haptic formats were deployed in (mitigated or upgraded) corrections of novices' institutionally 'inappropriate', bodily manifested affective stances.

The paper concludes by suggesting haptics are meaningful constituents of the overarching, dynamically developing activity frameworks, that function as perceptually salient resources for indexing, renewing, and developing the social and affective relations.

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”Je fais comme ça”: when gestures explain previous gestures in L2 interactions

Gwenaëlle Clairet

This presentation is part of an on-going PhD project dealing with auto-confrontations used in order to facilitate feedback given to students’ oral presentations in a language course. In contexts involving teacher education, it has been profoundly studied (Cicurel & Rivière, 2008). However, the research focus has been on the teacher activities. In my study, I focus on the students’ reactions when being confronted with their own performance on video. More precisely, my data consist of 13 video-recorded feedback sessions between Swedish students and a French teacher. The transcription conventions used derive from the field of Conversation Analysis. In the sessions, the participants watch a video showing the students’ presentations during the course and they are asked to comment on it. The language of communication is French which implies some linguistic difficulties for the students when they want to express their comments. In order to make themselves understood, they often use embodied gestures (Mori & Hayashi, 2006) instead of, or in addition to, words. After an analysis of these moments, I will highlight the following aspects in my talk: 1) when in the interaction the embodied gestures take place and how are they performed; 2) what are their functions, if we consider the fact that they are repetitions of gestures that the students have just seen in their videos. This second point opens a reflection about the importance of using gestures in a second language when learners miss words for talking about original gestures they have made before.

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Some features of trouble in diagnostic interrogations in medical emergency calls

Jakob Cromdal, Karin Osvaldsson & Daniel Persson Thunqvist

A call to a dispatch centre comprises the first step in an emergency response. A crucial concern for the operator is therefore to efficiently collect relevant and accurate information so that response priority can be set. Yet, callers reporting on emergencies may be facing acute circumstances and are typically unfamiliar with the operator’s agenda and other organisational features of the interrogation, which may lead to a variety of interactional difficulties. In addition, a significant portion of calls involve interactional trouble which can be traced to the linguistic asymmetries between the caller and operator.

This presentation focuses on the negotiation of joint understanding taking place between emergency operators and non-native callers reporting on medical emergencies. Specifically, the analysis targets the diagnostic interrogation, that is the talk designed to establish the medical status of the patient requiring emergency assistance.

The study is drawn from an ongoing ethnomethodological research project dealing with social interaction on emergency calls with non-native speakers of Swedish. Drawing on a corpus of over 150 real-life calls to a Swedish 112 SOS-Alarm centre, we focus specifically on some procedures through which participants explicitly make available their own lack of understanding of the other party’s talk, as well as the following work designed to remedy the potential sources of trouble. Through detailed analyses of the sequential and categorial organization of turns at talk (cf. Sacks, 1992) we show how participants seek to come to grips with potential misunderstandings in constructing a diagnostic profile for the patient. Such methods include a span of clarification sequences, including repetitions, lexical simplifications and explanations.

In this sense, our analysis highlights some features of an institutional practice that consists of methodic ways of elaborating on partly shared understandings of some stretch of talk and of elucidating some of its missing – yet institutionally relevant – detail.

Text Creation in Non-professional Translation: The case of repetition

Ewa Maria Data-Bukowska

Tannen's observation that "there is a universal human drive to imitate and repeat" (1987: 215) has been confirmed by recent linguistic research. Discourse analysis points to the multifaceted presence of repetitions as a vital construal for indicating socio-cultural and language-cognitive contents (e.g. Bazzanella 1996, Fischer 1994, Frédéric 1985, Johnstone 1987, Norrick 1987, Tannen 2007[1989]). Repetition (grammatical and lexical) plays an important role in building text cohesion and coherence structure (e.g. Halliday and Hasan 1976, Harweg 1986, Hoey 1991, Károly 2002). Yet the discoursal (text organizing) role of repetition in the so-called "third code" (Frawley 1984) needs to be examined in more detail. How is repetition used in creating a text in translation understood as "a representation of another text and *at the same time* a text in its own right" (Koster 2002: 26)? Do translators resort to repetition frequently, thus sustaining their established everyday language practice? Or do they avoid repetitions, thus resorting to a strategy that is presumed a universal tendency in translation? Should these two operations be viewed as complementary or discrete? What motivates the use of repetition or its avoidance in the process of translation? My presentation addresses these questions through the analysis of sample Swedish-Polish translations.

Research on the discoursal role of repetition in translation is scarce and the findings seem rather incoherent (see Abdulla 2001, Ali 2005, al-Khafaji 2006, Ben-Ari 1998, Blum-Kulka 1986, Boase-Beier 1994, Jabr 2001, Jawad 2009, Shlesinger 1995). A more thorough analysis was first attempted for Hungarian-English translation by Klaudy and Károly (2000, 2002) and Károly (2010). However, it focused primarily on how patterns of lexical repetition present in the source text (ST) are rendered in translation, triggering coherence shifts in the target text (TT). Moreover, it dealt with various kinds of repetitions (e.g. simple and complex paraphrase) rather than concentrating on one particular type. My presentation contributes to this discussion by examining the use of lexical repetition in translation, but it analyzes the relationship between repetition avoidance and the practice of adding repetitions in multiple versions of the same text. This research method derives from Toury (1991: 189), who claims that "the relationship between the[se] two seemingly opposed practices has not been studied in any serious way." My sample data consisted of a non-literary Swedish text (218 words) and its 26 Polish translations prepared by trainee translators. I analyzed identical lexical

repetition seen as the word form (see Tarasheva 2011: 6-13) and the translators' decisions in the following three linguistic settings:

1. when repetition is used in the ST;
2. the ST includes structures that enable and enhance the use of repetition in the TT;
3. repetition is used in the TT spontaneously.

Additionally, I examined the use of repetition in the collected data horizontally (in all the collected translations of the ST) and vertically (within each translated text).

In the analysis the source of a potential shift in translation was also taken into consideration. It had been proved that all explored instances represent optional shifts of repetition (i.e. shifts which are not forced by systemic differences between languages under discussion but which depend on the translator's decision).

Finally, as the analyzed texts were versions created by novice translators with no established translational routines, my results revealed cognitive processes involved in the creation of a text in Swedish-Polish translation.

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The Multimodal Construction of an Imagination Space as a Resource for Development of New Ideas During Business Meetings

Brian Lystgaard Due

This paper deals with the construction of new ideas during business meetings. The paper focuses on participants multimodal construction of a collaborative imagination space (Haviland, 2000; Nishizaka, 2003; Murphy, 2005) as a resource for idea development. The purpose is to show how ideas as cognition are distributed, shared and developed in the group through the use of different modalities: talk, embodied action and the material structure (e.g. artifacts). These modalities are members resources for the construction of a imagination space.

Innovation is a buzzword. But only a few contributions have dealt with the initial turn-by-turn construction of ideas "in the wild" (Salas, Rosen, Burke, & Goodwin, 2009, p. 69). Based on multimodal conversation analysis (Streeck, Goodwin, & LeBaron, 2011) and on the background of data from eleven video recorded business meetings in three different Danish companies, this paper shows the importance of fine-grained analysis for the understanding of the first fuzzy front end of innovation.

The paper shows how participants not just report a mental picture, and not just transmit ideas, as maintained by some theories of creativity (e.g. Sternberg & Lubart, 1996; Kotter, 2010). Contrary this inherent transmission model of communication (Shannon & Weaver, 1949), it is shown how ideas are co-produced by participants. They use different semiotic resources, e.g. "hand drawings in the air" and affordances of objects, to accomplish doing creating ideas. The paper shows specifically how embodied action and use of material structure are ways to off load cognitive work (ideas) into the environment and simultaneously to construct a common imagination space as a cognitive scaffold for the ongoing development of ideas.

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Parent-child interaction in three groups with varying child vocabulary size

Christine Cox Eriksson, Eva Berglund, Ulla Sundberg & Mats Myrberg

Children’s language development, as well as the input they are exposed to, is characterized by great variability. Together with children’s verbal comprehension and vocabulary development, interaction patterns in the home are early factors which contribute to later literacy development. Within a constructivist approach, much recent research has linked the quantity and quality of parental input with the size of children’s vocabulary. Hart and Risley (1999) refer to the interaction between parents and children in the home as an “intimate social dance”, concluding that talkative parents provide their children with the experience necessary for them to become competent participants in this social dance of talking. This paper extends a previous comparison of child-directed speech in two groups (n = 5 in each group) of children with small and average vocabulary scores on the Swedish version of the MacArthur Communicative Development Inventory at 18 months of age. Analysis is based on audio recordings of parent-child interaction in four everyday situations. Results indicate that the parents of children with average vocabularies used significantly more utterances, imitations, commentaries and affirmations in interactions with their children than did the parents of children with small vocabularies. The current analysis aims to investigate potential differences in a group comparison which adds input by parents of children with above-average vocabulary size (n = 5). The analysis includes measures of quantity and diversity, as well as parental use of interactional strategies in response to children’s communicative intentions. The families are participants in a larger, longitudinal study at Stockholm University (The SPRINT project, “Effects of enhanced parental input on young children’s vocabulary development and subsequent literacy development”), which aims to deliver a predictive model of environmental factors, including an education program for parents, in the language development of children from 12 months through the first three years of school.

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Accounting for disruptive classroom conduct: Affective stances and accountability in directive trajectories within a special teaching group

Ann-Carita Ewaldsson & Helen Melander

So far few studies have investigated the fine-grained details and nuances of how students' violations and transgressions of order are oriented to and managed in classroom interaction. In this paper we focus on the interactional work of affect in directive trajectories in which a group of boys are made accountable for disruptive classroom conduct. The data consist in video recordings of classroom interactions collected as part of ethnographic fieldwork in a special teaching group with boys diagnosed with AD/HD, in Sweden. The analysis draws on discourse-oriented research on emotions in interaction (e.g. Buttny, 1993; Edwards, 1999; Goodwin, Cekaite, Goodwin & Tulbert, 2011), CA based work on accounts (e.g. Antaki, 1994; Buttny, 1993) and reproaches (e.g. Margutti, 2011), as well as methodologies for studying embodied interaction (Goodwin, 2000). As will be demonstrated displays of negative affect in the teacher's directives frame the student's embodied conduct as disruptive and justify the teacher's affective stances and thereby cast the student as responsible for violating the classroom order. Through the use of descriptions and categorizations along with prosody, gestures, and bodily proximity, the teachers simultaneously retrospectively treat the students' past actions as problematic and the projected future actions as morally acceptable. A variety of emotionally charged characteristics, warranting teacher's versus student's responsibilities and rights, is displayed to mark out the student's (and the teacher's) affective uptake as out of the ordinary. Overall, the analysis highlights the (neglected) role of affect and emotions in invoking social accountability and accomplishing educational order.

Teknologier til overvågning af alderdom

Lotte Evron

I en diskursanalyse af faldforebyggelse blandt ældre mennesker på tværs af sektorgrænser i en dansk kommune fandt vi, at interne modsætninger mellem det, vi i artiklen refererer til som medicinsk overvågnings- og aktiv aldringsdiskurser, er med til at skabe barrierer for den forebyggende indsats på tværs af sektorgrænser i kommunen (Evron, Ulrich, Tanggaard, 2012).

I denne artikel analyserer og diskuterer vi interne modsætninger og diskursive overlap i og mellem en faldklinik og forebyggende hjemmebesøg og undersøger, om en spænding mellem overvågnings- og aktiv-aldringsdiskurser er med til at skabe et centralt overvågningssystem af alderdommen i begge domæner, såvel i faldklinikken som i forebyggende hjemmebesøg. Vores data er baseret på et feltstudie af en faldklinik og dens kontekst (2006-2009) med omfattende deltagerobservation og inkluderer tekst fra feltnoter, interviews (ældre borgere og sundhedsprofessionelle) samt dokumenter (politikker, pjecer, informationsmateriale mm.).

I lighed med tidligere undersøgelser peger vores resultater på, at tegn på alderdom sidestilles med inaktivitet og at faldforebyggelse forvaltes ud fra en diskurs, hvor overvågning står centralt (Ballinger og Payne 2002). Modsat peger vores resultater på, at til trods for at potentielle brugere konstrueres som passive og svækkede (Ibid, Nyman et al 2011), hvor krop og psyke undersøges som en maskine, så er faktuelle brugere selv-motiverede, -ansvarlige, og -overvågende. Anti-agendaer i domænet som: retten til at afvise tilbuddet, isolation, inaktivitet og ønsket om at dø blev identificeret som en protest mod anti-aldringsdiskursen i vores samfund.

Artiklen bygger på data fra et igangværende ph.d.-projekt om faldforebyggelse blandt ældre.

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Closing a topical sequence: longitudinal changes in the French L2 talk of an au-pair girl

Clelia Farina

When a topical sequence (Maynard & Zimmermann, 1984; Jefferson, 1984; Korolija & Linell, 1996) comes to an end, speakers have to handle different issues, such as managing their intersubjectivity and mutually orienting to a co-constructed closure.

Studies on first language have mostly shown which configurations are possible when closing sequences get started: Button (1990) describes different types of closing sequences, Holt (2010) focuses on the relationship between closing and laughter, Mondada (2006) proposes an analysis including multimodal resources and Sacks & Schegloff (1973) and Schegloff (2007) offer a clear description of a typical closing sequence. However, little research has been conducted on talk in a second language (L2) (cf. Mori, 2004 on sequence boundaries).

Applying a conversation analytic method, in this study I focus on free occurring French L2 talk. The interactants are a German-speaking au-pair girl spending 9 months in the French-speaking part of Switzerland (the learner) and her host-parents. The audio data have been regularly recorded by the participants themselves throughout the stay and were subsequently transcribed following the classical CA conventions (Jefferson, 1984).

