

ALAPP 2017

7th INTERNATIONAL AND INTERDISCIPLINARY CONFERENCE ON APPLIED LINGUISTICS AND PROFESSIONAL PRACTICE

COMMUNICATION, INTERACTION AND QUALITY OF SERVICE
Ghent, Het Pand, 21-23 November 2017

General information
Book of Abstracts



The 7th International
Applied Linguistics and Professional Practice Conference

ALAPP 2017
21-23 November 2017

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Welcome

We are pleased to welcome you to the 7th international conference on Applied Linguistics and Professional Practice. The ALAPP conference brings together scholars from different disciplinary backgrounds, especially language and communication research and professional specialities (e.g. business, education, health, immigration and border control, journalism, law, organizational practice & administration, police work, research, therapy, social care and welfare, translation and interpreting).

ALAPP welcomes contributions on any topic linking professional and occupational practice with language and communication issues.

Conference themes include:

- Identity construction in professional communication
- Globalisation-affected multilingualism in the professions
- Use of lingua franca in professional encounters
- Multimodality in professional practice
- Professional practice, discourse and the new media
- The role of translation and interpreting in professional practice
- Language policy and practice in the professions
- Linguistic, interactional and communicative training for professionals

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Local Organising Committee – all Ghent University

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Practical information

Conference venue: Het Pand

'Het Pand' is the cultural and congress centre of Ghent University. This historical monument is a former Dominican Monastery, situated beside the river Leie in the historic center of Ghent.

Address:

Cultural and Convention Centre 'Het Pand'

Onderbergen 1

9000 Ghent

Belgium

Tel.: +32 (0)9 2648305

Accessibility

- By public transport:
from railway station 'Gent Sint-Pieters': tram 1 (every 6 minutes) or tram 24 (every 20 minutes). Get off at Korenmarkt. From Gent Zuid: tram 4 (every 6 minutes). Get off at Korenmarkt.
- By car: follow the sign to Parking P7 Sint-Michiels. The car park is opposite 'Het Pand'. An alternative car park is P8 Ramen. From there it's a 5-minute walk to 'Het Pand'.

Conference app

Thanks to Equinox Publishers we are able to provide an app, free of charge, containing the schedule, abstracts and delegate details. This enables you to set up your own personal programme.

The app is available on two platforms: IOS and Android. Go to your app store and look for Equinox Publishing, download and install the app. Or visit this site for more information:

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The Linguistic version of the Equinox app contains the Alapp programme and other features, such as an Alapp-themed (free) virtual issue and other free content and discounts.

Dropbox

We have set up a Dropbox-account, named Alapp, for presenters to upload their presentation in order to guarantee a smooth transition between speakers. You will be notified by email with instructions for how to access the shared folder. Please use a file name which combines the day of your presentation, your name and a short title: day x- yourname-shorttitle.pptx.

Conference venue map



Rooms in use

Refter (37.01.100.011)

from Main Entrance

Enter by the main entrance - turn right - pass the reception desk - take the small stairs - take the glass door - take the first double door at your left

Kapittelzaal (37.01.110.012) – catering

from Main Entrance

Enter by the main entrance - go right - pass the reception desk - take the glass door in front of you - enter the open space - at your left you find the Kapittelzaal

Jan Gillis (37.01.110.038)

from Main Entrance

Enter by the main entrance - go left - go to the end of the hallway - take the double glass door - take 1x the stairs (to the 0,5 floor) - take the brown door at your left (zaal rector Bouckaert) - pass the library - take the brown door at the end - enter by the brown door immediately at your left

August Vermeylen (37.01.120.063)

from Main Entrance

Enter by the main entrance - go left – continue to the end of the hallway - take the double glass door - take 3x the stairs (up to the 1,5 floor) - enter by the brown door at your left

By elevator: - take the white door immediately to your right - go to the 2nd floor - go right - take a few steps down - enter by the brown door

Rector Blancquaert (37.01.130.017)

from Main Entrance

Enter by the main entrance - go left - go till the end of the hallway - take the double glass door - take the stairs all the way up to the top floor - take the brown door at your right

By elevator : - take the white door immediately to your right - go to the 3rd floor - go right - take the brown door at your right

Registration and information

The registration desk can be found at the main entrance, on your right, just next to the information desk, just before entering room Refter. The desk will be open from 8:15 to 9:00 a.m., on Wednesday and Thursday from 8:30 to 9:00 a.m. Our conference desk staff will also be available to answer questions throughout the day during the conference breaks.

Catering

Morning and afternoon coffee breaks and lunches are included in the conference fee and will be held in 'Kapittelzaal' – groundfloor.

Internet access

If you are using your own laptop/smartphone, wireless internet is available with the following username and password:

Username: guestAlapp2

Password: wXGzWCsN

Make a wireless connection with "UGentGuest". If you have set up to request an IP address automatically, you will receive an IP address starting with 193.190.8x.

Now you are connected, but not yet authenticated. Start a web browser and you will be redirected to a logon screen. Enter the username and password as mentioned above.

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Taxis from and to Brussels Airport: +32 (0) 475 27 89 36 (Saelens Airport Service)

Public transport

By train: <http://www.nmbs.be>

By bus or tram: <http://www.delijn.be>

Programme

TUESDAY 21/11/2017					
	session 1	session 2	session 3	session 4	
8:40 - 09:40					registration
9:40-10:00					opening of the conference by Mieke Van Herreweghe, Vice-Rector of the University
10:00 - 11:00			Plenary 1: Martha Komter Talk, text, context: construction, character and use of the suspect's statement (chair: Katrijn Maryns)		
11:00 - 11:30	Pepijn van Eeden <i>Materializing discourse analysis with James, Schmitt and Latour</i>		(IP52) Bart Defrancq, Louise Debeir, Jelke Ysewijn, Frederik De Vylder, Susan Verhulst <i>Expectations of stakeholders in the Belgian judicial system regarding quality of interpretation and role of the interpreter.</i>		
11:30 - 12:00	Martina Temmerman <i>'A Victim of her own Success': The Representation of Hillary Clinton in the Press in the US Pre-Election Period 2016</i>		(IP18) Katalin Balogh, Heidi Salais <i>Interpreter-mediated questioning of minors: an interactional and communicative training for legal professionals</i>	(IP91) Xavier Martin-Rubio <i>Catalan higher education ESP and EMI looked at from different angles</i>	
12:00 - 12:30	Barbara de Cock, Sandrine Roginsky <i>Self- and other-representation in political campaigns on Twitter.</i>		(IP50) Rocco Loiacono <i>The complexity of legal translation in the drafting of bilateral treaties between Italy and English-speaking countries.</i>	(IP92) Xavier Martin-Rubio, Irati Dierdt Bote <i>English-only versus translanguaging: beliefs and emotions in two ESP class-groups</i>	
12:30 - 13:00		discussion		(IP116) Natalya Snytnikova <i>Providing a Meaningful and Motivating Context to Frame Learning Activities in an ESP Course</i>	
13:00 - 14:00	lunch				
14:00 - 14:30	PANEL 2: Managing problematic interactions in digital business communication. (coordinators: Sofie Decock, Bernard De Clerck, Stefan Damer)	Bridgit Fastrich <i>A cross-linguistic comparison of responses to critical customer inquiries: Insights from an acclaimed digital PR campaign</i>	Gitte Gravengaard <i>Collaboration between researchers and practitioners - three paradigms within communication research.</i>	Elisabeth Muth Andersen <i>Too little and too much. Dementia care staff's interactional solutions to a person with dementia's recurrent requests.</i>	
14:30 - 15:00		Sofie Decock, Rebecca Van Herck <i>The impact of communication style ((in)formality and addressee-orientation) in organizational social media. replies to complaints on customer outcome</i>	Brian Due, Simon Biering Lange <i>Facilitator resources for securing learning on video based workshops.</i>	Camilla Lindholm, Camilla Wide <i>Interrupting the monologue. The potential of co-participants' contributions.</i>	
15:00 - 15:30		Bernard De Clerck, Chloé Lybaert <i>Is conversational voice the best choice? A closer look at the impact of routinized and personalized formal and informal replies in online complaint management</i>	Louise Tranekjaer <i>The diversity management of team leaders in 'whiteboard meetings' at a laundry factory.</i>	Elisabeth Dalby Kristiansen, Gitte Rasmussen <i>Practices for making residents' wishes fit institutional constraints.</i>	
	PANEL 1: The interday of politics and journalism: Strategies of self presentation and representation (coordinators: Martina Temmerman, Barbara De Cock)		PANEL 4 (continued) (coordinators: Elisabeth Dalby Kristiansen, Gitte Rasmussen)	Ali Reza Majlesi, Anna Ekström, Lars-Christoffer Hydén <i>Using place and space in joint activities with people with dementia</i>	Translation and interpretation (chair: Katalin Balogh)
					(IP126) Marlena Iwona Bielak <i>Communicative aspects of translation vs. the translator's identity</i>
					(IP21) Emmanuelle Gallez, Franciska Vanoverberghe <i>Interpreting « Trumpese » for a Spanish-Speaking Audience: A Rhetorical Analysis.</i>
					(IP55) Beatrijs Wille <i>The Visual Communication and Sign Language checklist (VCSL-checklist) adaptation from American Sign Language (ASL) to Flemish Sign Language (VGT).</i>