With a qualitative analysis, I purpose two goals. On the one hand, I will show what resources (linguistic and prosodic, pauses and precision timing) are mobilized by the learner to participate in a closing sequence. On the other hand, by comparing excerpts from different points in time, I will tackle the issue of how the interactional competence of the learner changes longitudinally. This study is in line with the ongoing debate in the field of CA-SLA on how conversational practices may be used for tracing the longitudinal development of a learner's interactional competence.

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The use of Talking Mats in interaction between people with Huntington's Disease, their support persons and a dental hygienist

Ulrika Maria Ferm & Charlotta Saldert

Huntington's disease (HD) is an inherited progressive neuropsychiatric disease which influences all skills and abilities necessary for communication. Cognitive functions, language, speech, body communication, depression and social isolation are examples of factors affecting communication and causing severe problems. There are few reports of use of augmentative and alternative communication (AAC) by people with HD which suggests that these individuals and their interaction partners are under-served with regard to communication. Oral health is a main problem area and the dental hygienist often plays an important role in the life of people with HD. Talking Mats (TM) is a low tech communication method which enables people with cognitive and communicative disabilities to express their views with pictures which they place on a mat according to a visual evaluation scale. This study examines the use of TM in oral and dental health care consultations involving six individuals with HD, seven support persons and a dental hygienist. The study builds on theories that acknowledge (a) that communication is an interactional achievement, (b) that the exploration and understanding of the co-construction of meaning in interaction involving people who use AAC is important, and (c) the role of the social activity in interaction involving people with communicative disability. Interaction analysis is used and the study concerns those instances in the consultations where the participants had conflicting opinions. Disagreements among the participants that led to a revision in terms of a re-placement of a picture on the mat are investigated in detail. Underlying causes to disagreements, how disagreements are displayed and solved, and how different conversational partners are involved in the process of revision will be exemplified and discussed with regard to clinical implications and AAC.

Construction of music within Swedish Teacher Education - two ways of handling a pedagogical and moral dilemma

Monica Frick

This presentation is based on a discourse-psychological microanalysis of some video-documented lesson sequences within Swedish teacher training courses in Music. On the basis of different dilemmas, contextual factors and subject positions, I will analyse lessons containing instrument playing and discussions about assessment and examination. I specifically want to discuss the enabling of construction of music, on the basis of two identified dilemmas.

The overall aim of the PhD-project is to identify, describe, problematize and discuss the discourses surrounding knowledge formation in the music classes that take place as part of Swedish teacher training. The study also focuses on how discourses surrounding musical learning are constructed through multimodal interaction between the actors in this process (Kress, 2005; Potter & Wetherell, 1987; Potter, 1996).

*The analytical tools for the on-going analysis are identifying contradictions and conformance, asking questions to the empirical data (*What is at stake? What dilemmas could be identified?*), describing how discourses are produced through linguistic, rhetorical and multimodal constructions, and discussions about the functions and effects of these constructions (Parker, 1999; 2002; Lindgren, 2006).*

*The preliminary results show that different ways of dealing with pedagogical and moral dilemmas extensively affects the knowledge formation and the construction of music, which is materialised in the classroom. The teachers *pedagogical* dilemma – how to teach students without previous knowledge of music – also creates a *moral* dilemma – how to take a subject position as a sympathetic teacher in order to facilitate the examination for those students without previous knowledge of music – and at the same time take a subject position as an examining official.*

In conclusion I will discuss two identified ways of handling these dilemmas – caused by contextual factors and overarching discourses.

Media representations of Muslims in the Military: Under cross-pressure in Danish identity politics

Ulrik Pram Gad

In Danish discourse Muslims are generally constructed to pose a series of threats to Danish identity. Hence, the state (as responsible for security) needs to institutionalize answers to the threats - and since the threats are implied to be particularly Muslim, the state is in need of knowledge on 'Muslim culture' and 'Muslim' languages. State security organizations, therefore, target special recruitment efforts at Muslim migrants in Denmark. Given the casting of Muslims as potential threats in general Danish discourse, the position as a Muslim employee in a Danish security organization is potentially fraught with identificatory cross-pressures.

Danish public service broadcast drama has a unique position as one of the few things which 'unite the nation'. So when an action drama or a detective series by the national broadcaster, DR, features an intrigue inspired by current events and hotly debated topics, these fictional narratives are likely to become a common frame of reference for how the public takes the reality of the events and topics to be.

This paper analyses Danish broadcast drama series (i.a. *The Killing*, and *The Protectors*) which feature Muslims as employees in security organizations. The analysis identifies the narrative structures which make the roles awarded to Muslim characters meaningful. The analytical strategy, hence, aims to catch situations in the overall narrative of the series where 'a Muslim' is positioned to act in the present to realize an expected future on the basis of an implicit past. In this way, the paper identifies the stereotypes articulated in the roles. The paper finds that there is a clear set of roles which need to be avoided and a clear set of roles to strive for as a 'Muslim' employee in a Danish security organization. Even the roles worth striving for, however, are not unproblematic but betray a potential securitization.

Talking about thinking. On processes and projects in uses of the words 'tänka' and 'tanke' in three conversations

Inga-Lill Grahn

In this presentation I will give a summary of my thesis (Grahn 2012). The thesis is a qualitative investigation of how the Swedish verb *tänka* and the noun *tanke* are used in three radio phone-in counseling conversations (the words are comparable with, but not equivalent to, the English verb *think* and the noun *thought*). The aim of the study is to explore in detail what the participants talk about when they use these two words. In order to explore the meaning of a word, Wittgenstein (1953) proposed investigations of how it is used and this is the starting point of my study.

The investigation focuses on two roles, referred to as *the thinker* and *the thought*, representing someone who is thinking and something that is thought. A systemic-functional analysis (Halliday & Matthiessen 2004) of the processes containing the words *tänka* and *tanke* shows that the thinker and the thought are engaged in an interplay which can be described as a pattern of material, verbal and relational processes, rather than the expected mental processes. Furthermore, an activity analysis (Linell 2009, 2011) of these processes in terms of communicative projects shows that talking about the thinker and the thought contributes in a critical way to a successful outcome of the ongoing counseling activity.

Following Harvey Sacks' seminal article On doing "being ordinary" (1984), the study proposes that the uses of the words *tänka* and *tanke* support, grammatically and interactionally, an interpretation in which the speakers cooperatively are doing "being thinking". The combined description of process types and communicative projects in languaging turns out to be a fruitful method for exploring the dialogical and dynamic aspects of human sense-making.

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Children agency in dance creating tasks in a gender perspective

Märtha Gripson

The underlying assumption in this study rests on a poststructuralistic, socio-cultural research tradition that reveals we all construct identities in an ongoing process where we are influenced by our environment, school, hobbies, family, friends, technology, media and more (Howarth 2000, Lave and Wenger, 1991, Lyotard, 1986, Potter and Wetherell, 2007, Vygotskij, 1999).

This study, which contains videotaped dance lessons from Swedish compulsory schools, aims to illuminate how pupils agency operate in improvisation and composition tasks and to examine if there are different conditions for boys and girls. The aim is to understand how “femininity” and “masculinity” are put into practice, what happens when pupils break traditional norms and how control strategies operate in the gender constructional aspects of dance education.

Since traditional gender roles are challenged by policies on gender equality in educational settings, dance education needs to undertake conscious action in relation to policies of this kind (Björck, 2011, Lenz-Taguchi, 2009, Lykke, 2009, Young, 1990). In view of new dance genres and fusions of dance styles, as well as media influences, being part of children’s everyday life experiences, it is important to study how learners relate to and (re)construct gender roles in dance education - both on a relational level and in relation to the context, values, ideals and norms of the surrounding society.

The results show that both learners and educators reproduce traditional gender roles in dance education in structured as well as in creative parts of dance lessons. Girls seem to have a wider variety of movements than boys, boys tend to limit themselves as a group, and the practice seems to be oriented towards a hetero-normative model. This must be seen as problematic for an educational setting where gender equality is meant to be an influential ingredient.

The image of modern femininity in the Icelandic context

Guðný Gústafsdóttir

The image of Nordic women is generally linked to modern ideas of independence based on gender equality. In the western context the image of the independent Icelandic woman has become recognized to the extent that it has gained a status of a 'role model' in the struggle for gender equality. That image is based on social facts. Since the 1976 the gender equality legislation had become a part of the regulatory environment and in 1980 the first woman to be democratically elected as president of a nation-state was indeed an Icelandic woman, Vigdís Finnbogadóttir. Yet, women were barely visible in the political and financial scene in Iceland during the last decades and as such barely involved in the scenario of the economic crash in 2008. The image of the economic boom and the collapse that followed is the image of the white male, dressed in suit with a tie. Establishing the image, the public discourse during the era prior to the crash, echoed an ancient glorification of the Alfa-male; claiming the return of the Vikings. Absent from that particular discourse, as well as from the arena, Icelandic women still seem to have maintained their image of being strong and independent and as such, beholders of social power. In order to illuminate what seems to be an obvious contradiction, this lecture aims to outline the image of femininity that was constructed and presented by the mainstream-media in Iceland from the 1990's to 2008. Applying discourse analyses the goal is to map what image of femininity was represented in the media and what forces can be detected in the discourse explaining the the image of the strong Icelandic woman.

Naming practices of linguistic varieties as ideological processes

Mia Halonen

Naming practices are essentially ideological: they reflect and construct boundaries and hierarchies of language(s) – and especially their speakers. This paper analyses and discusses the naming practices of languages and varieties of languages. It takes a look at naming as an ideological process and calls into question the naming practices of language researchers. The focus is especially on the names of “new” varieties in Europe, like *Rinkeby Swedish* or *multiethnolect*, but also established names, such as *Canadian English* or *Quebec French*, are revisited. The data are gathered from the abstract books of Sociolinguistic Symposia 16-18 (2006-2010).

The names are first introduced: what are the head(s) and the attribute(s) of the name. Typically, the heads are “old” majority languages of a local geographical area (e.g., *English*). The attributes, in turn, vary from a migrant groups' heritage language (e.g., *Vietnamese*) or geographical origin (e.g., *Morocco*) even to types of food or flavor (e.g., *kebab*) or religion (e.g., *Jewish*). Next, these names are discussed in relation to various ideologies of language. The naming practices will be analysed in the framework of ideological processes of iconisation and erasure (Irvine & Gal 2000) in maintaining linguistic and cultural boundaries, nations, and linguistic hygiene (Cameron 1995; Duchene & Heller (eds.) 2007).

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Cross-professional decision-making: Risk assessment in operational planning

Kristin Halvorsen

The study of risk from a discourse analytical perspective has primarily been done in the context of health and healthcare. This study approaches the discourse of risk and risk assessment in a business context, more specifically in the planning of operational activities on an oil and gas field. It draws on recordings of cross-professional decision-making meetings where the prioritization of well maintenance activities are determined. The interdependencies between activities, on each platform and across platforms in the field, are great due to shared and limited resources. Any unforeseen event, from delays in logistics to bad weather conditions, will trigger a chain reaction of changes to the plans in a range of departments and units. This complicates operational planning and requires ongoing assessment of the current plans. The well prioritization meeting thus attends to highly complex decisions under great uncertainty – decisions that cannot be made by one department alone but must be made by a collective of professionals representing different departments and areas of responsibility. Risk assessment is an important part of these decision processes and risk is related to three main dimensions in this setting: safety, production, and plan feasibility. The analysis shows the participants' use of future-oriented hypothetical scenarios to flag preferred or dispreferred decision outcomes, and how organizational role mediates interactional contributions. Contrary to studies that show the prevalence of caution and consensus-orientation in the business meeting context, this data show professionals with high tolerance for uncertainty and for cross-profession dissent.

On doing being unimpressed: Danish teenage boys' negotiation of accomplishments in the world of role-playing and computer games

Trine Heinemann

One of the core findings of Conversation Analysis and other cognate approaches to the study of social life is that interaction is by and large geared towards the creation of social solidarity and affiliation (see for instance Clayman, 2002). In particular, research on preference organization demonstrates that this (along with other principles of interaction) tends to suppress discordant actions by both mitigating such actions and minimizing the chance of their occurrence.

The structural interactional preference for agreement and the tendency of interaction to be pro-social, however, does not exclude the possibility that people interacting with each other may flaunt any or all of the principles of interaction. As illustrated by Mandelbaum (1991/1992), for instance, non-cooperation can be a reflection of the participants' participants' relational concerns, so that the disattending of a complaint can be the first indication of a friendship phasing out.

In this paper I consider some of the different ways in which two teenage boys construct the minefield that is *their* social life. Specifically I look at how they compete over who is the most accomplished in the context of role playing- and computer games. Building on a collection of telephone calls between the boys, I investigate how each of them employ a range of interactional resources such as delay, repair, questions and minimal responses in response to the other's description of his actions within the game world, thus displaying themselves as "being unimpressed" by the other's accomplishment.

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Swedish grammatical gender in bilingual conversations

Sofie Henricson

This paper explores grammatical gender in videotaped group conversations among Swedish speaking adolescents in monolingual Finnish communities. The participants are bilingual speakers of Finnish and Swedish, with varying dominance for one or the other language. In the conversations language alternation between Swedish and Finnish occurs.

Historically, there have been three genders in Swedish: neuter, feminine and masculine (SAG 2: 2 § 40). In some Swedish dialects, there are still three genders, but in standard Swedish, the masculine and the feminine genders have fused into one gender (SAG 2: 2 § 40, Sandström 2010:23). Today, the remaining genders, neuter and non-neuter, are not believed to carry any semantic meaning, but can be seen as strictly grammatical categories (SAG 2: 2 § 40, Philipsson 2004). The determiners are declined in congruence with the gender of the noun (SAG 3: 14 § 39). For many language learners, gender congruence in the noun phrase is a difficult structure, even on the highest levels of language competence (Philipsson 2004, Ekberg 2004).

In the examined conversations (11 hours), the grammatical gender is often organized in divergence from standard grammar. This paper describes the grammatical gender system found in the corpus and discusses its gender structures in light of possible contact-linguistic and language-internal explanations.

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Teacher students' subject-positions in Web based discussions about educational science.

Kristina Holmberg

In the field of teacher education the rising popularity of using social media technologies as a resource in the teaching activities has contributed to an extension of new possibilities and tools for learning. However less often the implementation is followed by a discussion about what learning qualities those environments offer. This paper is work-in-progress dealing with student conversations in such learning forum. Data consists of the posts made by five teacher students on a Web based forum during five weeks. Within this period they started thirty conversations that all together resulted in 67 pages of text. All the conversations were printed out and thoroughly analysed. The main questions of interest during the reading of the data material was: 1) What issues are discussed in the student conversations? 2) How are they writing about those areas according to the rhetoric? At the next analytical level questions of subject positions and discourses are handled. The study uses two discourse analytical perspectives, both founded in social constructionism and post-structuralistic theory. Discursive psychology that mainly is focusing on the actor and the resources used in a conversation, and discourse theory that large extent is focusing on the discourses. The combination opens up for a two-sided analysis where the interesting relationship between agency and structure may be analysed. The aim of this research project is to analyse and discuss teacher students web based conversations in an educational science course. The preliminary results show that a variation of subject-positions is made possible in the conversations, where the subject *educational science* is extended and related to more personal and private spheres in the students' everyday life. The project is interesting because it opens up for a discussion of learning qualities in relation to Web-based platforms.

Real-world outcomes – or how to make discourse-based research findings useful to practitioners through reflection and dialogue

Lise-Lotte Holmgreen

When working with discourse-based research in professional settings, one question invariably arises: How do we, as researchers, ensure that our findings are taken up by the professionals with whom analyses are carried out, leading to reflections on or even change in their social practices? The answer is that quite often, we do not. Studies (e.g. Erickson and Schultz 1982; Roberts and Sarangi 2003) suggest that when doing applied-linguistics or discourse studies, many academic researchers stop short of addressing the practical relevance of their results and instead “believe in a talking-down model of feeding back research findings to subjects” (Roberts and Sarangi 2003, 340) although, arguably, making results applicable to a real-world context ought to be an essential goal of researcher-practitioner studies.

This issue forms the background of the presentation, in which it will be discussed how the dissemination of research findings may take place to ensure the creation of real-world outcomes for practitioners (jf. e.g. Nørreklit et al. 1987; Puchta & Potter 2004). The presentation will be centered around the interview study of the discursive constructions of culture in a Danish cross-border software company and the possible implications of these constructions for organizational collaboration. Special attention will be paid to the reflexive processes which took place as we, the researchers, discussed the findings of our analyses with a group of managers, the practitioners, during one specific meeting.

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Prosody of questions in Finland-Swedish

Martina Huhtamäki

In Swedish, questions are usually formed by reversed word-order, as in polar questions, or by lexical means, as in wh-questions. In these cases it would not be necessary to mark the question with prosody (Gårding 1974:58). However, questions can also consist of declarative clauses or phrasal constructions. I have defined questions as utterances that are first pairparts of an adjacency pair and deal with a subject that belongs to the recipient’s epistemic domain (Schegloff & Sacks 1973, Heritage 2012).

I have studied the prosody of polar questions, wh-questions, declarative questions and phrasal questions. The research method is CA with a linguistic focus, which is called interactional linguistics (Couper-Kuhlen & Selting 2001). The data consists of Swedish everyday conversations between persons from the Helsinki-region in Finland.

The study shows that there is a variation in prosody of Helsinki-Swedish questions, which is partly related to syntax. Important variables are placement of focal accent and shape of intonation contour. Polar questions have commonly one strong focal accent at the end, while wh-questions have two strong accents, one on the question-word and one at the end. For declarative and phrasal questions the patterns are not so consistent. The final intonation is most commonly falling, also in declarative questions.

One general function of the prosodic features is to signal turn-ending, for example by falling intonation and final lengthening. Other participants handle points with these prosodic characteristics as TRPs. Prosody has a connection to a particular syntax, at least in polar questions and wh-questions. Information-structure effects prosody, for example contrasting information can affect the placement of focal accent. Questions with different syntax are chosen in different situations. For example declaratives are used when the speaker has more knowledge while polar-questions are used when the speaker has less knowledge.

Interacting discourses in news website articles and their comments sections

Karin Hagren Idevall

In my ongoing dissertation project I study how individuals and groups of individuals are linguistically constructed in the interaction between various categorizations in news website articles and their comments sections. The study intends to show how positionings are interdiscursively taken or inflicted in the situation specific contexts on the website, and how they are positioned within a broader structure of interacting discourses (Baxter 2003, Wodak 2008).

In my presentation I will focus on an analysis of a debate in Swedish news media, starting with an article by Maria Sveland in Dagens Nyheter (Sveland, 2012). The article concerns the hateful tone in the civil society debate, particularly when discussing feminism. My corpus consists of articles, including their comments sections, referring to Sveland's article. My aim is to see how individuals are positioned in the intersection between categorizations drawing on gender, sexuality, religion, ethnicity, nationality and citizenship. Categorizations like "swedes", "muslims", "right wing extremists", "feminists" and "political correct" are analysed as interdiscursively constituted and positioned as normal or deviant, privileged or marginalized depending on the status of the discourses they interact with.

I will also emphasize the relationship between the articles and the comments, and analyse how discourses move between different contexts. The interaction among the comments, as well as between the comments and the text they comment and between different web sites will be discussed.

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Recordability: Resistance and Collusion in Psychometric Interviews with Abused Children

Clara Iversen

Psychometric measurement is increasingly used in child welfare work to screen for children's problems, assess their needs, and evaluate support interventions. The paper draws on research on institutional talk-in-interaction, especially the use of questions and answers in institutional contexts such as health care, courtrooms, and standardized interviewing. Using 30 audio-recorded interviews from a national Swedish evaluation study of support interventions for children exposed to domestic violence, the paper investigates what happens when children resist the constraints of psychometric questions. The findings suggest that children's comments on problems with questionnaire items can be understood as a part of "being a good interviewee." Children's resistance is primarily linked to the constraints that the questions' preferences and presuppositions constitute for the children's descriptions of their lives. The interviewer treats the resistance as related to the questions, and, thus, colludes with the construction of questionnaire items as problematic. However, the interviewer's suggested solutions to the problems remain focused on generating recordable answers. Thereby, the main problem, that "the questions do not fit," stays unsolved. These findings have two implications: First, they imply that the norm of *recordability*, inherent in psychometric measurement, structures interviewer-interviewee interaction in the same sense as doctorability has been shown to structure doctor-patient interaction. The norm of recordability may compete with ideals of service user participation. Second, the findings demonstrate that the relationship between resistance and collusion in interview interaction is less than straightforward; the interviewer is not simply trying to overcome interviewee resistance and the interviewees are not simply trying to avoid answering problematic questions.

Elderspeak in multilingual encounters in dementia care

Gunilla Jansson

Previous research has described elderspeak as an aspect of intergenerational speech common to institutions. Exaggerated intonation, elevated pitch, paraphrasing and greater repetition are features commonly found in elderspeak.

The present study explores the use of elderspeak in nursing home staff's responses to dementia patients' expressions of complaints in multilingual care settings. The theoretical framework applied for this purpose is informed by discourse analysis that interprets the microanalysis of recorded data through an ethnographic understanding of conflicts inherent in the institutional setting. Methodologically, the study draws on pragmatics and CA (Conversation Analysis) ideas of sequential organization. Recordings have been made when care-workers, whereof most have multilingual background, interact with Swedish-speaking residents and with residents with a non-Swedish background during the performance of care routines, e.g. getting patients up in the morning and bathing patients.

Similarities have been found across these linguistic settings with respect to how language is used to manage conflicts and facilitate the performance of the practical routine task. In both settings, the care-workers adopt a nurturing and sometimes a playful form of elderspeak in their responses to the patient's complaints and resistiveness to care. In addition to prosodic and stylistic features commonly found in elderspeak, the multilingual care-workers use resources from other languages than Swedish when coping with patients with a non-Swedish background. The care-workers, who have no or very limited knowledge of the patient's language, mix their Swedish with phrases and elements from the patient's language or from other languages that they know in the creation of a nurturing discourse. The paper discusses the outcomes of the various forms of elderspeak thus created for the dementia patient's struggle to maintain personhood in a linguistically and culturally complex health care setting.

Hvordan fremstilles funksjonshemmede i norske medier? En kritisk diskursanalyse

Hege Holth Johannessen

Norsk rikskringkasting (NRK) sendte i 2010 og 2012 tv-programserien «Ingen grenser». «Ingen grenser» er en norsk versjon av det engelske programmet «Beyond Boundaries», og programkonseptet er også benyttet av Sveriges televisjon (SVT) under navnet «mot alla odds». «Ingen grenser» er et reality-program hvor elleve personer med fysiske funksjonsnedsettelse utfordrer egne grenser ved å gjennomføre en 30 dager lang ekspedisjon i villmarka. Programserien skapte et stort engasjement i Norge, det nådde rekordstore seertall og ble både applaudert og kritisert fra ulike hold. I kjølvannet av serien fulgte store og små medieoppslag om deltagerne og deres liv. Kritisk diskursanalyse brukes som metode for å analysere tv-programmet og artikler hentet fra riksdekkende aviser i Norge. Søkeordene som blir brukt i søket etter artiklene er «ingen grenser» og «NRK». Både tekst og bildebruk blir analysert ut i fra Norman Faircloughs analysemetode, og det ønskes svar på følgende spørsmål: Hvordan blir personer med fysiske funksjonsnedsettelse fremstilt i norske medier? Hva er den rådende diskursen rundt funksjonshemming slik det kommer til uttrykk via tv og aviser? Funnene blir diskutert i lys av hva slags rollemodeller som fremstilles for funksjonshemmede barn og unge i dagens samfunn.

Artikkelen er under utarbeiding og det ønskes innspill og diskusjon rundt forskningsspørsmål og analyse.

Seeking the dominant discourses

Sigrid Kaasik-Krogerus

The aim of this paper is to discuss the concept of "dominant discourse" and the principles on the basis of what the dominance of a certain discourse can be declared. Even though several authors have written about the dominant/power discourses, the principles on the basis of what the dominance of certain discourses over the others is depicted, have not been entirely clear.

I have used critical discourse analysis for studying the discussion in Estonia's largest daily paper *Postimees* held during the country's accession into the European Union (1998-2003). The opinion articles (editorials, columns, letters to the editors etc.) that have been written by different actors of the society have been used as an empirical data.

My current analysis has shown that the EU discourses of *Postimees* can be characterized as very heterogeneous and full of contradictions. Even though in case of Estonia the political elite was for the EU and the people rather skeptical towards the union, the same discourses and also contradictions are visible in the texts of both readers and the politicians.

This made me ask how to find and define a dominant discourse: is it the one that is represented most by different actors, that stays alive longest (for example during the whole accession process) or that has a greatest internal variety (subdiscourses)? I will also discuss the contradiction between using the counting as a quantitative tool for depicting the dominance of certain discourses (discourse analysis as a qualitative method).

Speech style prescription for telephone workers at Swedish call centres in Moldavia

Linda Kahlin & Ingela Tykesson

An effect of economic globalization is increased outsourcing of telephone services. When an elderly or disabled person in Sweden is ordering transportation service (*färdtjänst*), the call can be handled either at a call centre in Sweden or be transferred to a call centre located in Moldavia, where the operators have attended an intensive course in Swedish for a period of six months.

In the UK, operators at call centres are trained to use a prescribed style imposed top down by managers and supervisors (Cameron 2000). The workers are 'styled' to talk to the callers in a certain way, sometimes with scripts which the operators are supposed to follow. A particular international (American) speech style is exported and used in call centres in different parts of the world (Hultgren 2011). Our presentation will focus on the following questions: What is the situation in Sweden/Moldavia concerning training, regulation and surveillance of operators' speech? What kind of linguistic and interactive prescriptions are given to the operators? According to Cameron 'scripting' standardizes *what* is said whereas 'styling' standardizes *how* it is said. To which extent can this distinction be applied to our data?

The data is collected within the research project *Service encounters at a distance*. The data used for this presentation consists of prescriptive documents and tapes/transcripts of interviews with managers and operators. The project data also consists a total of 800 recorded telephone conversations between callers and the call centres in Moldavia and Sweden, respectively. These telephone encounters will be analyzed later on.

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Turn-opening facial expressions constructing a stance shift in conversation

Timo Kaukomaa

The purpose of my paper is to study multimodal construction of stance shifts in mundane dyadic conversations over lunch. Using conversation analytic methods I will present a detailed analysis on how different action construction elements or layers of action, such as lexical and prosodic features of talk, facial expressions, gaze, body and head movements, are arranged into specific compositional structures in order to construct a stance shift in conversation. More specifically, I will focus on how particular facial expressions (smiles and frowns) that precede a spoken utterance contribute to the action that is being built with the upcoming turn in a larger sequential context. Recently it has been showed that *turn-opening smiles* initiate a shift from neutral or serious emotional stance to positive or humorous emotional stance that will be reciprocated and shared by the co-interactant (Kaukomaa et al. submitted). Also, it appears that *turn-opening frowns* often initiate a shift from neutral or positive to serious or problematic stance that the co-interactant will not typically reciprocate or share (Kaukomaa et al. in preparation). The utterances that follow turn-opening facial expressions also exhibit other (prosodic, lexical or gestural) markers of the same (emotional) stance that the smile or frown initiated. This paper studies more closely the multimodal and embodied structure and sequential organization of stance shifts that are initiated with turn-opening smiles and frowns.

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Suspending the progressivity of action in multi-activity

Tiina Keisanen, Mirka Rauniomaa & Pentti Haddington

This paper examines the organization of multiple courses of action in social interaction as it relates to foregrounding or prioritizing one course of action in service of another, or several others. We call these multi-activity situations (see e.g. Mondada 2011), where participants may also be engaged in multiple or distributed participation frameworks (e.g. Goodwin 1996). Our examples come from a database that consists of approximately 33 hours of audio- and video-recorded telephone, face-to-face and in-car interactions in English and Finnish.