			coffee			
15:30 - 16:00						
16:00 - 16:30	PANEL 2 (continued) (coordinators: Sofie Decock, Bernard De Clerck, Stefan Diemer)	Marie-Louise Brunner, Stefan Diemer <i>"Sorry it's really hard to understand you ... ((laughing))" – Negotiating problematic interaction in Skype conversations.</i>	PANEL 3 (continued) (coordinators: Gitte Gravengaard, Jeanette Landgrube)	Mie Femø Nielsen, Brian Due, Louise Tranekær <i>Achieving professional identity while talking about improving professional practice and procedure</i>	PANEL 4 (continued) (coordinators: Elisabeth Muth Andersen, Elisabeth Dahl Kristiansen, Gitte Rasmussen)	Christina Samuelsson, Anna Ekström <i>Digital communication support in interaction involving people with dementia</i>
16:30 - 17:00		discussion		Ann Merit Rikke Nielsen, Mie Femø Nielsen <i>Can we identify measurable trainables in social interaction?</i>		discussion
17:00 - 17:30	cross-disciplinary partnerships (chair: Dorte Casswell)	(IP 140) Katherine Kappa <i>'Listening to Africans': Doing partnership in the development industry?</i>		Jeanette Landgrube, Gitte Gravengaard <i>Balancing interest in fieldwork – research, teaching and multiple stakeholders.</i>	Training and coaching (chair: Monika Wilińska)	(IP38) Eva-Maria Graf, Thomas Spranz-Fogasy <i>The question of questions in coaching: Linguistic inquiry into the obvious?</i>
17:30 - 18:00		(IP93) Odland Annika <i>Industrial worker participation in the manufacturing industry: a discourse analytic study of cross-disciplinary meetings in an R&D department</i>		discussion		(IP133) Erika Darics <i>Language research and soft skill education: a double helix</i>
18:00 - 18:30						(IP44) Marilize Pretorius, Kris Van de Poel <i>The cognitive and affective side of healthcare communication training.</i>
					Multimodal practices (chair: Daniel Perrin)	(IP101) Tiffany Bourelle, Julianne Newmark <i>Practice-Level Struggles of Usability Learning within a Multimodal Technical and Professional Communication Curriculum</i>
						(IP104) Joseph Bartolotta <i>Designing as a professional in highly-structured multimodal environments.</i>
						(IP108) Hildegard Vermeiren <i>Inclusion and multimodality in dialogue interpreting. Designing an online training course in the framework of the EC+ Project</i>
						(IP141) Ellen Van Praet, July De Wilde <i>M-health: a game-changer for multilingual service encounters?</i>
						(IP81) Antoon Cox, Katrijn Maryns <i>Multilingualism at the Emergency Department (ED). A linguistic-ethnographic analysis of multilingual strategies in ED consultations</i>

WEDNESDAY 22/11/17						
	session 1		session 2		session 3	session 4
9:00 - 9:30	PANEL 5: Speaking to the Gut: How Emotive Language is Conquering Public Communication (coordinator: Marta Zampa)	Liane Stroebel <i>Sensorimotor-based action words speak louder than (non-sensorimotor-based) words</i>	PANEL 7: Multi-party meetings in interprofessional work. (coordinators: Dorte Caswell, Christopher Hall, Kirs Juhila)	Christopher Hall, Stef Slembrouck <i>Working within and across boundaries in core group meetings in child welfare.</i>	Metaphors (chair: Jana Decerca)	(IP16) Elena Semino <i>Metaphors for healthcare communication challenges in doctors' and patients' online writing</i>
9:30 - 10:00		Marlies Whitehouse <i>The interplay of emotive language and rational arguments in financial analysts' recommendations – and its impact on society-at-large.</i>		Pia H. Bülow, Monika Wilińska <i>Alliances in making: Emotions and Micro-politics in multiparty return-to-work meetings</i>		(IP61) Miguel Ángel Campos-Pardillos <i>Metaphors in the discourse of EU judicial cooperation institutional websites.</i>
10:00 - 10:30		Thierry Herman <i>Emotions and Evaluative Statements vs. Argumentation in Donald Trump's Tweets.</i>		Juliet Koprowska <i>Multiparty Meetings in Social Welfare: Initial Child Protection Conferences in England.</i>		(IP132) Sofie Busschop <i>Keywords and their conceptual metaphors: a cross-sectoral study of discourses of sustainability in Flanders as evidenced in media texts</i>
10:30 - 11:00	coffee					
11:00 - 11:30	PANEL 5 (continued) (coordinator: Marta Zampa)	Marta Zampa <i>Telling a Tale of Lost Greatness: Argumentative Framing in Trump's Presidential Campaign.</i>	PANEL 7 (continued) (coordinators: Dorte Caswell, Christopher Hall, Kirs Juhila) (chair: Stef Slembrouck)	Kirsi Juhila, Suvi Raitakari <i>Knowledge on clients' recent history in CPA-meeting interaction.</i>	Discourses of care (chair: Myriam Devaughen)	(IP29) Kirsi Günther, Jenni-Mari Räsänen <i>Reported Everyday Responsibilities of Mental Health Workers and Clients.</i>
11:30 - 12:00		Aleksandra Gnach <i>Emotionally connected. Investigating the influence of emotions on social realities.</i>		Dorte Caswell, Tanja Dall <i>Chairing participation. Chairs' use of 'we' in team decision making with clients.</i>		(IP 51) Johanna Komppa <i>Written reporting in an internal medicine ward. A text linguistic view.</i>
12:00 - 12:30		Daniel Perrin, Mathias Fürer, Margherita Luciani <i>Investigating emotions in collaborative news writing.</i>		discussion		(IP20) Kurhila Salla, Lehtimaja Inkeri <i>Informing or assessing? Nurses' talk about patients' condition in hospital interaction.</i>
12:30 - 13:00		discussion		(IP24) Alla Zaitseva <i>The Concept of Synonymy in the Language of Medicine from a Broader Perspective</i>		(IP69) Avril Verhelst <i>Relational and transactional talk in a nursing home: taking a multimodal view of a caregiver's use of elderspeak during a group activity.</i>
13:00 - 14:00	lunch					

14:00 - 15:00	Plenary 2 (the Chris Candlin Lecture): Greg Myers Miscommunication as process and practice (chair: Srikant Sarangi) Announcement Candlin Researcher Award						
15:00 - 15:30	PANEL 6: Exploiting children's multilingual repertoires: a topic for teacher development (coordinator: Fauve De Backer)						
15:30 - 16:00	Piet Van Avermaet <i>Multilingualism in education. Problem or asset?</i> Kirsten Rosiers <i>Overt and covert gatekeeping mechanisms in schools. Monolingual policy in Flemish education and its impact on school policies and linguistic practices.</i>						
16:00 - 16:30	Aaron Cicourel <i>Diagnosing dementia digitally and qualitatively</i> Linnea Hannell <i>Narratives and the law of existence of statements</i> Mieke Vandenbroucke, Stef Slembrouck <i>Marriage to a Belgian and its imponderables. The sociolinguistics of marriage fraud investigations by local authorities</i>						
16:30 - 17:00	coffee						
17:00 - 17:30	PANEL 6 (continued) (coordinator: Fauve De Backer)						
17:30 - 18:00	Fauve De Backer <i>Functional multilingual assessment for learning</i> discussion (coordinator: Mieke Vandenbroucke)						
18:00 - 18:30	Sue White <i>The Slipperiness of Knowledge Making in Diagnosis and Detection of Children at Risk</i> Alfonso del Percio <i>The Making of the Good Citizen: Language, Governmentality and the Politics of Professional Activation.</i> discussion						
	New Media (chair: Sofie Decock)						
	(IP62) Isabel Balteiro <i>Code-switching and Anglicisms as solidarity and identity construction in Spanish fashion bloggers.</i>						
	(IP66) Anna Tereszkiewicz <i>News reports on Snapchat. New forms of journalistic practice.</i>						
	(IP72) Ursula Lutzky <i>From Southern Rail to #southernfail. Crisis and communication on Twitter</i>						
	Academic discourse (chair: Peter Muntig)						
	(IP11) Dorien Van De Mieroop, Jonathan Clifton, Prachee Sehgal <i>The multimodal enactment of authority through membership categorization in Indian faculty meetings.</i>						
	(IP123) Marta Kirilova, Janus Mortensen <i>Don't bother learning Danish: Exploring language ideological discourses about the (ir)relevance of Danish for transnationally mobile employees in Danish academia</i>						
	(IP68) İşıl Özylđrim <i>A Comparative Approach to Turkish Academic Discourse</i>						
	New Media (continued) (chair: Sofie Decock)						
	(IP131) Laurent Gautier <i>New media and the professional / non professional discourse distinction: a case study of online wine reviews</i>						
	(IP87) Ward Peeters <i>Applying the networking power of Web 2.0 to the classroom: The dynamics of online peer interaction</i>						
	(IP48) Franca Poppi <i>Keep it short and simple? Communication styles in ELF email exchanges.</i>						
	(IP22) Tiina Rälsänen <i>English as a business lingua franca and spatial repertoires.</i>						