The study employs the methodology of conversation analysis and relies on the premise that human actions are multimodal achievements, situated in complex social-interactional and material settings. The analyses are based on the participants' practical accomplishment of the target turns and of the sequences of interaction.

One means to make multi-activity interactionally salient and to manage participation in such situations are 'requests of suspension' which explicitly deal with the sequential and temporal progressivity of ongoing activities. They are typically realized as action combinations where a linguistic marker such as *wait*, *hang on*, *odota* 'wait' or *hetkinen* 'one moment' first initiates the suspension and the second part provides the reason for it. For example, a driver may suspend the fulfillment of a request in favor of turning around a corner, or a caller may put the phone conversation on hold in order to fetch a chair.

The paper offers a detailed sequential and practice-based account of how suspension is achieved, and how 'suspension' as a sequential and interactional phenomenon may be understood in reference to multi-activity contexts. It will be shown how the requests of suspension discussed here explicitly attend to the emergence or presence of a multi-activity situation, and how participants collaboratively manage the layering and sequencing of actions in interaction.

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Transnational Living in Everyday Practices: A Study of Social and Discursive Aspects of Transnational Networking and its Role in Identity Construction

Julia Zhukova Klausen

Recent decades have been marked by a series of transformations establishing formats of living that involve increased mobility of humans, capitals and ideas and that have generated broad scholarly interest. This project expands transnational inquiry in the direction of everyday social practice and interaction. This is done by introducing the notion of *transnational networking* through which transnational dynamics becomes articulated not as a collection of essentially transnational structures and spaces but as *a type of social and discursive connecting* through which places, practices (e.g. prandial practices), aspects of identities (that are not transnational in themselves and not necessarily associated with national belongingness) become performed transnationally – represented, categorized and enacted across and beyond symbolic and geo-political national terrains.

The empirical focus of the project lies with the actions and interactions of the members of the Russian-speaking community in Northern Jutland taking place within and across three sites of their engagement: a computer-mediated social space Rusforum, a grocery store “Sadko” and ‘Rusmam’/’the Russian school’ network.

In the course of *multimodal, social-semiotic, discourse analysis* that makes use of methodological repertoire of Nexus Analysis (Scollon & Scollon, 2004), MCA (Sacks, 1992), etc., I map out and unpack semiotic shifts and discursive transformations through which the actors invoke and categorize diverse symbols, artefacts and accounts across and beyond national and cultural memberships. In doing so, I demonstrate that transnational mobility does not break or split but rather stretches and complicates the attachments to these categories and experiences and that transnational living and belongingness are organized through the on-going networking of them with new relational nexuses.

Moreover, I uncover the emergence of *transnational semiotic landscape*, through which the products of transnational networking (discursive constructs, inter- and transdiscursivity) become impregnated into the spatiality and materiality of our living environments making transnational networking durable and context-like.

Staying or leaving? A second language speaker’s construction and change of possible selves over time

Kirsten L. Kolstrup

This paper investigates the construction and change of second language motivation over time through a narrative analysis of interviews with Mulenga, a Zambian woman who immigrated to Denmark to marry a Danish man. To understand the complexity of second language (L2) learning motivation, recent studies have adopted the idea of ‘possible selves’ from self-psychology (Campbell and Storch 2011, Lamb 2011). These studies build on Dörnyei’s (2009) analytical framework, the “L2 Motivational Self System”, in which L2 motivation is viewed as a continuous interaction between a person’s ideal L2 self, a person’s ought-to L2 self, and the actual L2 learning experience. The ideal and ought-to selves together constitute a possible future self that incorporates past and present self-constructions. To get at these self-constructions, narrative analysis provides an important tool.

In this study, the narrative data comes from a two-year period between 2005 and 2007, during which it became increasingly clear to Mulenga that she could not stay with her Danish husband. In her narratives, she struggles to even imagine or construct an ideal L2 self, being torn between staying in Denmark or moving back to Zambia and being faced with the shame of not having succeeded in a Western way-of-life of which many Zambians can only dream. Furthermore, her narratives indicate the interaction between her inability to envision a possible future self and her negative experiences of communicating with Danes in her everyday life. Thus, through the L2 motivational self system, this paper discusses the construction and change of Mulenga’s L2 motivation. It further argues that the incorporation of actual L2 experiences outside the classroom augments the understanding of L2 motivation in existing research which, so far, primarily has focused on the context of a foreign language classroom.

Metalinguistic talk as a form of organizing communication in formal bilingual meetings

Merja Koskela & Gun-Viol Vik-Tuovinen

This paper adopts a multilingual approach to meeting talk (e.g. Asmuß & Svennevig 2009), and draws on the discussions of *metalinguistic awareness* (e.g. Mertz & Yovel 2003). The aim of the study is to explore how the participants to a formal bilingual meeting engage in metalinguistic talk about the choice of language and how the metalinguistic utterances function to create and structure the bilingual meeting communication. The method of study will be discourse analysis.

A formal bilingual meeting is seen as a meeting where Finnish and Swedish are spoken and the documents are in the two languages. Our material consists of recordings of two types of meetings: the meetings of the city council of Vaasa which are simultaneously interpreted, and the meetings of the Regional Co-operation Group of Ostrobothnia with no interpreting. At the meetings, the chair, officials and other experts normally use both languages, whereas participants may use their own mother tongue. (See Language Act 423/2003.)

Our results indicate that metalinguistic talk occurs especially when the chair exercises language brokering (see Morales & Hanson 2005) and when the unspoken conventions for the use of the two languages are broken. Each social setting is bound with its own conventions, which the language use reflects.

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Bioenergy as an empty signifier

Magdalena Kuchler & Johan Hedrén

This article scrutinizes the bioenergy concept in the context of the three challenges of energy insecurity, climate change, and the agricultural crisis that, borrowing from Gramsci, constitute a “global organic crisis”. The analysis, based on theoretical concepts developed by Laclau and Mouffe, explores assessments, reports, policy papers, and other central documents from three influential international organizations, i.e., IEA, FAO, and IPCC, in the areas analysed. We argue that, as a floating signifier in a given field of discursivity, the bioenergy notion loses its unfixed ability to occupy specific positions and convey different meanings within the three overlapping discursive areas of energy, climate, and agriculture. These three discursive formations are “sutured” around the notion of bioenergy, where a hegemonic thread of capitalist economics, fixated on economic growth and presupposing the necessity of cost-effectiveness, results in internal contradictions within the signification, transforming bioenergy into an empty signifier.

The emergent design trajectory of a script as a collaboratively shaped artifact: an exploration

Silvia Kunitz

The present study is part of a broader project focusing on group planning as a situated social activity, collaboratively accomplished by adult learners of Italian as a foreign language while preparing for a classroom presentation.

Motivated by the recent interest for a process-oriented approach in SLA planning research (Ellis 2005; Kawauchi 2005; Ortega 2005; Sangarun 2005; Truong and Storch 2007), this paper shows the distinctive contribution that a behavioral, conversation-analytic approach can give to the study of planning. Such an approach, in fact, affords a moment-by-moment documentation of what actually happens during the planning process, thereby allowing to observe the practices (e.g., word and grammar searches, translation and retranslation practices, etc.) and the local resources through which the final product is progressively shaped in the interaction among the participants.

This approach – new to SLA planning research – has already been fruitfully adopted in design studies (e.g., Suchman 2007; Murphy 2004, 2005; Roth 1996), which demonstrate how group planning is a collaborative process marked by the emergent production of material artifacts that capture the unfolding design trajectory in solid form. This design process is similar to the creation of a written script for a classroom presentation analyzed here: similarly to design artifacts, the script is a self-reflexive, heterogeneous assemblage resulting from the meaningful intersection of various elements.

In the analysis I will first present the artifact-as-final-product; i.e., the finalized written form that the scriptlines take in the students' notebooks. I will then analyze the specific parts of the interaction where the scriptlines emerged and were collaboratively modeled by the coparticipants.

Overall, the present findings suggest that: (i) the teachers should be informed about students' practices, in order to provide meaningful guidance during the planning process; (ii) a process element should be introduced in the product-based assessment procedures currently in use.

The Probe Method as a Change Agent: Rethinking Language Teaching in the Technology-rich World

Leena Kuure & Maritta Riekkö

Technological development transforms our everyday life including education, but not necessarily at a very quick pace. It would seem natural to expect that the available web-based services for communication and collaboration have consequences for the practices of language learning and teaching. Indeed, even very young people may learn languages informally in their leisure time through the media, gaming, and various interest networks, engaging in collaboration and joint problem solving, for example. This background is, however, not sufficiently well taken into account in the formal language teaching. Furthermore, despite the constructivist basis in teacher education, the prevailing approaches that students are prepared for continue to focus on teacher-led situations and textbook-oriented pedagogy. This study is connected with an annual project-based university course, during which English language students design and implement school projects for children. Now the probe method will be used as a facilitator for students to rethink language teaching in the technology-rich world, crossing the traditional boundaries between the classroom and "the world". The analysis of the multiple data (video of working situations, artifacts, web data etc.) will lean on nexus analysis (Scollon & Scollon, 2004). In social action, an intersection of interaction order, historical body and discourses in place will, thus, be examined (Scollon 2001). Nexus analysis also entails a research strategy first engaging the nexus of practice, then navigating it through various methods and contributing to change. This process entails a collaborative relationship between researchers and students. The student project will be conducted early autumn, which means that at the conference we will be able to present initial results from the study.

Towards a strategic ambiguity? Intentional and recycled actions as features of preference structure

Liisa Kääntä

The concept of ‘strategic ambiguity’ in the field of organizational communication refers to those ambiguous structures within organizations and their communicative practices that are strategically motivated (cf. Eisenberg 1984). In similar manner, in the field of conversation analysis (CA) research has shown, that turns can be designed in multiple ways to provide actions with ambiguous meanings (e.g. Heritage 1991; in CMD e.g. Hutchby & Tanna 2008). This ambiguity can, in some contexts, be seen as strategic language use (cf. Rintel, Mulholland & Pittam 2001; Orr 2008).

This paper explores strategic ambiguity and its patterns in institutional and goal-oriented web discussions, which are part of the university course *Academic Writing in Finnish*. In the discussions, participants perform different kinds of actions through their turns, such as confirming, evaluating and arguing, to which co-participants respond. In addition, participants design their actions in regard to both discourse-specific and individual goals. Because of this purposeful activity and because of two other features of web discussions – disrupted turn adjacency and the lack of simultaneous feedback – the threads in the discussions accomplish ambiguous, yet related, actions.

The aim of this paper is twofold. I will describe, how participants represent ambiguity by designing actions in such a way that reveals their orientation to preference structure. I will also show, how the intentional use of particular actions can be seen as recycling (cf. Nilsen & Mäkitalo 2010), and how this recycling is used to display (dis)preferredness vis-à-vis others’ actions. The tools of CA and computer-mediated discourse are used to expose the way intentional and recycled actions are features of preference structure and of strategic ambiguity. The paper is related to my ongoing PhD study on interactional features and actions in goal-oriented web discussions.

Police officers and nurses recounting abusive situations

Mats Landqvist

This presentation will report from a CDA project that includes analyses of police officers’ and nurses’ reports on their experience of discriminatory situations in the workplace, collected through a questionnaire. The reports and accounts have been analyzed from a functional grammatical perspective, specifically with categories of the ideational meta-function that captures perspectives and views of reality, e.g. relations between acting parties, responsibilities a.s.o., as this is reflected in the texts. The results indicate differences at a group level in the over-all construction of the concept of discrimination. This involves factors such as who is mostly discriminated against, who is the discriminator, what specific actions are considered offensive. The self-images and norms that govern the discourses used will be presented, as well as some tendencies to leave out important specifics of discriminatory situations. Failures to mention key factors are here seen as discursive moves and will be discussed during this presentation.

The research project on pejorative and discriminatory language use investigates communicative aspects of everyday situations in police work and nursing, respectively. The aim is to better understand the role of language for the emergence of different kinds of discrimination within situational contexts. We want to explore how privileges are maintained and what ideas of normality are taken for granted and reconstructed in contexts where professionals meet with the public. This CDA study is theoretically informed by pragmatic models focusing on *mental images* and the close connection between linguistic form and experience and conceptualizations of reality. We also draw on intersectionality theory, in order to connect different levels of analysis, such as social structure, institution and self image.

Reconstructing the past through textual practices in performance appraisal interviews

Esa Lehtinen & Pekka Pälli

This study sets out to explore the interdependence of talk and text and the concomitant practices of talking and writing through which the social practice of performance appraisal is constituted and maintained. Thus, our study deals with the interaction between the superior and the subordinate in performance appraisal interviews as face-to-face encounters in which managers and employees talk about the past performance and future development of the employee. As our data we use six videorecorded performance appraisal interviews from a Finnish city organization. Our methodology is based on ethnomethodological conversation analysis and the concept of recontextualization.

Our empirical analysis addresses the following main question: How is the past talked about with the help of textual practices? Our analysis specifically concentrates on the use of interview forms, which, besides that they are used to set goals for the future, are important in terms of the sensemaking that concerns the past. We show how the superior reads key words and expressions from the form; they work as glosses of the past. The employee is asked to both confirm historical facts and comment on her or his development vis-à-vis the issues the superior raises. The results of our study indicate that the materiality and the time-bounded nature of the written text contribute to its 'textual agency', providing the text the power potential that may be realized in the actual usage. For the agency and power potential to be realized, the text must be recontextualized and fitted to the task at hand in the face-to-face encounter. Thus, our paper contributes to the discussion on the relationship between talk and text in workplace communication.

Stereotypes at Work in Classroom Interaction: Students Talk about the Police in School Cinema Activities in Sweden

Anne-Li Lindgren

This paper investigates the use of stereotypes (Bhabha 1992) in classroom interaction in school cinema programs. Such programs use film with no obvious connections to the school curricula and the student's have watched film at a local cinema. The theoretical framework is Fairclough's (1992, 89) claims that meanings are produced through interpreting texts (in this context, films) as part of "whole social events." A single text can be interpreted differently in different social settings invested with specific ideologies; at the same time, a text contributes its meanings and ideologies to the contextualizing social event. According to Fairclough (1992, 89), the dialectical and relational aspects of "moment" (i.e., text and/or film) and event are intertwined, both being important for the meanings constructed and at the same time transformed in a specific event. It is crucial that the analysis take the event into consideration and examine how the use of discursive resources (e.g., stereotypes) may "contest and progressively restructure domination and formations through their practice" (Fairclough, 1992, 34). There is a balance between the subject positioned as an effect of structures and ideologies, and the subject positioned as active agent; the social conditions established in an event are part of what creates these different positions (Fairclough, 1992, 91).

In this paper, I focus on student's use of stereotypes constructed from the keyword (Fairclough, 1992, 186, 236) 'police'. The film as well as the classroom, with its preset orders of conduct, power relationships (i.e., teacher-student and student-student), and ideologies, contribute to the meanings produced with the help of stereotypes related to the police. In the paper, I will focus on four themes: Swedish police versus foreign police; The desirable position of problem solver; Welfare provision versus civil society solutions; Police for the individual or for society

Artistic Learning and Identity in Higher Arts Education: A Critical Discourse Approach
Monica Lindgren

The paper draws upon semi-structured interviews involving artistic professors/ teachers in higher arts education in Sweden. Approaches influenced by Foucault's theories of discourse, as well as the tools of discursive theory and discursive psychology, are used to identify and analyse constructions of artistic knowledge and identity within higher arts education.

The findings indicate that meaning ascribed to an artist's work is strongly related to constructions of teaching and learning within the respective discipline. The ways in which artistic professors, within widely divergent fields of art education, construct art, themselves and their own artistic activities are very personally related and govern their pedagogical approaches. Methods for learning are strongly connected to personal feelings, inner thoughts and the construction of the self. Correspondingly, the construction of the teacher, as an unquestioned expert in directing artistic learning processes, is legitimized by one's own personal experiences as an artist. This introspective discourse of artistic learning is complex and unclear, as it is drawing on a range of other discourses, which often convey contradictory ideas of value. It is argued that this view of artistic education could be seen as limiting in the creation of a critical reflective community in artistic education.

Barns upplevelser av att bli dokumenterade i förskolan
Johanna Lundqvist

Idag ses dokumentationer om barn och barn i behov av särskilt stöd ständigt öka på förskolor (Elfström, 2005; Lindgren & Sparrman, 2003; Svenning, 2011). I det uppdrag som förskollärare har ingår att följa, dokumentera och analysera barns utveckling och lärande (Lpfö 1998, rev.2010). Argument läggs fram för att påvisa dokumentationens vinster. Det saknas dock forskning om barns upplevelser av att bli dokumenterade och det som i dokumentationer berättas om dem (Skolverket, 2010). Exempelvis vet vi inte hur dokumentationer påverkar yngre barns trivsel i förskolan och hur, eller ens om, den personliga integriteten skyddas däri (ibid.). Studien samlar in barns upplevelser med hjälp av metodologiska verktyg hämtade från "The Mosaic approach" (Clark & Moss, 2001), bland annat genom intervjuer om konkreta dokumentationer. Sedan analyseras barn respektive barn i behov av särskilt stöds upplevelser genom en narrativ ansats med särskilt fokus på att finna kärnbudskap, "the coda". Genom att lyfta exempel på barns personliga upplevelser hoppas studien bidra med ny kunskap och underlag för kritisk diskussion om dokumentationens nyttor men också dess risker i förskolan.

Direct Speech in the Annual Reports of Exchange-listed Companies

Sanna Machaal

The annual report is one of the most important channels of external communication and investor relations of exchange-listed companies. So far, studies have focused on defining the genre rules of annual reports by exploring the lexical choices of the reports (Rutherford 2005), or verifying the promotional purposes of the reports by exploring the linguistic choices and semantic content (Malavasi 2005). I will approach annual reports as narratives. If there is a narrative, there is a voice of a narrator that can be distinguished in the text. In addition to the narrator, there are also other voices in the annual reports that can be heard. These voices can be produced in a report, for example, by referring to outside sources. Annual reports can refer to sources in many different ways. In my presentation, I will focus on direct speech.

The aim of my presentation is to describe how direct speech has been utilized in annual reports, especially when the reports quote the speech of employees. More specifically, I examine what kinds of continua are structured around direct speech and what kind of discourses are structured or supported. The data consists of the annual reports of 40 exchange-listed companies from year 2010. The theoretical background of this study is discourse analysis (Fairclough 1992). I also use the concepts of narratology and text analysis.

I will demonstrate that the narrator creates a continuum. The continuum consists of narration followed by direct speech. The direct speech of a report always confirms the message of the narrator. The narrator highlights issues which are relevant to the success of the company and support its image. Direct speech is used to strengthen client, development, strategy, and various other discourses. It is a resource of the promotional genre.

Finger Dialogue; A study of hand gesture in classroom interaction

Ali Reza Majlesi

In this study I examine the organization of some sequences of interaction in which participants in classroom mobilize their fingers upon the surface of a paper or on the whiteboard to mark or foreground, or to point at something as a point of departure in meaning making. Driven from my classroom video-recorded data, I will show a few excerpts in which such an action prompts the recipient to produce a gloss of what that “reference” might mean or to find and make it relevant to the ongoing local interactional process. The action makes the object a locus of mutual attention/interest or candidate-problem. My analysis eventually draws upon what Goodwin (in press) calls “a co-operative transformation zone”, a place where objects and participants are simultaneously transformed. I will try to demonstrate that *paper* or *whiteboard* becomes a locus for both co-actions and co-activities of the participants, where a single object can be transformed into a 'learnable' (Majlesi and Broth, forthcoming) linguistic data within a temporally unfolding embodied process.

The collection of cases in this study is taken from 50 hours of video recording from Swedish-as-a-second-language classrooms in which the participants are all adults of different linguistic backgrounds. These classes are specially designed for non-Swedes who come to Sweden to live or work and need to learn Swedish as their additional language.

A Child's (Proximal) Sense of Snow: Talk, Mobility and Materialities While Learning Cross-Country Skiing

Paul McIlvenny

The intersection of the quotidian practices of social interaction, learning and mobility outside of the classroom – for example, the ways in which talk shapes how children learn to be actively mobile – has been little studied until recently. This paper develops a social interactional approach to analysing talk and mobile action in what are arguably two quintessentially Nordic mobility practices, namely cycling and skiing. More specifically the focus is on investigating and comparing how a child learns to cycle in a bike-friendly urban infrastructure, and how a child learns to ski cross-country, both within the context of familial social interaction. Audiovisual data was collected with mobile video cameras from family bike rides in Denmark and family skiing in Finland, in which among other things a parent instructs and guides a child to bike or to ski. Using an EMCA approach, the analysis locates similarities and differences in how specific materialities are made salient in interactional practices. For example, caregivers talk about weather and surface conditions as a resource for instructed mobile action. Also, a route, a trajectory or a line of movement in a mobile formation is collaboratively constructed in interaction by the participants as part and parcel of their kinaesthetic experience of the respective material environment and infrastructure. Especially when skiing, the more malleable snowscape is (re)territorialised by laying down tracks, which can be reused by participants, both in the same session and across sessions. In this way, these tracks can shape and habituate future mobile actions and immanent pedagogical activities, as well as provide a resource for interactional memory work, eg. for talking about a prior instructed (inter)action. The paper also explores the affordances and limitations of a more reflexive, auto-ethnographic approach to collecting data derived from video recordings of activities in which, to different degrees, the researcher is an active subject.

Backchannel signals in Swedish Sign Language: a pilot study

Johanna Mesch, Anna-Lena Nilsson & Lars Wallin

Virtually no research has been conducted regarding turn-taking in Swedish Sign Language (SSL) in general, and backchannel signals in particular. A pilot study was conducted in 2011, using Conversation Analysis to identify the type of linguistic signals most suited for future research. Approximately 35 minutes of SSL dialogue with 16 signers from different age groups were analyzed. As other types of linguistic behavior in signed languages, backchannel signals can be subdivided into being either non-manual or manual. Non-manual signals are composed of e.g. nodding, head-shaking, change of body posture, smiling, and other facial expressions. Manual backchannel signals can consist of lexical signs, but also of more gesture like movements of the hand(s). It was hypothesized that backchannel signals in SSL are similar to those described for other signed languages. Although the objective of the pilot study was to make a more detailed analysis of manual backchannel signals, both non-manual and manual signals were identified.

Ranges of technological advances are gradually facilitating linguistic analysis of signed languages. The Swedish Sign Language Corpus (SSLC) used for this pilot study consists of approximately 24 hours of signed dyadic conversations with 42 informants, both male and female, ranging from 20 to 82 years of age. In the analyzed dialogues, 80% of the backchannel signals are non-manual, and only 20% manual. Manual backchannel signals generally consist of 1 to 3 signs, of which two (*PU* and *JA*) are particularly frequent. Manual backchannel signals sometimes occur relatively low, even outside the normal signing space, with the signer's hands remaining in his/her lap. There are also instances of 'simultaneous support', where the listener produces 3–8 signs, without this being perceived as an attempt to take a turn. Large individual variation makes it difficult to draw any conclusions regarding age related variation.

“Fish ate my feeeet!”: Topic-initiation in Facebook chat openings

Joanne Meredith

This paper will focus on the initiation of first topic in one-to-one online instant messaging interactions. There has been much discursive research which focuses on how participants initiate first topic in spoken conversations (e.g. Button & Casey, 1985; Maynard & Zimmerman, 1984). This research has found that in telephone openings there is an ‘anchor position’ where the first topic or ‘reason for the call’ can be initiated (Schegloff, 1986). Studies have also focused on how topical sequences are generated (Button & Casey, 1985), and on the discursive markers used to indicate a topic-initiation (e.g. Bolden, 2008). This paper seeks to further this research by examining topic-initiation in online, written interactions. Thus, interactions which have been conducted using Facebook ‘chat’ have been collected and analyzed using conversation analysis. This chat data will be used to discuss whether the structural differences between online interactions and telephone interactions have led to empirical differences in how participants initiate first topic. I will discuss, firstly, how first topic can be initiated in the first turn of the interaction, and simultaneously function as a summons. Secondly, I will discuss how such first-turn topic-initiators are designed by participants, and how these compare to findings from previous studies on spoken interaction. Finally, I will show how the topic-relevant sequence which such an opening move engenders is subsequently organized.

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Referring to the interview form in activity shift sequences in performance appraisal interviews

Piia Annikki Mikkola

Performance appraisal interviews are face-to-face encounters in which superiors and subordinates discuss the subordinates’ performance and future development. An important feature in these institutional situations is that the participants follow the written interview form which represents the agenda of the encounter. Still we do not know much about the interactional usage of the interview form in appraisal interviews.

In this study I investigate how the participants make the move from one item in the interview form to another. My aim is to answer the question how is the activity shift implemented by referring to the interview form and in what way the participants then continue the discussion related to the next item in the document. The data for the study come from two Finnish public organizations, the city and the church organization. The methodology of the study is based on conversation analysis.

The activity shift takes place as the superior announces the next item in the interview form that the participants are about to discuss. In the church organization the superior clearly marks the activity shift by reading the ordinal number and the name of the next section from the document. After this he delivers the turn to the subordinate who is expected to comment. In the city organization, the again, the superior typically mentions a keyword from the title or from the description of the section in the document. Then he continues and puts forward a question or a statement that he connects to the new topic. Accordingly, this study proves that there are different ways to refer to the interview form in activity shift situations in appraisal interviews. Furthermore, these choices are connected to the following actions, in other words, the way the discussion continues.

Mobilising memory resources to solve language problems in English project work

Nigel Musk & Asta Čekaitė

Memory plays an inextricable role in developing our knowledge and achieving new insights, yet the social meaning-making practices through which we draw on various memory resources have been excluded from dominant research paradigms on memory (e.g. cognitive psychology). Rather than seeing memory as an individual mental process of encoding, storing and retrieving information, here we emphasise the dialogical “action-basis” of remembering (Linell 2009: 242), situated in discourse and subject to the contingencies of the interactional organisation of social practices.

In this study we investigate how pupils mobilise the memory resources at their disposal to solve language problems in English project work, more specifically those they experience when composing a text in a second language. These resources are distributed among peers and external artefacts (artificial memory systems) (Säljö 2011: 24).

Our data consists of video recordings of 4 pairs or groups (of grade 8 & 9 pupils) doing collaborative English project work in two Swedish secondary schools. Using ethnomethodological conversation analysis (taking in multimodal aspects of interaction), our analyses have revealed that pupils draw on a range of internal and external memory resources to collaboratively solve specific language problems as diverse as testing the sound of language items (audio memory) and using an online dictionary. However, activating previous knowledge is rarely sufficient, since using language items requires a fine-tuned sensitivity to new contexts of use. Yet it is the collaborative discursive reassembling of remembered – but socially distributed – knowledge, often with the help of externalised memory sources, which affords opportunities for new insights and learning.

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Smeknamn som samhörighetsmarkör

Marie Nelson

Något som är gemensamt för alla människor är att var och en har minst ett namn, ett givet eller taget signum som tillkommit i ett visst samhälle under en viss tidsepok. Att se namn som socialt förankrade fenomen som bör studeras utifrån aktuella kontexter är en av huvudtankarna inom namnsociologin eller socioonomastiken. Även om den socioonomastiska forskningen är på frammarsch finns det områden och företeelser som är relativt outforskade. En sådan företeelse är smeknamn, alltså positivt laddade personbinamn. En intressant frågeställning är var och hur personbinamn växer fram. Ett antagande är att smeknamn har en samhörighetsskapande funktion och att de därför tenderar att uppstå i situationer där det är viktigt att skapa gruppkänsla och sammanhållning.