THURSDAY 23/11/2017						
	session 1	session 2	session 3	session 4		
9:00 - 10:00						
10:00 - 10:30						
10:30 - 11:00	Advertising and branding (chair: Bernard De Cock)	(IP3) Songqing Li <i>Intertextuality as a strategy of Glocalization: A comparative study of Nike's and Adidas's 2008 advertising campaigns in China.</i>	Health work (chair: Johanna Komppa)	(IP42) Isabel García-Izquierdo, Vicent Montalt <i>The construction of discursive identity in doctor-patient communication. Informed consent and the role of intralingual translation.</i>	Social welfare (chair: Christopher Hall)	(IP23) Marit Olave Riis-Johansen, Ellen Andenæs, Kristin Halvorsen, Göril Thomassen Hammerstad <i>Inviting and supporting service user involvement in labour/welfare counseling interviews</i>
11:00 - 11:30		(IP80) Glen Michael Alessi <i>Place branding and heritage tourism in the American West: a corpus-assisted critical analysis of promotional language features.</i>		(IP120) Peter Muntigl, Lynda Chubak <i>Managing Distress in Psychotherapy</i>		(IP56) Kim Stroumza, Marc Pittet, Anne-Françoise Pont-Charmot, Sylvie Mezzena, Flavio Fersini, Laetitia Krummenacher <i>Language in the service of quality practice in the field of child welfare. Details of enunciation and internal agreement.</i>
11:30 - 12:00		(IP65) Kerrilee Lockyer <i>Communicating Australian wine brands: employee legitimacy in the context of a multinational corporation.</i>		(IP111) Minna Suni, Marja Seilonen <i>Providing public health services through second language interaction</i>		(IP117) Martine Noordgraaf <i>Coming to new understanding: forms and use of interpretations in family treatment homes</i>
12:00 - 12:30				(IP137) Göril Thomassen Hammerstad, Srikanth Sarangi, Inga Björnevoll <i>Professional orientation to 'scientific' and 'familial' others in genetic counselling communication</i>		(IP102) Helen Watts <i>Discourses of Care: Interactions between care home workers and residents living with dementia</i>
12:30 - 13:00				closing Announcement ALAPP 2018		
13:00 - 14:00				lunch		

Abstracts

Plenary presentations

ALAPP Christopher Candlin lecture

Myers Greg
Lancaster University, UK

Miscommunication as process and practice

In 1974, Chris Candlin and his colleagues at Lancaster University started a study of communication by doctors in casualty for the Nuffield Provincial Hospitals Trust. The aim was to prepare training materials for doctors from overseas, who were then, and are now, a key part of Britain's National Health Service. An underlying idea of this study, and others like it, was that professionals who trained in languages other than English might need to have specific lexical and grammatical resources in English to practice in this new environment. Highlighting these special features might avoid episodes of miscommunication that could have consequences for patients' care. But Candlin's team could see that, besides lexical and grammatical knowledge, there were wider pragmatic, cultural, and institutional issues involved in miscommunication. Their study involved collecting examples of language use, but it also involved the wider context in medical practice, including interactions between professionals, the often disrupted structure of the interview, the mediation of language in written records and phone calls, different varieties and registers of English, time pressures, differences between different wards, and the flow of patients through the hospital. Since then, the field has developed enormously, with Candlin playing a key part in it, but I would argue there has always been a tension between seeing miscommunication in terms of linguistic description, and seeing it as part of an on-going process and wider practice. In this talk, I will trace how miscommunication, misunderstanding, and communication failure have been treated in applied linguistics, and will look at how researchers now deal with the processes of recognition, repair and recovery.

Lønsmann Dorte
Copenhagen Business School, Denmark

Language as proxy: Language repertoires and language ideologies in transnational workplaces

Transnational mobility and the ensuing linguistic diversification of many societies have led to a focus on the role of language, especially the national language, in relation to inclusion and integration of a transnational workforce. In this talk I focus on discourses surrounding language, migration and inclusion in transnational workplaces. I draw on research from the past 10 years from a wide range of transnational workplaces with a wide range of research participants, including engineers, HRM managers, IT employees, warehouse workers and refugees in language internships. The overarching question I want to ask in this talk is: How do ideas about language and language repertoires structure inclusion and integration in globalizing workplaces? By asking this question I want to investigate how transnational workers are positioned and categorised in discourses about language and language repertoires, and at the same time how these discourses contribute to ordering the complexities of a globalising world. Through case studies, the paper outlines how overarching dichotomies of stability and transience, local and global, are negotiated and given meaning through talk about language and language repertoires. The cases outline how specific language repertoires become proxies for other concepts and identities. In the corporate setting, English becomes a proxy for the fluid and vague concept of 'a global mindset', and in the context of migration and integration, lack of local language competence becomes a proxy for the unemployability of recent migrants. As Piller (2016:62) points out, in debates about language, and I would add, in organisational communication about language, "linguistic repertoires become markers of inclusion and exclusion, of legitimacy or illegitimacy". By promoting a discourse of English as intrinsic to corporate success, linguistic diversity is devalued and delegitimised, and employees who do not master English are marginalised. And by promoting Danish as the way to the job market for refugees, structural issues of job market discrimination and integration policy become the responsibility of the individual. In this way language used as a proxy makes societal issues personal, in ways that are not always inclusive but often the opposite.

Komter Martha

The Netherlands Institute for the Study of Crime and Law Enforcement (NSCR), Netherlands

Talk, text, context: construction, character and use of the suspect's statement

The Dutch criminal law process has been described as an 'audit model' of criminal adjudication, where the documented activities at each stage of the criminal law process are checked and reviewed by the legal professionals who use these documents in subsequent stages (Anderson, 1999: 50). This process starts at the police station, for example, when the police detective interrogates a suspect and draws up a report of the interrogation, and it ends in the courtroom, when judges, prosecutors and defence lawyers refer to the case file in the course of their professional activities. A central feature of this 'entextualisation process' is that a given discourse becomes detachable from its local context and may assume a life of its own and be invoked in different social contexts (Urban 1996: 21-24).

Entextualisation in the criminal law process comprises decontextualisations and recontextualisations of the suspect's statement, for example, the transformation of talk in the police interrogation into the text of the police report involves a decontextualisation of the interactional and emerging elements of the talk and a recontextualisation as a fixed document that can serve as an official piece of evidence. As de- and recontextualisations inevitably entail shifts in interpretation, and as in the criminal law process the stakes are higher than in most other institutional settings, it is crucial to understand how 'the suspect's statement' changes its meaning in the course of its travels through the criminal law process.

It has been observed that the seeds of miscarriages of justice can be found in the police interrogating room (Brants, 2012: 1079). The assumptions behind discussions about miscarriages of justice are that they result from errors or from conscious efforts to manipulate the evidence to secure a confession rather than find the truth. Such a description does not take into account that many of the differences between the talk in the police interrogation, the text of the police report and its subsequent uses in the courtroom are the unnoticed and unintended effects of the entextualisation process (Komter, forthc.). If that leads to unjustifiable judgements the effects are all the more intractable, as it is more difficult to solve problems that result from unnoticed or unintended events than from recognisable errors or from conscious misrepresentations.

References:

- Anderson, T.J. (1999). The Netherlands Criminal Justice System: An Audit Model of Decision-Making. In: Malsch, M. & Nijboer, J.F. (eds.), *Complex Cases. Perspectives on the Netherlands Criminal Justice System*. Amsterdam: Thela Thesis.
- Brants, C. (2012). Wrongful convictions and inquisitorial process: the case of the Netherlands. *University of Cincinnati La Review*. 80/4: 1069-1114.
- Komter, M.L. (forthc.). *Language in the criminal process: talk, text, context*. Cambridge: Cambridge University Press.
- Urban, G. (1996). Entextualization, replication, and power. In Silverstein, M. and Urban, G. (Eds.), *Natural histories of discourse* (pp. 21-44). Chicago: University of Chicago Press.

Panels

Panel 1: The interplay of politics and journalism: Strategies of self-presentation and representation

Coordinated by:

Coesmans Roel
Free University of Brussels, Belgium

Temmerman Martina
Free University of Brussels, Belgium

De Cock Barbara
Université catholique de Louvain, Belgium

This panel focuses on the strategic use and impact of news media as tools of political communication. From discursive perspectives we study how both legacy media, such as newspapers, and online media, such as Twitter, can function as tools for professional communication by political actors (politicians, political parties or political journalists). More specifically, we aim at highlighting discursive strategies of self-presentation and representation in the dynamics of mediated political communication by investigating recent political cases, such as the 2014 European elections or the 2016 US election campaign.

Politicians and political journalists depend on each other and their discourses are characterized by intricate intertextualities (e.g. Fairclough 1995, Fetzer & Lauerbach 2007, Strömbäck & Kiousis 2011). Politicians and journalists have always been sparring partners in modern democratic societies (e.g. Ekström & Tolson 2013, Gurevich, Coleman & Blumler 2009, Voltmer 2006). This panel zooms in on the dual profiling that always seems to be at stake in the mutually profitable interplay of politics and journalism. On the one hand, politicians use media to present themselves and to promote their ideas. They not only benefit from coverage in offline media, but also frequently exploit online media, such as the microblogging platform of Twitter for this kind of professional political communication (Coesmans & De Cock 2017, Vowe & Henn 2016). On the other hand, politicians are represented by journalists in different genres of news, creating ideological portrayals that could influence media users' political views. The representation of (neo-)populism is a case in point here. In particular, this panel wants to shed some new light on (the impact of) the media representation of politicians at times of elections, on the way politicians present themselves on Twitter (possibly to counter mainstream media representations, cf. Marland, Giasson & Small 2014) and on populist labelling in newspapers.

De Cock Barbara
Université catholique de Louvain, Belgium

Roginsky Sandrine
Université catholique de Louvain, Belgium

Self- and other-representation in political campaigns on Twitter

In this presentation, we focus on the strategies used by politicians to represent themselves and fellow politicians on Twitter during political campaigns

Through a combined method of longitudinal observation of corpus data and ethnographic interviews with relevant stakeholders, we will analyze how politicians represent themselves and others on the microblogging platform Twitter. We will particularly focus on French, Spanish and UK candidates for the 2014 European elections.

Our hypotheses are that: (i) given the fact that Twitter is mainly used for professional communication, the professional identity will prevail; (ii) that they activate different strategies to profile themselves as active campaigners, relying on the affordances of Twitter; (iii) that they highlight different characteristics of their political identity, such as that of a campaigner, of a professional of politics...

Our analysis takes into account not only the text content of the tweets produced in the campaign period but also looks into how Twitter users reappropriate other users's words through retweets as a means to spread self-praise without appearing as the person who utters this self-praise .

Temmerman Martina
Free University of Brussels, Belgium

'A Victim of her own Success': The Representation of Hillary Clinton in the Press in the US Pre-Election Period 2016

This paper wants to shed some light on the way journalists have represented the figure of Hillary Clinton in the written press in the pre-election period of 2016. While the majority of the political journalists did not foresee her failure, they may have contributed to it by their portrayal of her persona.

We have compared the framing of Clinton in the American and Flemish press. Within the limited scope of this first analysis, we have selected all articles mentioning Clinton in the period of the official campaign (July 26 - November 8, 2016) from four newspapers: The New York Times and USA Today for the US and De Standaard and Het Laatste Nieuws for Flanders.

Earlier research has shown that women politicians often get a coverage based on gender stereotypes and emotional and trivial issues (Garcia-Blanco & Wahl-Jorgensen 2012; Curnalia & Mermer 2014). Based on a framing and discourse analysis, it will be shown that also in this corpus, topics like physical appearance, feminine roles and emotion often have gained the upper hand over topics concerning the political programme and that the approach of the American and of the Flemish newspapers was very similar.

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Van Eeden Pepijn
Free University of Brussels, Belgium

Materializing discourse analysis with James, Schmitt and Latour

This paper describes a turn from typical contemporary political discourse analytical attitude to the adoption of a radical empiricist and 'new materialist' approach, in large part triggered by left-liberal social constructivist approaches to science, which allows climate sceptics to (falsely) claim the New in contemporary media. Such a 'turn' to materialism is not new in itself. Most importantly, it has been advanced in science and technology studies (STS) – e.g. in the work of Bruno Latour, Isabelle Stengers, John Law, Donna Haraway. More recently it has been picked up in political theory, and currently gains fast in momentum with the advent of the Anthropocene, the geological epoch which proclaims 'mankind' as the predominant geological determinant, turning the objective sciences from a politically 'neutral' domain into one that stands today at the heart of political debate.

In a first part, two of the most influential schools in English-language discourse analysis are reviewed in this light: Essex Discourse Theory (DT) and Critical Discourse Analysis (CDA). The latter tends to divide the world in 'real' intransient structures and discursive 'appearances'. The former, on the other hand, relies on Derridean post-structuralism, and does not acknowledge a separate extra-discursive realm, but all too often regresses into narrow linguistic reductionism. Within both branches, then, there are significant barriers in place for taking things and objects into account as co-shaping political processes. In a second part, a three-stepped procedure is proposed for solving the problem: 1) breaking with reservations to empiricism, within both the DT and CDA community, by adopting the 'radical empiricism' of American pragmatist William James; 2) connecting the political to materiality by turning to the controversial Carl Schmitt; 3) drawing physical objects and language in the same analytical orbit, without abolishing difference overall, as achieved by Bruno Latour among others.

Panel 2: Managing problematic interactions in digital business communication.

Coordinated by:

Decock Sofie
Ghent University, Belgium

De Clerk Bernard
Ghent University, Belgium

Diemer Stefan
Trier University of Applied Sciences/Saarland University, Germany

This panel is motivated by the current state of research in linguistics, service-oriented marketing and public relations which fail to fully address the linguistic intricacies and new communicative challenges in digital business communication. End-users of products and services can now easily communicate positive and negative feedback to other customers and

organizations on social networking and (micro)blogging sites, the sheer amount of which is hard for corporations to monitor, let alone respond to. As negative word-of-mouth on both the issue at hand and the way it has been tackled may have detrimental consequences in terms of reputation and sales (Luo 2009), organizations now have to access these social platforms as well and engage in a very delicate type of online service encounter (i.e. webcare) with the prime intention of nursing customer relationships and monitoring reputation management (Van Noort and Willemsen 2011). The success of this type of interaction depends on many different aspects, including the linguistic realization of both the original message by the customer and the ensuing webcare itself (Holmqvist and Grönroos 2012). However, context-specific knowledge on what constitutes the most appropriate, effective communicative strategies during critical moments - both from the customers' and the companies' perspective - is lacking (Lee and Song 2010) or proves to be somewhat contradictory. This panel aims to merge different disciplines and methodological approaches to improve our knowledge on this issue. Research results may in turn contribute to the formulation of recommendations for digital business communication, allowing companies and customers to optimize their interactions and the desired quality of service. Papers are invited that focus on critical customer inquiries, complaint management, and miscommunication in online settings based on data from social media and online platforms.

Brunner Marie-Louise
Trier University of Applied Sciences, Germany

Diemer Stefan
Trier University of Applied Sciences, Germany

"Sorry it's really hard to understand you ... ((laughing))" – Negotiating problematic interaction in Skype conversations.

In the context of ongoing globalization, business is conducted in an international setting by multinational teams catering to global customer bases. In this international business context, English is increasingly used as a robust and flexible Lingua Franca. At the same time, online communication is the medium of choice for most of the business processes as face-to-face interaction becomes less feasible. Video-conferencing, in particular, the most immediate and spontaneous channel, creates issues arising from both the medium and the intercultural context.

The paper analyses problematic instances of interaction taken from a corpus of English as a Lingua Franca (ELF) Skype conversations. We focus on two different levels: the medium (external), and the interaction itself (internal), which are documented on the basis of examples.