I en omfattande studie av andraspråkstälars kommunikation vid ett svenskt storföretag har jag tidigare konstaterat att relationsskapande interaktion utgör ett betydande inslag i den kommunikativa arbetsvardagen, inte minst bland industriarbetare. I en ny empirisk studie belyser jag bruket av smeknamn vid det aktuella storföretaget. Det material som analyseras består av detaljerade fältanteckningar samt audio- och videospelningar av naturligt förekommande tal. Det inspelade samtalsmaterialet återger språk i användning där människor, med sina varierande kunskaper, erfarenheter och egenheter, blir aktiva skapare av mening och strukturer. Tankegångarna kan kopplas till en socialkonstruktivistisk teoribildning. Studien visar bland annat att benägenheten att använda smeknamn är betydligt större bland storföretagets industriarbetare än bland tjänstepersonerna.

**Learners' and teachers' discourses in the foreign language classroom :
Complementarity or conflict of mediation**

Laura Nicolas

Research on teaching issues often uses the theory of mediation (Vygotsky, 1978; Bruner, 1987) to point out that learners could be a considerable help to their peers during the teaching/learning process in the foreign language classroom. Our presentation will focus on a specific type of the learners' speech that we call "spontaneous mediation" (SP from now on): When spontaneously asking a question or making a comment to the teacher, the learners may complement the teacher's discourse and by doing so provide *scaffolding* to their peers or to themselves.

Two four-month field studies have been carried out in French language classrooms for foreign students and migrants. Beside recording videotaped data, we used both methodologies of autoconfrontation and explicitation for interviewing teachers and learners. Using the IRF format (Sinclair and Coulthard, 1975), and the code of transcription from our research laboratory (IDAP), we carried out a qualitative analysis of the videotaped interactions between the teacher and the learners. Also, quantitative data will be presented to show the frequency of SP and of other factors which may influence the appearance of such phenomena. Through the current analysis of the data, we are highlighting some of the main aspects of SP such as their language forms, their occurrence in a large variety of contexts and the different treatments that they receive from the teacher and the peers. The results demonstrate so far that learners' SP are an efficient help to the participants, including the teacher. Findings also show that SP may appear, at some point, as a threat for the teacher's representation of his/her own role (Goffman, 1974) as main mediator of knowledge in the class. Several examples of both *complementary* and *confrontational* situations of mediation will be exposed to highlight the previous statements and will eventually lead to a discussion about the way in which teacher's *double bind* (Watzlawick, 1977) may affect classroom interactions : The interplay between his desire to have the learners speak the language and his will to stick to the lesson plan he previously prepared may lead the teacher to react in a completely different way to the learner's SP.

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Followership in business meetings' micro level activities

Mie Femø Nielsen & Magnus Larsson

This study examines the interactional accomplishment of followership in business meetings.

Followership is often conceptualized as the reciprocal category of leadership (Avolio et al, 2009; Lord et al, 1999), and seen as the cooperative accomplishment of influence, from a subordinate rather than superordinate interactional position (accomplishment of leadership effects, in terms of organizing work, from a subordinate rather than superordinate interactional position) (Carsten et al, 2010; Uhl-Bien, 2006). We see followership as a matter of aligning with co-participants as leaders in collaborating on:

Global activities

- Purpose of the meeting
- Strategic goals of the organizations

Entitlement

- Epistemic rights and obligations
- Institutional rights and obligations

Micro level activities:

- Sequential position (e.g. invited input)
- Action type
- Preference organization
- Turn type format (e.g. requests, cf. Curl & Drew, 2008; Heinemann, 2006)
- Lexicon
- Recipient design

In our study we focus on followership shown and demonstrated in micro level activities. The empirical material consists of video and audio recordings from business meetings in a variety of settings (management team meetings, department meetings, team meetings and project group meetings) in Swedish and Danish. Interactional episodes are identified where followership is accomplished in different interactional contexts and through the above listed interactional mechanisms.

The study attempts to map different interactional resources, practices and mechanisms through which followership is accomplished. The analysis reveals three types of followership, provisionally characterized as active involvement,

acceptance/compliance, and passivity. We argue that central to followership is the negotiation of collaboration and forms of subordination in relation to the task at hand. Active followership thus emerges as a interactionally complex accomplishment. The results are discussed in relation to the literature on conversation analysis as well as to the leadership literature (DeRue et al, 2010, Uhl-Bien, 2006).

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Action formation and prosody. Different forms and functions in asserting state of affairs as possible.

Jarkko Niemi

This paper focuses on the form and functions of 'It may be that' -construction in Finnish. The construction consists of a framing clause (*Se voi olla* or *Voi se olla* (both can be translated as 'It may be') and a *that*-clause explicating what is regarded as possible. There are many functions accomplished by asserting some state of affairs as possible (cf. Juvonen 2010 for the functions of 'it is true that' clause constructions in Finnish matriculation essays). The major distinction goes between what might be labeled as initiative or suggestive function and another that is more clearly responsive to something that has been said before. The initiative function is often realized prosodically with higher pitch peaks and faster speech rate in *that*-clause, while the responsive or concessive function is realized with downgraded prosodical features (cf. Ogden 2005 for phonetics in agreements). Thus it is shown in the paper that both lexical features and prosody are critical in designing actions in interaction. Theoretical framework of the paper is conversation analysis and the data are drawn from naturally occurring everyday talk-in-interaction in Finnish.

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The silenced discourse

Marie-Helene Zimmerman Nilsson & Claes Ericsson

In this study, based on a larger research project, the ambition is to problematize the first time persons with intellectual disabilities gain access to Swedish Higher Music Education. The aim of the study is to investigate subject positions that are constructed in eurhythmic lessons, when a group of students with intellectual disabilities and a group of student teachers are interacting. The aim is also to study how identity is constructed and how the knowledge formation is materialized in this context.

The theoretical framework is built on post-structuralist and social constructionist theory. *Discursive psychology* has been useful in the micro analysis of the situations in the classroom. A *Foucault inspired analysis* has contributed with an overarching view on the concept of discourse as well as a point of departure to reveal *the silent discourse*. Finally, *Discourse theory* as it is formulated by Laclau and Mouffe is suitable for discussing different available *subject positions* and a so called *overdetermined identity*.

Inspired by an ethnographic approach, video observations were made for an extended period of one term in order to develop an understanding of the culture constructed in the practice. The results show that the silenced discourse, the unspeakable, is constructed from the fact that the students with intellectual disabilities both are insufficiently skilled for the task as leaders in eurhythmics, and less skilled than the student teachers. The teachers use verbal and bodily strategies trying to cover up the fact that the disabled students do not possess adequate skills. Finally, the *silenced discourse* is discussed in addition to a hegemonic discourse in the Swedish politics of education.

The inter-connection of sites and modalities in Three Dimensional Online Role-playing Games.

Banphot Nobaew

People play 3D online games, in particular, Massively Multiplayer Online Role-playing Games (MMORPGs), as the play of aesthetic experience in semiotic domains. While investigating these experiences scholars frequently deal with multilevel problems. Three problem dimensions are theoretical, site(s) of visibility, and modalities of visual materials. Moreover, the experiences of play and interactivity were less adopted approaches in analyzing these games. Thus, this article applies multimodal discourse analysis as a bottom-up approach to identify the discursive practice of MMORPGs. These discursive practices are sign system of game, interactive of game practice, interaction and social semiotic. This paper draws the analytical framework, based on an analysis of various data: a gameplay video recorded, online-gaming recorded by a software, game (online)documents, and a combination of gameplayer interview. The synthesis of the analysis indicates that combination of data and theoretical approaches is effective in shaping the analytical framework for MMORPGs. This MMORPGs analytical framework can be classified into nine main components — quest detail, storyline, characters, games literacy(experience/learning), interaction(virtual and physical world), conversation, emotion and visual design. The framework reveals the inter-connections among components. This connection associate to a relationship of sites and modalities: text, visual material, practices, and meaning which created by player's responses. These connections provide an explanation and relation among material, meaning and action in the game discourse. According to the framework, it can be manipulated with both qualitative and quantitative data; for instance, using the framework shapes the emotional graph, color story and gameplayer storyline.

From Paper to Practice: Asking and Responding to a Standardized Question Item in Performance Appraisal Interviews

Lina Nyroos & Erica Sandlund

In this paper, we examine how a standardized question is launched and received in a corpus of performance appraisal interviews, with a particular focus on how one particular question is translated from the interview template into actions in interaction. Drawing upon conversation analytic work on interviewing as interaction, we examine different delivery formats of our target question and how reformulations versus verbatim 'reading format' deliveries impact subsequent responses and sequence trajectories. It is observed that seemingly minor alterations to the written question make relevant more specific second parts, and as a result, different employees essentially receive different questions. The target question can also be recruited to initiate other interactional projects, such as assessment sequences, and managers recurrently orient to a role as animators rather than authors of the question, which reduces social complications of negative performance appraisal. Finally, our empirical context allows us to discuss the relationship between theory and practice in an activity type less focused on standardization, and where various institutional agendas come into play when using template-based questions to structure interaction.

**Samtal om ansvarsfördelning mellan läkare, (föräldrar) och tonåringar
på en diabetesmottagning**
Cajsa Ottesjö & Johan Gross

Diabetes is a chronic disease requiring the individual to have enough knowledge to control and handle measurement of blood glucose and insulin dosages, and to take responsibility for her/his health generally. This is a strong challenge for adolescents, in transit from child to responsible adult. This study is part of a multidisciplinary project on communication and decision making in person-centred care (Munthe et al. 2011). We focus on two aspects of responsibility that are particularly salient in our data: assigning responsibility to different agents (adolescent, parent, doctor) and motivating adolescents to take responsibility for their diabetes (Silverman 1993).

The material is two (out of twelve in the corpus) video recorded conversations between a doctor and two different adolescents during one of their regular visits to a pediatric diabetes clinic. The analytic method used is Conversation Analysis.

The assignment of responsibility, for checking your blood glucose and adapt the dose of insulin, is made relevant throughout the conversations. The person portrayed as responsible for this is the adolescent. It is also important for a person with diabetes to eat at regular intervals. In one of the conversations the parent makes the whole family responsible for this. In the other family the sharing of responsibility for the diabetes seems to be more problematic, and the patient's control over the diabetes is not working well.

Both conversations contain sequences where the doctor tries to motivate the patients to measure their blood glucose levels. Two main interaction forms are identified. One is monological and involves virtually no contributions from the adolescent. The adolescent's own perspective is missing and the adolescent makes no decisions. The other interaction form is dialogical, and we argue that this interaction form is more in line with person-centred care.

Prosody and social action: Two ways of doing formulations to solicit confirmations
Rasmus Persson

This paper reports some results from a larger study on phonetic variability as an interactional resource in French, and describes two similar but distinct practices. One of these is employed to do soliciting of a mere confirmation, and the other accomplishes the double-barrelled action of soliciting a confirmation followed by an elaboration. This elaboration may take the form of an account for or a detailing of what is being confirmed. Both practices involve doing a so-called formulation, where one speaker draws out the gist or the upshot of another's talk, to be ratified by the latter. The two practices are formally distinguished by means of prosody. Somewhat simplified, the pitch contour of solicitations of mere confirmations can be described as a rise-fall. The peak of this contour occurs during the syllable *preceding* the one which carries the final accent of the TCU. The alternative contour is a final rise, the peak occurring during the syllable with final accentuation. Participants are shown to orient to these two types of first actions as establishing different conditional relevancies for the response turn. While highlighting the importance of prosody as a resource for interaction, this study contributes to several strands of conversation analytic research (in addition to studies on French intonation), e.g. studies on formulations and on account solicitations. For instance, our description of the practice for seeking elaborations, such as accounts, relates to recent work which suggests that explicit account solicitations are dispreferred, and that participants in the first instance use more covert practices. Solicitation of a confirmation of the accountable matter, serving as a "vehicle action", would be an example of such a practice.

Social representations of turn-taking in two classrooms in French-speaking Switzerland

Cécile Petitjean

Turn-taking activities are particularly important in the context of the classroom. Knowing how and when to take, keep and give a turn is simultaneously a linguistic strategy, a social stake and a didactic focus for actors in a classroom. In this institutional context, the teacher and students recognize in their daily practices that some aspects of the turn-taking competence are more pertinent than others. By both integrating and remodeling the constraints of the academic context, they *legitimate* some competences but not others, in a collaborative and dynamic way. The observation of these institutional processes of competence evaluation is essential: the way in which interactional competence is favoured and thus given legitimacy in the institutional context of the classroom is intrinsically linked to how actors build relationships with each other. We will focus here on the interactional processes through which social representations of turn-taking are built and negotiated in the practices of actors in a classroom. We will present analyses from a corpus of French first language classroom interactions at the lower secondary level in French-speaking Switzerland (CODI Corpus – PNR56 Project). The methodological design used to analyze the representations is inspired by Conversation Analysis and is based on a praxeologic approach to the social representations. By means of sequential analyses of classroom interactions, we will illustrate processes of situated and collaborative construction of turn-taking representations in classroom practices and their results. Moreover, we will show differences between the representations emerging from practices in two classrooms, differences that seem to be related to how actors interpret institutional constraints.

Constructing institutional roles through official discourse: Lithuanian academic libraries and their parental institutions

Simona Petraitytė

Today academic libraries all over the world face enormous challenges, influenced by the rapid spread of information technologies, digitization initiatives, new scholarly communication practices, changed learning paradigms etc. These and other factors create tension for academic libraries forcing to question their value, function and role for their parental institutions over and over again.

The aim of this paper would be to present an ongoing research on the construction process of academic libraries' roles in their parental institutions and to highlight the importance of institutions in different discourse practices, used by academic libraries and universities. An example of critical discourse analysis of official strategic plans and annual reports is presented, suggesting that academic libraries and their parental institutions may vision different roles for the academic library today and for the future.