Skype as a medium poses unique external constraints that may lead to miscommunication that may either negatively influence or even interrupt the communication and which participants have to overcome. From an interactional perspective, we investigate communicative issues on two levels: language and content. The influence of the speakers' native language may cause the communicative process to stall. With regard to content, a potential issue is the treatment of unwelcome or problematic topics which often occur in the form of cultural stereotypes.

Our data shows that participants solve and sometimes even pre-empt problematic interactions by using various discursive strategies, such as metadiscourse, (dis)alignment, "let-it-pass", deflection, or the use of non-verbal resources. By looking at both the medium and the interaction level, the paper contributes to developing a more complete view of the complex communication processes in international Skype communication.

De Clerck Bernard
Ghent University, Belgium

Lybaert Chloé
Ghent University

Is conversational voice the best choice? A closer look at the impact of routinized and personalized formal and informal replies in online complaint management

In the current climate of customer empowerment, organizations see themselves confronted with an exponential growth of customer complaints (Van Vaerenbergh and Orsingher 2016), the sheer volume of which is sometimes hard to manage. While existing research has shown that the use of a conversational human voice in online interactions with customers correlates positively with trust, satisfaction, control mutuality and commitment (see Kelleher and Miller 2006, Kelleher 2009 Van Noort and Willemsen 2011), it remains to be seen whether similar effects can be attested in the delicate context of complaint management. In addition, since the volume of online comments (and negative word-of-mouth) often forces companies to engage in routinized webcare reply patterns, it is unclear how such routinized conversational patterns are perceived and to what extent automated conviviality is perceived as genuine (see Mattila et al. 2013 for negative aspects of routinized replies in e-mails). Finally, while differences in formality have been attested cross-culturally (Locher and Watts 2005) and in complaint management (Decock & Spiessens 2017), the impact of the level of formality on customer outcomes in the specific context of online complaints remains understudied. This paper wants to address these issues in a 2X2 experimental between-subjects study which examines the impact of routinized and customized realizations of conversational voice on the one hand and routinized vs. customized formal and informal replies to customer complaints on the other hand. It will do so based on a contrastive study of customer outcomes in French and Flemish settings, fuelled by existing differences in formality between both languages and the Belgian corporate context often demanding bilingual approaches. As such, the results of this study will help companies to better assess the risks of formal and informal ad hoc and routinized responses in particular contextualized cultural settings during online complaint management.

Decock Sofie
Ghent University, Belgium
Van Herck Rebecca
Ghent University, Belgium

The impact of communication style ((in)formality and addressee-orientation) in organizational social media: replies to complaints on customer outcomes

This paper presents a study on the impact of communication style in organizational social media replies to complaints on customer outcomes such as satisfaction. Knowledge on what constitutes the most appropriate, effective communicative strategies in response to online complaints is lacking (Lee and Song 2010), and an interdisciplinary approach, combining insights and methods from research in linguistics, service recovery and public relations is needed in order to address this research gap (Carnevale et al. 2017). To our knowledge, only Gretry et al. (2017) have adopted this integrated approach in a social media setting. They found that the use of an informal style increases trust in brands with which consumers are familiar. Their study 1) does not focus on problematic online interactions, and 2) is limited to the communicative style of (in)formality without operationalizing this style as gradable. However, while brands predominantly use an informal style in online communication (Beukeboom et al. 2015), such a style may – as literature on face-threatening interactions suggests (e.g. Brown and Levinson 1987) – be deemed too close for comfort in sensitive interactions between customers and organizations because of a lack of negative politeness strategies. In addition, House's research (2006) suggests that there are additional dimensions of communicative style which can be operationalized linguistically, and that dimensions of communicative style are gradable. Therefore, our study operationalizes two gradable dimensions of communicative style (the degree of (in)formality and the degree of addressee-orientation) in a series of experimental studies with a single-factor between-subjects design. Dutch and German organizational online replies to complaints in Flemish and German settings are manipulated according to these two dimensions, and the effect on customer outcomes is measured. The results of this study can be translated into context-sensitive communicative guidelines for organizations with the goal of increasing the quality of webcare.

Fastrich Bridgit
Justus Liebig University Giessen, Germany

A cross-linguistic comparison of responses to critical customer inquiries: Insights from an acclaimed digital PR campaign

With the explicit purpose of counteracting its growing negative image (cf. Laird 2013), McDonald's Canada launched the digital campaign Our Food. Your Questions (OFYQ) in 2012 as one component of its so-called "webcare" or "online reputation management" (cf. e.g. Zhang and Vasquez 2014: 54). At the center of this campaign is a dedicated platform with a question-and-answer (QA) format, in which McDonald's responds to (often critical) questions about its food and practices. Having received international acclaim, OFYQ has spread beyond Canada to, e.g., Australia and Germany, making it a promising source of data to study digital business communication cross-culturally. For this purpose, a specialized corpus was compiled based on the OFYQ campaign that includes an English-language (CAN) and German-language (GER) component, each of which contains approximately 8,000 QA pairs.

This study focuses on the pragmalinguistic strategies McDonald's uses to deny, disagree with and distance itself from critical customer inquiries (cf. challenges in Fetzer 2011). For this, an analysis was conducted on responses to positive polar questions containing a critical inquiry (e.g. Are your fries plastic?) and why-questions containing critical presuppositions (e.g. Why is your food so unhealthy?). McDonald's responses will thus be compared in CAN and GER with regards to their negation features, as well as stylistic features such as forms of greeting and address, informal language, humor, and – in light of theories of evaluation (e.g. Martin and White 2005) – evaluative language. The results show that McDonald's employs notably different strategies in German and Canadian contexts, including greater variation in negation strategies in CAN and – against the expectations according to House's (e.g. 1997) dimensions – more routinized language in GER. These findings reveal McDonald's rather "glocal" approach (cf. Schiffman and Kanuk 2009: 471–472) to its webcare, an insight relevant to internationally active companies developing their own webcare strategies.

Panel 3: Aspects of improving quality in professional practice.

Coordinated by:

Gravengaard Gitte
University of Copenhagen, Denmark

Landgrebe Jeanette
University of Copenhagen, Denmark

Drawing on theory from communication consultancy, change communication, learning theory, metrology and framed within an ethnomethodological perspective, this panel discusses important aspects of the relation and collaboration between researchers and practitioners – and how this can improve and enhance the quality of professional practice.

The panel will be grounded in empirical data as well as thoroughly reflected from theoretical perspectives as we discuss this collaboration from theoretical as well as practical angles.

All panel contributions will elaborate on potential pitfalls and benefits connected with applied research aiming at improving professional practice; and drawing on the new research value chain, we will demonstrate and discuss a range of examples of how we as scholars can engage with practitioners in a knowledge-creating relation; engaging in ongoing dialogue, discussing conclusions and findings, and developing tools for improving the professional practice.

We will suggest a framework identifying three paradigms for knowledge creation involving researchers and practitioners. In particular, we will show examples of how micro analysis of interaction in professional practice can be used to improve the quality of this particular practice – for instance function as point of departure for video learning workshops or for the development of training programs. We will also address the challenges of assessing and measuring the efficiency of a particular interactional practice as a result of training or researcher intervention. Furthermore, we will elaborate on and discuss how to engage students in this type of projects and how to balance the challenges connected to working with different interests and stakeholders during field work.

All the contributions are to explain and discuss the co-construction of shared understanding and a shared language in applied research with the ambition to facilitate creation of knowledge between specialized domains, thus creating a more public scholarship.

Due Brian
University of Copenhagen, Denmark

Lange Simon
University of Copenhagen, Denmark

Facilitator resources for securing learning on video based workshops

This paper reports on a longitudinal research project where we have been developing new methods for improving professional communication (Due & Lange, 2015). The problem we address is how to secure organizational learning for employees. From an applied EMCA (Antaki, 2011) and multimodal (Streeck, Goodwin, & LeBaron, 2011) perspective, we have video recorded meetings and interactions, analyzed details displayed in social interaction and present findings to participants based on video clips. This is conducted in a workshop format with the aim of securing learning. We have been working with four different Danish organizations; a large company, an NGO, a small software company and a large optician chain store where staff were on workshops. The data consists of video recordings of social interaction and field notes. In this paper, we specifically focus on the challenges of being a facilitator, and the semiotic resources the facilitator uses to secure progressivity in the workshop. The research has implications for practitioners, learning theories and multimodal interaction analysis.

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Gravengaard Gitte
University of Copenhagen, Denmark

Collaboration between researchers and practitioners - three paradigms within communication research

Drawing on examples from communication research, communication consultancy and a range of projects aimed at facilitating collaboration between researchers and practitioners, this paper identifies three paradigms (Kuhn 1962) in which knowledge, knowledge sharing, knowledge transformation, and knowledge creation are conceptualised and put into practice by researchers in different ways (Gravengaard 2017).

In paradigm 1, the expert consultant and top-down dissemination of knowledge, the researchers' goal is to collect knowledge and make it available to practitioners. In this phase, we see projects drawing on the traditional research value chain, and a linguistic turn causes communication researchers to focus on the linguistic level of texts from organisations.

In paradigm 2, the expert consultant and top-down dissemination with feedback, knowledge transformation is conceptualised as a social process of sharing and exchanging knowledge within a social context (Blackler 1995). Still employing the traditional research value chain, a social turn now causes communication researchers to focus on text in their organizational context refraining from focusing merely on the autonomous text.

The researchers' main focus in paradigm 3, the facilitator and co-creation of knowledge, is to actively collaborate with practitioners and to create new knowledge together. The goal is knowledge development (Huysman & Wit 2002), by which knowledge creation is a joint endeavour involving both practitioners and researchers. Researchers conceptualise this relationship as a knowledge-creating relation where both parties have important knowledge equally relevant – applying the new research value chain. This interactional turn conceptualizing communication as constitutive (Holtzhausen & Zerfass 2015) causes communication researchers to focus on interactions in organizations when aiming at improving quality in professional practice.

A fourth paradigm, involving a (big) data turn, artificial intelligence, human-machine interaction and actor network theory (Latour 1998, 2005), is prevailing, and this paper also discusses the contours of this new phase and the relation between researchers and practitioners prevalent here.

Landgrebe Jeanette
University of Copenhagen, Denmark

Gravengaard Gitte
University of Copenhagen, Denmark

Balancing interest in fieldwork – research, teaching and multiple stakeholders

Taking point of departure in Schön's notion of the reflective practitioner (Schön 1982), Kolb's approach to experience-based learning process (Kolb 1984), and flipped classroom as learning model (Alvarez 2011), this paper addresses and discusses challenges in teaching-based research. In particular, we focus on the challenges of balancing different interests of stakeholders during fieldwork when applying the new research value chain to facilitate a knowledge creating relation (Gravengaard 2017) between stakeholders in such research projects.

Practitioners, researchers and students invariably have different motivations for engaging in fieldwork; practitioners agree to be subjected to research, because of an interest in improving some aspects of their organization. Students engage in fieldwork as part of a curriculum and ultimately because they will face exam requirements. Researchers are interested in collecting data and gaining knowledge about a certain setting for the purposes of conducting research and improving organizational practices.

This triangle is a source for innovation and knowledge creation. However, the different interests may also lead to unforeseen clashes during the process of fieldwork, which may be rooted in the (mis)alignment between professional identities (Zimmerman 1998) and personal agendas.

Our primary data stems from our first-hand experience teaching a methodology course at the University of Copenhagen for three years. Here we combine the theoretical aspects of teaching methodology with practical experiences for the students involved, as we collaborate with organizations. Our method is autoethnography combined with other observation methods and various types of interviews with all stakeholders involved.

By combining the analysis of data with the overall theoretical framework for this paper, we identify and discuss a number of challenges in balancing interests in teaching-based research, and we suggest alternative strategies and course of action (best practice) to balance and improve the experiences, processes and outcomes of fieldwork for all stakeholders involved.

Nielsen Ann Merrit Rikke
University of Copenhagen, Denmark

Nielsen Mie Femoe
University of Copenhagen, Denmark

Can we identify measurable trainables in social interaction?

This paper addresses the problem of properly measuring the quality of the interactions that make up social processes. When training professionals' interactional or communicative skills the goal is to enhance or improve the quality of something intangible, making assessing or measuring whether they are actually improved, and if so, to what degree, a real challenge. Instead, statements of perceived improvement of the outcome of the process are often used as evidence of enhanced quality of the process itself.

Measuring intangible concepts is a strong and longstanding tradition within psychology and social sciences (Coombs 1950, 1953; Rasch 1961; Bartholomew 1996). The humanities do however not have a strong tradition for measuring results or outcome; few have attempted to measure social interaction (McCroskey & Wright) or communication (Schegloff 1993; Stivers 2015) and for good reason. However, our central claim is that eventually being able to measure the quality of social processes is doable and an endeavour worth pursuing.

Using a number of methodological approaches from the above domains, the aim of this paper is to lay the foundation for, and address the challenges associated with, developing a method to measure social interaction. Our study is based on video ethnography of institutional data (e.g. meetings, workshops, service encounters) within an EMCA frame.

Creating a method to measure not just the interlocutors' reflected perception of their interaction, but the social interaction itself, would enable both researchers and practitioners to evaluate training programmes much better and hence facilitate improvement of the training. Furthermore, it would allow for validated assessment of the social processes that the interaction facilitates, which would be of interest for providers of public service and policy makers. This research thus has implications for both practitioners and researchers aiming to assess or evaluate the quality of social processes.

Nielsen Mie Femø
University of Copenhagen, Denmark

Due Brian
University of Copenhagen, Denmark

Tranekjær Louise
Roskilde University, Denmark

Achieving professional identity while talking about improving professional practice and procedure

The claim of this paper is that professionals' thematization of improvement of professional practices or procedures is not merely a matter of improving the practice alone but also involve situated identity work. An example could be a team meeting where an employee for example says: "We should use our intranet in smarter ways by doing X", which both thematize improving professional practice and procedure while at the same time accomplish a situated professional identity.

In this paper, we are interested in exploring members recurrent and systematic multimodal resources for achieving professional identities in relation to their talk about improving professional practice and procedure and to what extent recipients enable or challenge such identity work through situated practices.

This research relates to the work done within institutional interaction, focusing on e.g. goal orientation, asymmetry and formality (Drew & Heritage 1992: 47ff). The invoking of procedure is an important feature of institutional interaction, employed to deal with e.g. asymmetries and negotiate procedure (MFNielsen et al., 2012), and it also involves the achievement and maintenance of situational professional identities (Zimmerman, 1998; Tranekjær, 2015).

Data collected include video recordings of face-to-face and video mediated institutional interaction at multiple institutional settings. Multimodal conversation analysis is used for the analysis.

The study contributes with insights about the role of identity work in the achievement of institutionality and procedure within institutional interaction.

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Tranekjær Louise
Roskilde University, Denmark

The diversity management of team leaders in 'whiteboard meetings' at a laundry factory

This paper explores the strategies of team leaders for inviting response and engagement from second language speaking employees in a laundry factory.

Focusing on 'whiteboard' meeting assemblies between team leaders and employees the study builds on existing knowledge about institutional interactions as characterized by routinized practices and activity types (Levinson, 1992), goal orientation and participation frameworks (Goffman, 1981) and asymmetric distributions of rights and roles (Drew and Heritage, 1992). Given that issues related to understanding are central in these meetings, the study also builds on studies of the particular characteristics of second language talk and atypical interactions (Gardner and Wagner, 2004; Rasmussen, 2016; Drew and Penn, 2016)

The central claim is that team leaders employ and 'test' a variety of strategies for inviting participation, response and confirmation of understanding from the employees and that such strategies can be described in terms of their relative success and employed for training purposes. The research questions are: A) What are the successful strategies employed for inviting participation and response from employees? B) To what extent do these strategies involve an orientation towards the various linguistic and cultural backgrounds of the employees?

The data used for this study is video-recordings of white-board meetings in four different teams with four different team leaders at a laundry factory in Denmark, focusing on sequences in which team leaders explicitly invite the response or participation of employees.

The study will contribute to the latest developments of interaction-based methods of language teaching and communication training such as CARM (Stokoe, 2014; Wagner, 2015).

Panel 4: Professional interactional practices in dementia care

Coordinated by:

Andersen Elisabeth Muth
University of Southern Denmark, Denmark

Kristiansen Elisabeth Dalby
University of Southern Denmark, Denmark

Rasmussen Gitte
University of Southern Denmark, Denmark

Professionals practicing person-centered care (PCC), i.e. care based on patients' wishes and needs (Colomer and de Vries 2014), in general rely on patients' ability to express their needs. In dementia care, however, professionals cannot always rely on common language and communicative practices. Persons with dementia (PWDs) at moderate to severe stages of the disease may experience memory problems as well as communication and language difficulties related to e.g. initiating and maintaining conversations, use of deixis, conversational coherence, and muteness (Kempler 1995).

The combination of memory and communication problems constitutes a major challenge to PCC: how can care be considered person-centered in an environment in which wishes and needs may not be recognizably expressed?