The topic is based on the new institutionalism theoretical framework, which points that institutions are *social structures, composed of cultured-cognitive, normative and regulative elements that, together with associated activities and resources, provide stability and meaning to social life* (Scott, 2001, p. 48). Whereas organizations, such as libraries and universities, are *instrumentalities through which the institution operates* (Sherra, 1970, p. 59). The three pillars of institutions (according to Scott, 2001) – regulative, normative and cultural-cognitive – are analysed through official discourse. Institutional roles can be understood as *normative expectations of how the specified actors are supposed to behave* (Scott, 2001, p. 55). These expectations largely stem from external actors and can be traced in official discourses.'

Energy security discourse in the Lithuanian media

Vaida Pilibaitytė, Kristina Juraitė & Rasa Balockaitė

Energy use is one of the keys to economic and social development worldwide and has been recognized as unsustainable. Against the backdrop of a rapidly growing demand, dependence on imported fossil fuels concentrated in few regions and a pressing need for climate change mitigation many have argued that the current energy systems require substantial rethinking of prevalent policy assumptions and practices. On the one hand, a clear consensus on the definition of energy security is lacking in academic literature. Furthermore, many experts note that despite the increasing focus on energy security studies, the existing work has mainly used quantitative indicators. Meanwhile critical social inquiries into variety of discourses – academic, political, socio-economic, media and others that are shaping modern energy policy are lacking

This paper presents initial findings of the ongoing interdisciplinary research project “Comparative assessment of energy security in Lithuania and Belarus: cross-disciplinary study”^[1] (2011-2012) aiming to fill this gap. The aim of this research project is to assess and compare the level of energy security in Lithuania and Belarus in socio-political context. One of the primary objectives of this study and a central question in this paper is to look at how energy security discourse is constructed in the Lithuanian media including print, online and broadcast media outlets. In total, 310 texts were selected based on a number of energy security discourse triggering events in 2011, such as Fukushima Daiichi nuclear accident in March 2011, adoption of the 3rd package of legislative proposals for Europe’s electricity and gas markets by the Lithuanian Parliament in July 2011, start of Nord Stream pipeline operation in November 2011, etc. The sample was coded and analyzed using analytical concepts of discourse storylines and coalitions proposed by Maarten Hajer (1997). In the paper, the findings will be interpreted and discussed in the framework of theoretical energy security concepts and compared to the national quantitative energy security measures available to date.

^[1] This research is funded by a grant (No. MIP-010/2011) from the Research Council of Lithuania.

Preparing for action, consolidating topic: a candidate topic/action link in institutional interaction

Marco Pino

This presentation contributes to research on topic organisation in the field of Conversation Analysis (Button & Casey, 1984, 1985; Schegloff and Sacks, 1973; Schegloff, 2007). The study describes an interactional trajectory in institutional interaction by which participants link topic production and other activity types. Focusing on conversations recorded in different institutional contexts in Italy (a mental health centre, an addiction recovery centre, a service for troubled teenagers), the study demonstrates that professionals mobilise resources to invite, shape and consolidate clients’ topic production, so that a subsequent, adjacency-pair based and institutionally-relevant course of action can build on the material provided through that topic production.

Relying on data extracts translated from Italian to English, the presentation offers evidence for the proposed topic/action link, not as an ex post facto, but as an orientation embodied in the participants’ actions, by virtue of which topical talk is produced with a demonstrable orientation to, and in the service of, a yet-to-materialize course of action whose successful realization is made contingent on the possibility of actually articulating that talk. In order to support this claim, the following types of evidence are offered.

1. Clients’ topic production is followed by an adjacency-pair based activity that builds on the materials provided by that topic production.
2. Professionals deploy practices to shape clients’ topic production so as to make it available to and compatible with the subsequent course of action that will build on it.
3. When clients withhold or resist topic production and professionals accomplish a transition to an adjacency-pair based activity that otherwise should have built on that topic production, such transition is accomplished in an unfavourable interactional environment and difficulties arise.
4. The design of the participants’ actions (professionals’ topic solicitations and clients’ responses to topic solicitations) embody an orientation to the proposed topic/action link.

Response Patterns in Multilingual Interaction with a Persian Woman with Dementia

Charlotta Plejert, Maziar Yazdanpanah & Gunilla Jansson

The present case study investigates multilingual encounters with an elderly bilingual (Farsi/Swedish) Persian woman with dementia, living in an ordinary, Swedish care facility. More specifically, the study focuses on how the woman's contributions in her mother tongue, Farsi, are responded to by staff, who are multilingual and speak Swedish as a second language (L2), but have limited or no knowledge of Farsi. The data consists of audio and video recordings from everyday encounters between the woman and different members of the staff. The method employed is Conversation Analysis (CA), and the study addresses the interactional outcome of this type of multilingual encounters, highlighting the role that communication partners play for bi/multilingual speakers with dementia.

The proportion of elderly people with a background different than Swedish is growing, and the number of bi/multilingual residents in care facilities is constantly increasing, many of whom are also given different dementia diagnoses. The role that language, culture and interaction play for bi/multilingual speakers with dementia, is acknowledged by The Swedish National Board of Health and Welfare, that recommend that bi/multilingual persons with dementia be given the opportunity to perform their religion, eat food that is adapted to their culture, and to get access to staff who speak the same language as the person with dementia. Despite these recommendations, bi/multilingual speakers with dementia often live in ordinary Swedish care facilities, where the possibilities for cultural and linguistic adaptations may be sparse, or even lacking.

The present study shows that most of the woman's contributions in Farsi, are responded to in Swedish or L2 Swedish. Although Swedish is a language that the Persian woman is familiar with, the multilingual encounter becomes very complex for all participants involved, partly since the dementia disease encompasses a language loss of Swedish, and a loss that plausibly also affects the woman's mother tongue Farsi.

Hitting the brakes: Instructor's interventions in post-licence training for older drivers

Mirka Rauniomaa

In the presentation, I shall discuss data extracts and initial observations from my ongoing research project that focuses on older drivers in voluntary post-licence driver education. The underlying research themes in the project, and also in the presentation, include social interaction, ageing, learning and the use of car technology.

The data were collected by Prof. Heikki Summala and his research team in the Traffic Research Unit at the University of Helsinki, Finland (<http://www.helsinki.fi/tru/>). For this study, the most important materials in the data consist of audio and video recordings that capture the vocal and bodily conduct of participants inside the car and give an overview of surrounding traffic, from in front of the car. The participants are older (aged 59–70 years) female drivers who acquired their driving licences decades ago but who have not driven a car for years and have little driving experience overall. There are eleven drivers in the data, and they were each paired with one of two instructors for the duration of a three-day training. The training sessions took place in real traffic in real time and presented the drivers with different tasks that aimed at the drivers gaining practice in driving and the instructors gaining information to evaluate, and eventually to help the drivers improve, the performance.

I shall focus on a specific type of situation that occurs in the training sessions: the instructor intervenes in the driving activity by using his brake pedal to stop the car. I shall examine how such interventions come about and, more importantly, how the participants deal with them in terms of interaction, driving and possible other activities. I shall draw on conversation analysis, paying attention to the participants' language, embodied conduct and their orientation to and interaction with their material surrounds.

Understanding what members of parliaments do by adressing the assembly during plenary sessions: The possibilities opened up by applying conversation analysis methods in research activities on parliaments

Benoit Renevey

Usual research methods used in analysis of parliamentary activity are unable to fully understand what members of parliaments do when they debate. New methods using conversation analysis fulfill this lack.

My research activities focus on the discourses held by members of the swiss parliament about health insurance during plenary sessions. Since 1911, this topic is the most discussed among all subjects handled by this assembly. Nevertheless, health insurance is and remains one of the major problems concerning the swiss public opinion. What do members of parliament do when they debate about this issue ? Do they not resolve the problems of health insurance ?

Usual answers to these questions are not consistent. On the one hand, one can read that debates within the swiss parliament indirectly produce decisions (Steiner et al., 2004), or at least can influence the quality of the decision. On the other hand, most studies assert that there is no connection between parliamentary debate and parliamentary decision (Varone, 2004 ; Manin, 1995). But both paradigma do not resolve the central question: what are MPs doing when they are debating about health insurance ?

Traditional approaches of this research topic have a main characteristic : they study the phenomenon of the parliamentary debate from an *ETIC* viewpoint (Pike, 1967). By focussing on this phenomenon from an *EMIC* viewpoint, it can be possible to understand what MPs are doing when they adress their colleagues during a plenary debate. Using the transcriptions of these discourses (swiss « Hansard ») and video extracts, I explore the accomplished categorizations and sequenciality of debates to understand their collective orientations. By detaillling the method used in my research activities, I shall show which other realities the MPs are doing by speaking.

Doing being deadline focused

Lene Rimestad

In media organisations orientation to time, timeliness and deadlines is pronounced. At classic media such as newspapers and television, reporters and editors are notoriously concerned with deadlines; the need for immediacy and primacy prevails as a norm (Schlesinger 1977, Deuze 2005).

This paper is concerned with time as a situated practice (Giddens 1981, 1987; Rawls 2005) and practice as situated time (Rawls, 2005; Zerubavel 1981, 1982) as an important part of journalism culture (Hanitzsch 2007). Due to daily deadlines, journalists and editors normally meet every weekday to discuss new ideas. These newsroom meetings not only provide a forum for discussing ideas for news stories (Clayman and Reisner, 1998; Cotter, 2010; Van Hout and Jacobs, 2008), the discussions are also susceptible to and influenced by deadlines in two ways: the meeting itself has a deadline and the production process has a deadline. Within this context these meetings become an example of how the constant orientation to time is a constitutive practice in journalism culture.

The main aim of the paper is to explicate, how deadlines and the accomplishment of keeping the deadlines influence the interaction at newsroom meetings. Based on conversation analysis (Heritage, 1984; Schegloff, 1984, 1988, 1992) of video recordings of news room meetings this paper demonstrates, how progression is accomplished, and how this constitutive practice is communicated verbally and nonverbally to and by the participants at the meeting (Clayman 1987; Schegloff and Sacks 1973; Nielsen 2008), how the journalists and editors focus on time at the meetings.

First of all, how the editor uses minimal response and gestures as a tool to mark boundaries and move on to new subjects. Secondly, how the participants orient towards this constitutive practice in different ways.

The analyses are based on video recordings of 35 meetings at 7 different desks in two different Danish organisations.

What is a culinary crime? A case study of Lithuanian bread promotion

Jūratė Ruzaitė

The exaggeration of the importance of bread in Lithuania is reflected in a bread producer's reference to the general opinion that it is 'a culinary crime' not to taste bread when in Lithuania; such a statement is made on the website of one of the producers. To reveal how bread is mystified and mythologized in Lithuania, the present paper undertakes a discourse analysis of bread promotion by analysing the multimodal discourse of bread packages. This paper also relates the values and ideologies expressed in the packages to the website information of the bread producers under investigation.

Bread promotion employs different forms of discourse when competing for consumers' attention. Through packages and the institutional discourse on the website, bread producers construct product identities, which are the focus of the present investigation. This investigation thus raises the following research questions:

1. What are the typical linguistic choices in Lithuanian bread promotion?
2. What are the non-linguistic semiotic choices, and how do they relate to linguistic choices?
3. How are the aspects of Lithuanian bread promotion reflected in the institutional discourse of bread producers?

Though bread promotion in Lithuania incorporates some global aspects of food advertising and often highlights technological novelties in bread production, it is primarily based on the long-lasting cultural myth of bread. The Lithuanian cultural myth of bread emphasizes tradition, inheritance and continuity; the majority of package labels disseminate cultural values. As Weiss rightly points out, 'references to tradition help to obscure the paradoxical effect in which the very mass production processes that make a packaged product possible are the same processes responsible for eroding traditional production methods and practices' (Weiss 2004: 48).

The dichotomy of traditional and modern technologies is manifested in the linguistic and non-linguistic semiotic choices of bread marketers. Notions of tradition and continuity are reinstated and elaborated on by the use of graphics, colour choices, and undoubtedly wording.

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The Use and Characteristics of Elderspeak in Swedish Geriatric Institutions

Christina Samuelsson

The aim of the present study is to investigate the occurrence of elderspeak in a Swedish context and to describe its characteristics. Elderspeak refers to adjustments made in communication with elderly people; adjustments similar to those made in interaction with infants. Previous findings show that adjustments of communication are made within several linguistic domains, and are a part of the communicative environment of elderly people. Five people working in different forms of geriatric institutions participated in the present study, and data consist of recordings of interactions between caregivers and residents (without dementia) and interactions between caregivers and colleagues. The recordings were transcribed and analyzed by means of perceptual, semantic and acoustic analyses. The findings demonstrate that caregivers, to a varying extent, adjusted their communication within several linguistic domains. The adjustments were mainly made within the prosodic domain, but there were also adjustments made within the grammatical domain. No adjustments were found within the semantic domain. From the findings of the present study, the following additions to previously described characteristics of elderspeak, may be suggested: A frequent use of the elderly person's name, few hesitation phenomena and few occurrences of overlapping talk.

Response to focus transition in a family interaction test

Paulina Siitonen & Karl-Erik Wahlberg

This study examines potentially problematic sequences in family negotiation. The data originate from a psychiatric research project proposing association between genetic risk, confusing family communication, and severe mental disorders of the child. They consist of 22 audiotaped task-oriented family interactions in Finnish in which members negotiate to seek agreement on Rorschach inkblot interpretations. In trying to capture family interaction in as natural form as possible, the interactions have been recorded at participants' homes.

The data show that the inkblot interpretations are not necessarily accepted or rejected in the next turn. One way to postpone or even avoid committing oneself to an interpretation is 'focus transition', which refers to an utterance that does not promote an established trajectory of talk. Although being a convenient practice to produce a misaligning second utterance, focus transition may confuse the recipient. Using conversation analysis, the study aims to analyze how family members themselves respond to these focus shifting turns, and in a later phase of the study, the findings will be compared with the psychiatric assessment of the same family interactions.