This panel presents studies in professionals' interactional solutions to this practical problem. They employ ethnomethodological and conversation analytic (EMCA) methods (Maynard and Clayman 1991). EMCA was founded with an epistemological interest in how ordinary members of society make sense of their everyday lives in mundane ways. Most EMCA studies investigate practical solutions accomplished by interactants who assume reciprocity and shared competences. However, EMCA studies are also conducted in which (not all) participants take mutuality for granted (Mates et al. 2010). The papers in this panel follow the latter line of investigation.

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Andersen Elisabeth Muth
University of Southern Denmark, Denmark

Too little and too much. Dementia care staff's interactional solutions to a person with dementia's recurrent requests

Person-centered care (PCC) is generally considered desirable within dementia care (Bruus et al. 2012). However, the cognitive and communicative abilities involved when people with dementia (PWDs) communicate their needs to care staff (i.e. feeling a need, being aware of the need, and having the ability to make it known (Algase et al. 1996)) are impaired. This paper investigates interactional sequences in which requests for food, objects, and information are used by a PWD. Although the PWD communicates needs with linguistic recognizable means such as request formats, his behavior poses challenges for care staff. In contrast to most PWDs who are generally quite passive (Stabell et al. 2004), this PWD takes initiative to action frequently, but in ways that may be understood by co-participants as ritualistic, repetitive and may occur disruptive (Koehn et al. 2011). Interactional solutions to this person's behavior used by care staff are outlined by way of ethnomethodological and conversation analytic methods (EMCA). Data consists of video recordings from a living room in a Danish dementia ward recorded during a period of six months in 2016.

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Kristiansen Elisabeth Dalby
University of Southern Denmark, Denmark

Rasmussen Gitte
University of Southern Denmark, Denmark

Practices for making residents' wishes fit institutional constraints

Person-centered care (PCC), i.e. care based on patients' wishes and needs, has been presented as the ideal for health care. However, the implementation of the PCC approach in care facilities has met various challenges (Colomer & de Vries 2014). In dementia care, staff and residents may on the one hand have to engage in extended sequences of interaction to work out the wishes and needs of the residents. On the other hand, financial constraints result in limited resources to actually take the time to accomplish a common understanding of the needs. Instead they promote a prioritization of instrumental tasks, e.g. cleaning, washing and feeding, at the expense of talk. This may result in practical problems for staff and residents.

This paper presents an ethnomethodological conversation analytic (EMCA) (Maynard & Clayman 1991) study of how such a practical problem may be solved during the course of face-to-face interaction in a Danish care facility. Through a single case study of a video-recorded interaction between a resident, a visitor and staff, we show how staff employs multi-modal and embodied resources (Rasmussen et al. 2014) to make the resident's wishes fit the institutional constraints that she is faced with when the resident's wish emerges. The data stems from a study of possibilities and abilities in dementia (DAP) at the University of Southern Denmark. In the study ethnomethodological ethnographic methods were employed, including video-recordings of some of the interactions.

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Lindholm Camilla
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Interrupting the monologue. The potential of co-participants' contributions

In dementia, communicative abilities gradually deteriorate over time, typically leading to a dramatic diminishment of communicative skills in the late stage. Both language production and language comprehension are affected, and in addition, communication is additionally complicated by impairment in nonverbal skills, like decreased use of gesture and poor eye contact (Maxim & Bryan 2006). Thus, interacting with persons with severe dementia is difficult, requiring great sensitivity from the co-participants, for example, professional caregivers.

This paper explores the caregivers' potential of promoting interaction within the framework of one interactional situation, that is, situations in which one person with dementia, here called Emma, engages in monologues. Emma speaks audibly but with no obvious recipients. She has an extensive vocabulary, but uses repeated formulaic phrases (Davis & MacLagan 2009). The data are drawn from a larger project on dementia, exploring interactional practices in a Swedish-language care facility in Finland. In the four-hour data set studied in this paper, it is demonstrated how the professional caregivers' contributions have the potential of inducing change in Emma's linguistic and interactional behavior, changing her formulaic expressions into linguistically more varied contributions.

This paper demonstrates how a seemingly isolated person responds to active settings, and how this becomes visible in the linguistic features of her monologues.

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Majlesi Ali Reza
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Ekström Anna
Linköping University, Sweden

Using place and space in joint activities with people with dementia

This presentation reports on a study of a joint activity for preparing a meal involving participants with a dementia diagnosis, something that implies that certain cognitive and linguistic resources are not available to them. Our data consists of video recordings of the activity from a daycare center, and we use conversation analytic method (Schegloff, 2007) analyzing the material. Our interest lies in the ecology of practices and resources (Goodwin, 2010) to show how the participants – with and without dementia – use place and space, and various material resources in organizing the activity and their interaction. Studies in the ethnomethodologically conversation analysis have already shown the tendency of participants in social activities for mutual orientation to common interactional spaces (e.g. Mondada, 2009). Within dementia studies, although research has begun to analyze the use of non-verbal as well as verbal resources in communication with people with dementia (see Lindley 2016 for a review), there are not many detailed interactional studies on the role and use of material objects and the physical setting in organizing and accomplishing social activities. By focusing on place and space in the physical environment, and also artifacts, the study will demonstrate how in organizing a joint activity with people with dementia, material objects and parts of the physical settings are used for certain actions. The analyses are thus primarily directed towards those aspects of the physical setting that function as (i) affordance for relevant space of action, and used as (ii) external support for the organization of the joint activity (for instance, the organization of the workplace as well as the use of the dishwasher). As a result, the analyses will show how space and place may be dynamically used to help people with dementia in person-centered caregiving activities.

Samuelsson Christina
Linköping University, Sweden

Ekström Anna
Linköping University, Sweden

Digital communication support in interaction involving people with dementia

Dementia is a neurocognitive disorder where several intellectual functions can be affected. It is common that the person's language and communication skills are impaired. For people with dementia, visual support can have a positive effect on communication and opportunities to participate in conversations. Technical aids have been proved useful as memory support and as stimulation of communicative abilities.

The aim of the present study was to examine the communication between persons who have dementia and professional carers in conversations with and without the use of communication devices. Two newly developed applications for communication support were used: CIRCA, which is an application containing generic material in the form of photos, videos and sound files, and CIRCUS, which is an application for easy storing of personal material in the form of photos and videos. A further aim was to investigate how participants experienced communication with and without the use of communication aids. Data was collected at residential homes for persons with dementia.

Panel 5: Speaking to the Gut: How Emotive Language Is Conquering Public Communication

Coordinated by:

Zampa Marta
Zurich University of Applied Sciences, Switzerland

Appealing to emotions instead of rational arguments is becoming prevalent in public communication of Western democracies. Emotive language powerfully disseminates in the media and influences our perception in many respects – from taxes to immigration, from health to energy. This is for example the case in politics where the emotive language of populist political views colonizes public communication. What is more, despite their controversial and even borderline positions, populists recently gained decisive support in important democratic decision-making moments (e.g., the Swiss federal popular initiative “against mass immigration”, the Brexit referendum, the U.S. presidential election).

In our panel, we investigate whether success of this kind stems from the communicative strategies adopted by public agents and the media reporting about their positions, in particular by the fact that they “speak to the gut” instead of the brain of the audience. We focus on:

- the linguistic features of emotionally-charged communication of and about key public agents and issues;
- the effect of emotionally-charged communication of media and key public agents on the audience;
- whether and how the persuasive intent of emotionally-charged communication is detected by the audience;
- reactions of the audience to emotionally-charged communication via social media;
- how emotive storytelling can be exploited for persuasive intents;
- persuasion vs. argumentation in public communication;
- emotive framing in public communication.

Emotionally connected. Investigating the influence of emotions on social realities

On social media platforms individual and organisations are constantly communicating and in the same time transmitting information and emotion. Longitudinal data from face-to-face social networks has established that emotions as diverse as happiness, loneliness, or sadness are correlated between socially-connected individuals, and related work suggests that these correlations also exist online (Bollen et al. 2011). The possibility of emotional contagion between strangers, even in very brief encounters, has been documented by the effects of "service with a smile" on customer satisfaction and tipping (Pugh 2001). Research from the fields of positive psychology and neuroscience shows that small shifts towards positivity in communication can create big effects on business and educational outcomes, including higher productivity, better performance ratings, or lower levels of stress (Gielan 2015). If peers can influence emotion, and emotions can influence the behaviour of people and therefore social realities, tools and ideas are needed for investigating interdependencies between connected individuals and organisations. This paper examines emotions as social phenomena. It suggests that the investigation of virtual communities could be a fruitful way to understand emotions. Furthermore, it shows how combining ethnographic methods with sociological and linguistic frameworks can bridge the gap between micro and macro perspectives on emotions, virtual communities, and their interplay with social realities (Gnach 2017).