585 turns involve a first interpretation, and 37 of these are followed by focus transition. Two main response types may follow focus transition: 1) If the focus is shifted to the procedural details of the task (e.g. which way up to hold the inkblot picture), then the next speaker usually commits herself to that new focus. 2) If the focus is shifted, however, to a joke about the candidate interpretation, then the next speaker usually passes that turn and returns to negotiate in a non-humorous mode. By using these two main response types, the next speaker displays an orientation to the progress of the task and also to the test situation as institutional interaction, in which certain contributions are more allowable than others.

Inferentialism, persuasive definitions and practical reasoning

Catalin Florin Stanculescu

This paper combines Anscombe and Ducrot's descriptive approach to the analysis of argumentative discourse based on identification of what they call argumentative "operators" and "connectives" in a text or discourse (Anscombe and Ducrot, 1983), with Brandom's deontic scorekeeping model of discursive practice (Brandom, 2000) in order to particularize Walton and Macagno's approach to the analysis of persuasive definitions based on argumentation schemes (Walton and Macagno, 2008; Macagno and Walton 2008; Walton, 2001; 2005) in a way that the persuasiveness of definitions is explained and analyzed in terms of their changing the norms implicitly corresponding to what Brandom calls "the material practical inferences," rather than in terms of changing the meaning of the emotive terms they contain. I first argue that the argumentation schemes for argument from values and argument from classification can partially be reformulated so as to be used to analyze and evaluate the implicit normative vocabulary persuasively redefined in political discourse. Such an analysis aims mainly at identifying the linguistic devices which play, in the argumentative interpretation of persuasive definitions, the role of expressing patterns of what Brandom calls "material practical inferences" corresponding to different sorts of norms, such as "prudential", "institutional," and "unconditional" norms. Second, I illustrate this approach by applying it to Scruton's analysis of some central political terms frequently used in the official discourse of the European Commission (Scruton, 2006).

Establishing joint decisions in a dyad

Melisa Stevanovic

Everyday life is full of joint decision-making: people decide about where to go for a holiday, what to buy as a birthday present for a child, when to go for a lunch, etc. Regardless of the topic of decision-making, for any joint decision to be reached, someone needs first to make a *proposal* about what could be done. Clearly, a proposal is not *yet* a joint decision but something needs to be done for the joint decision to emerge. In this paper, I focus on the interactional procedures by which such a shift is accomplished.

While we might assume that proposals are regularly responded to either by acceptance or rejection, I will demonstrate that the situation is slightly more complex. Drawing on video-recordings of 300 proposal sequences in a simple decision-making setting—the one in which two professionals in different fields discuss their joint work tasks—I suggest that *joint decisions* emerge when the recipient's response involves three distinct components: (1) establishing/claiming *access* to the content of the proposal, (2) displaying *agreement* with the first speaker's views, and (3) displaying *commitment* to the proposed future action. These components play an important role also when participants negotiate the trajectory of decision-making process towards outcomes other than joint decisions—*non-decisions* and *unilateral decisions*. Also these outcomes are direct results of the deployment of the same components of access, agreement and commitment. The sequences in which a proposal is met with an explicit rejection are extremely rare in my data.

My observations elucidate the exact mechanisms of dealing with proposals in joint decision-making settings, as well as the ways in which people may negotiate their rights and obligations to participate in decision-making processes.

Reaching out for recipient uptake: a study of relative clauses in French talk-in-interaction

Ioana Maria Stoenica

Relative clauses (RCs) have been traditionally defined as subordinate clauses introduced by a relative pronoun. According to functionalist grammar, their role is to semantically extend or restrict an antecedent – most often a noun phrase. This paper proposes a reanalysis of RCs at the level of the “grammar for talk implementing action” (Schegloff, 1996: 113) that is of the way participants in interaction draw on this specific grammatical resource to mutually coordinate talk-in-interaction.

Combining conversation analytic and discourse-functionalist methodological tools, I will study the use of RCs in French conversations, based on a corpus of approximately 10 hours of audio recorded interactions in ordinary and institutional settings.

These audio data have been transcribed according to conversation analytic transcription conventions. Using qualitative analysis of conversational sequences, I will show two interactional functions accomplished by RCs: 1) when occurring in post-turn completion positions, RCs are used to provide a second transition relevance place for recipient uptake, 2) in doing this, RCs do not only semantically extend their antecedent, but they also extend the action of the turn they belong to, contributing in this way to the sequential organization of actions in interaction.

Thus, on the one hand, this study provides an empirically grounded argument for the need to hold loose our canonical conceptions of grammatical constructions in the light of their accomplishing different social actions (Ford and Thompson, 1996; Pekarek Doehler 2001, Ford, 2004; Fox, 2007). On the other hand, this paper extends recent discussions on the interactional role of linguistic structures in French talk-in-interaction (see Horlacher, 2007 on right dislocations, and Pekarek Doehler, 2011 on pseudo-clefts) to a new grammatical construction – the RCs.

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Patients' and nurses' perceptions of the intercultural interaction in a hospital ward

Jeanne Strunck

Based on a research project about how minority ethnic patients and Danish health professionals 'do' and talk about culture in a Danish hospital ward, the paper presents results of the analysis of the discourses put forward about their mutual collaboration. The project and the paper are based on a discourse analytic and social constructivist approach and data has been generated from individual and focus group interviews. Contrary to some earlier studies focusing exclusively on health professionals' perceptions in relation to the care of minority ethnic patients (Dansk Sygeplejeråd 2006; Nielsen, B. 2006; Roberts, C. 2005), this project includes the patients' perspective on the intercultural interaction. The analysis presented in the paper focuses on evaluating statements (Martin and White 2005) present in the discourses and how such statements may display the patients' self-positioning in relation to the discursive constructions of nurses' perceptions of their positioning as members of a professional community of practice. The analysis of the patients' discourses suggests that social conditions override ethnicity in regards to the evaluations of the cooperation in the ward. As concerns the nurses' they seem to avoid discourses of discrimination by the use of counter-discourses and by relying on standardized practices, without abandoning ideas of cultural relativism.

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Achieving a general communicative competence through practices in the foreign language classroom – a paradox?

Ann-Kari Sundberg & Eva Larsson Ringqvist

In this project, we use a CA perspective to examine the activities in the French language classroom where the pedagogical focus is on the development of students' communicative resources by means of oral interaction in the foreign language.

Achieving communicative competence is held as the primary goal in the Swedish curricula for modern languages in upper secondary school, not least in the new curricula (2011) which are strongly influenced by the European Framework and its focus on interaction. However, interaction in a didactic environment has its own characteristics (Bigot, 1996), which leads to the paradoxical situation described by Cicurel (2005, p. 185): students are supposed to learn to "talk naturally" in and through interactions in a setting governed by its own specific rules.

The aim of this study is to show the different potentials of oral activities in the foreign language classroom in terms of active and competent participation (comparison with "mundane, ordinary conversations", see Kasper, 2009), and point out those seeming to favour the development of the students' communicative and interactional resources in the foreign language.

The (preliminary) empirical material consists of video recordings of three teachers and three classes in Swedish upper secondary schools and of recordings on mini-disc with another two teachers and classes. From this material, situations focusing on oral activities, such as "free" conversation, discussion of text and oral peer work are extracted.

Our research questions concern:

- repair sequences (who initiates the repair? what is the object of the repair?)
- sequential development (dispreferred sequences in relation to code-switching)
- turn-taking (students taking the turn without being designated speakers)

In this contribution, we will present results dealing primarily with the question of repair.

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Interactional strategies for regulating children's media use

Eero Suoninen & Tiina Mälkiä

Homes are full of media equipment. In spite of talking with each other, members of family often focus their attention at computers, play console- and TV-screens and mobile phones. In many cases (although sometimes vice versa) the new equipment inhibits joint activities. Furthermore parents often get worried about the risks of their children's media use: addiction to possibly harmful social networks or games, and alienation from realities and responsibilities of everyday life. However, the regulation of children's media use is a challenging task, because the children often have a superior expertise of the media world.

In this paper we analyze the episodes in which children use a PC or watch TV, and their parent(s) tries to regulate - stop or supervise - the media use. The data, from which the analyzed episodes are picked out, consist of video recordings (4 simultaneously recording cameras) of 24 families' ordinary evenings. In each family there is a 5 or 12 years old child and in most of the families also one or more siblings. The aim of our analysis is to explicate in detail the variation of the strategies parents and their children when they negotiate for the continuing of media use. Methodologically the paper combines perspectives of discursive psychology, conversation analysis, multimodal discourse analysis and rhetoric. The results suggest that parents apply a variety of very different strategies in order to regulate media use. Children also regularly use a variety of opposing strategies. However, constant balancing between parent's authority and child's autonomy seems to be present in all combinations of parent' and child's strategies.

Committing to future action in workplace meetings

Jan Svennevig

A central activity in many workplace meetings is to decide on future action. This may involve formulating overarching strategies and guidelines for future engagements, or planning concrete activities or measures to be taken. This paper will investigate how such commitments to future action are formulated (action formation) and negotiated in workplace meetings. The study is based on a corpus of Norwegian and international business meetings, ranging from team meetings to management meetings. The focus of the analysis is the expression of necessity and desirability (deontic stance) and the negotiation of rights and obligations in committing oneself and others to future action. Proposing and committing to a future line of action may involve both linguistic expressions and forms (deontic modality) and specific types of sequential formatting. Strong versus weak claims of commitment may reflect and construct the various participants' degree of authority, and thus contribute to understanding how power relations are displayed and constructed in institutional interaction.

Within discourse dreams. From the American dream to citizenship dreams

Adjani Gabriela Tovar & Verónica Ochoa López

In the last decade of the twentieth century, the migration flows from Latin America to the US intensified importantly. Alongside, the racist attacks against the Latino community also increased. In the absence of clear migration policies, civil society organizations have implemented different actions that seek the respect of Latino rights.

An example of this is ¡Ya es hora!, an historic nonpartisan Latino Civic participation campaign that was launched in response to mobilizations of the Latino community of 2006. To bring this entire people into action, the campaign sought to inform, educate and motivate eligible legal permanent residents to apply for U.S. Citizenship. The strategy was supported by over 400 Latino community organizations and the principal American Spanish-speaking media. The results exceeded expectations; in just four months the goal of support from a million Latinos was reached.

To get the information, interviews were conducted in Los Angeles California with new citizens who were supported by the campaign, as well as the main organizers of ¡Ya es hora!. To analyze the campaign discourse about this new type of citizenship, we took as a reference frame the John B. Thompson proposal to analyze symbolic forms and its tripartite model of media communication.

Furthermore, a macrostructural analysis was used proposed by Teun A. Van Dijk, to identify the topics that the interviewees stressed in their speech, as well as Michel Pecheux to analyze what he calls the imaginary formations, that is, how immigrants see themselves, others and citizenship.

Changing participant roles in oil company advertising

Pamela Vang

Advertising is a form of communication by means of which one party, the advertiser, tries to persuade and influence another to behave in a way that is to the advantage of the advertiser. The purpose of this paper is to investigate how technical as well as socio-cultural changes have influenced the genre of advertising.

Based on a longitudinal study of the oil industry, the paper takes a dialogical perspective to examine how the interactional categories found in the advertisements have changed over time, and how the audience design has been developed to accommodate new and different participant roles.

The research questions that this study addresses are:

1. What shifts can be seen in the participant roles enacted in the advertisements?
2. What are the linguistic and semiotic features that contribute to the audience design?
3. How do the messages that are communicated change over time and how do the changes resonate with the socio-political situation?

The paper shows that the focus of the advertising message has shifted from selling products to different forms of branding. The discourse of the oil companies is no longer concerned with explaining what they can do for the general public, but instead suggests ways in which they can provide the support and assistance that is needed if we are to solve the many different problems that the world is facing together.

Overlapping talk and the family of assertive actions

Anna Vatanen

Building on prior conversation analytic work on different actions (see e.g. Levinson in press), this paper aims at shedding more light on certain type of actions, which can be grouped as the family of assertive actions. These initiating actions include ones like assertions, assessments, noticings and announcements. As a response, they invite an expression of affiliating (or not) by offering a specific place for the recipient to do it. But yet, they do not place strong implications nor conditional relevance on the response, when compared to another type of actions. (See Stivers 2005, Stivers & Rossano 2010.)

An important aspect of the responding turns in this family is their timing. It has been shown that at least agreeing assessments may come in quite early in the course of the prior turn (Pomerantz 1984, Goodwin & Goodwin 1992). In this paper, I will show that also many other kinds of responding turns in this family are frequently positioned in overlap with the prior turn, especially when they show sharing of some kind with the prior (e.g. agreement or affiliation). These responses include at least confirmations of the prior turn and congruent assertions.

The data to this study come from videotaped naturally occurring Finnish and Estonian everyday talk-in-interaction. Besides conversation analysis, also interactional linguistics is used as theoretical framework.

**Multi-layered Approach to Discourse Markers in Higher Education
Spoken Discourse**
Steve Walsh & Shanru Yang

In this paper, we propose a multi-layered approach to the analysis of discourse markers in higher education spoken discourse, drawn from 20 hours' video recordings of Chinese college English classes, recorded between 2007 and 2009. The aim of this study is to enhance understandings of the relationship between text, utterance and opportunities for learning in a higher education context. Here, we focus on our methodology and approach to data analysis, using an approach which consisted of a multi-layered annotation process in corpus linguistics using *Wordsmith Tools* (Scott, 2009). Data were subjected to a tripartite analysis which employed corpus linguistics, conversation analysis and modes analysis and which looked at both macro and micro contexts. In the data, discourse markers are found to operate at four levels of functional paradigm (Fung & Carter, 2007), namely referential, structural, interpersonal and cognitive, across the four micro-contexts of the Self Evaluation of Teacher Talk (SETT) framework (Walsh, 2006, 2011). This multi-layered analytical framework reveals that there is a close interrelationship between the use of discourse markers and a teacher's pedagogical goal in higher education classroom interaction.