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Herman Thierry
Universities of Neuchâtel and Lausanne, Switzerland

Emotions and Evaluative Statements vs. Argumentation in Donald Trump's Tweets

Emotion innervates populist discourse (Dorna 2006). If we consider populism as a resentment ideology (Angenot 1994), it paves the way for expressing frustration and anger as a main linguistic device. We can also expect that those held responsible for causing these emotions are targeted with evaluative standpoints about how bad they are. Moreover, microblogging sites like Twitter are also "rich sources of data for opinion mining and sentiment analysis" (Pak & Paroubek 2010).

In such a context, it is not astonishing that Donald Trump, who is known as a populist and a frenetic user of Twitter, relies on emotions and evaluative statements in his tweets. I analyze one month of Donald Trump's tweets with Micheli's model of said and shown emotions (2014). Said emotions are explicit emotive words, for example "Isn't this a ridiculous shame?" (Trump, Dec 23, 2016 06:58:36 AM), while shown emotions are linguistic indicators from which an emotional cause of their presence can be inferred, like the exclamation marks in numerous Trump's tweets (13'299 "!" out of more than 30'700 tweets, according to Trumptwitterarchive.com).

My aim is evaluate the amount and weight of emotions in Trump's tweets, as well as the presence of evaluative adjectives. Moreover, it is important to contrast emotional appeals with the relative presence or absence of argumentation. Since argumentation can be defined as expressing a standpoint justified at least by one argument, I want to examine if and how Trump justifies his opinions in his tweets. My hypothesis is that the emotive framing of Trump's tweets conceals the inherent "appeal to be justified" of evaluative statements. Consequently, personal opinions are linguistically delivered as obvious statements.

Perrin Daniel
Zurich University of Applied Sciences, Switzerland

Fürer Mathias
Zurich University of Applied Sciences, Switzerland

Luciani Margherita
Zurich University of Applied Sciences, Switzerland

Investigating emotions in collaborative news writing.

Analyzing the interaction between emotions and writing processes requires methodological access both to writing activities and to the various aspects of emotions. Due to the complexity of the topic, most research on emotions in the writing process has been done in experimental settings. Field research on emotions in real-life writing processes and interactions still appears to be an uncharted area. By investigating novice and expert journalists' verbal emotional displays in settings of collaborative newswriting, we aim to fill this research gap.

Over the past few years, we have been involved in large transdisciplinary research projects that have investigated journalists' text production processes. Data were collected and analyzed with Progression Analysis, an ethnographically-based multimethod approach. We have re-analyzed data to focus specifically on five aspects of emotions in newswriting: a) journalists' emotional expression in the final texts and intertextual chains, b) writers' emotional display in the collaborative text production processes, c) the interplay of emotion and cognition in the mental processes and collaborative negotiations, d) writers' anticipation of the emotional effects of the news items, and e) editorial teams' reaction to emotional uptake by the audience.

In our presentation, we first discuss the research question in more detail. Second, we explain how knowledge gained from related research can be applied to address emotions in collaborative newswriting. Third, we describe our multimethod approach, progression analysis. Fourth, we present exemplary findings from a case study of long-term ethnography. The analysis shows why a journalist exploits emotional displays purposefully. For example, she might do so the interest of the quality of service her magazine offers to its readers. Finally, we discuss how insights from this research can be generalized – and can contribute to academic and professional knowledge and awareness of journalistic writing in general and its interplay with emotions in particular.

Stroebel Liane
Rheinisch-Westfälische Technische Hochschule, Germany

Sensorimotor-based action words speak louder than (non-sensorimotor-based) words

„Language is crucial in the gentle arts of persuasion and impression management through which leadership is performed“ (Charteris-Black, 2005: 2).

In order to conquer their voters, presidential candidates have to fulfill the mental task of implicitly introducing or transforming abstract concepts such as 'knowledge', 'experience' 'vision', 'competence', 'commitment', 'devotion', 'willpower', 'strength', 'determination' or 'external and internal challenges' into the chronological and hierarchical linearity that is inherent in language. This is achieved via a common trick: sensorimotor-based action words speak louder than (non-sensorimotor-based) words. Therefore, the candidates anchor their ideas in mental images based on bodily actions. Findings in cognitive neuroscience and cognitive psychology suggest that mirror neurons not only simulate observed actions, but that they are also activated when action or somatic lexemes are used.

In this talk we propose that sensorimotor concepts that have not been in the focus of political analyses to date are effective persuasive devices as they activate mental images and frames. They are a perfect tool to manipulate the way we conceptualize, and, in particular, reanalyze our world since they do not introduce new concepts, but instead influence our beliefs, attitudes and values. Especially in the current presidential campaigns they were and are used in order to convey the idea of perfect leadership qualities: a combination of experience, commitment, willpower that can affront any external and internal challenges. They represent an effective linguistic tool that can be used frequently and iteratively to create a narrative frame that will remain vivid in the minds of the voters long after the speech and therefore subconsciously influence the reception of a given speech to a high degree. As such, even though sensorimotor concepts appear more "innocent" than other rhetoric strategies, they are powerful persuasive devices that can manipulate an audience through mental simulation and emotional arousal.

Whitehouse Marlies
Zurich University of Applied Sciences, Switzerland

The interplay of emotive language and rational arguments in financial analysts' recommendations – and its impact on society-at-large

The global financial markets are influenced by rational and irrational factors. In their attempt to guide investors through the volatile and erratic markets and to forecast developments in various industries, financial analysts play a key role. Their opinions influence the share prices around the globe; their assessments are wanted by investors, cited by the press, feared and pushed by the companies. Despite the huge influence of their recommendations, both the analysts as writers and the texts themselves are widely under-researched (Whitehouse, 2017).

In order to close this gap from perspectives of applied linguistics and text production research, I have investigated the cultural, organizational, and individual variety of financial analysts' texts and text production in a series of transdisciplinary projects since 1997. By doing so, I have built a context-annotated corpus of roughly 1500 financial analysts' company reviews (in German, English, and Japanese) which allows for comparative studies of linguistic aspects of financial communication.

In my presentation, I focus on how and on when equity analysts use emotionally-charged language in their recommendations for investors (part 1). Based on a qualitative English and a qualitative German sub-corpus (part 2), I use pragmatic text analysis (part 3) to explain what implications the combination of rational arguments and emotive language elements can have on investors, financial markets, and on society-at-large (part 4). I conclude by discussing how insights from this research can contribute to a deeper scientific and professional awareness of financial analysts' writing and its emotive aspects (part 5).

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Zampa Marta
Zurich University of Applied Sciences, Switzerland

Telling a Tale of Lost Greatness: Argumentative Framing in Trump's Presidential Campaign

"The age of social media resembles the pre-literate, oral world" and "complicated, nuanced thoughts that require context don't play very well on most social platforms, but a resonant hashtag can have extraordinary influence", observes Joe Weisenthal on Bloomberg (November 29, 2016), commenting Donald Trump's communicative behavior. Indeed, the 45th president of the United States seems to master pre-literate communication: he uses a limited and simple vocabulary, regularly combines concepts with evaluations, exploits repetition, abundantly appeals to emotions, and masters Twitter. In his presidential campaign, Trump proposed a narrative in line with the strict father model typically embraced by Republicans (Lakoff, 2004). He depicted himself as the savior who will restore the lost greatness of the United States, a country whose glorious fate has long been neglected by politicians and that needs a hero from outside politics to take command.

In this paper, I consider how Trump frames socio-political issues within this heroic narrative and how he exploits them argumentatively. In particular, I look into Trump's use of epithets (Corazza, 2005; Croom, 2013), a precious rhetorical device that crystalizes the framing of an issue at the lexical level. To demonstrate this, I analyze Trump's framing of the jobs, immigration and infrastructure issues in announcing his candidacy (June 16, 2015), accepting the presidential nomination (July 21, 2016) and making a proposal for the first 100 days in office (October 22, 2016). Methodologically, I embrace Greco Morasso's (2012) approach to argumentative contextual frames, based on strategic maneuvering (van Eemeren, 2010) and frame analysis (Goffman, 1974; Entman, 1993; Entman, Matthes & Pellicano, 2009; Lakoff, 2004, 2009).

Panel 6: Exploiting children's multilingual repertoires: a topic for teacher development

Coordinated by:

De Backer Fauve

Ghent University, Belgium

Due to migration, the number of pupils speaking a language at home which differs from the language of instruction, is increasing. Teachers are confronted with a changing class-composition and often feel not well enough prepared on how to design their everyday practices to engage all pupils in learning activities. This panel discussion brings together four presentations on multilingualism in education with specific relevance for teacher development. The first paper in this panel discussion addresses some of the most common anxieties of teachers concerning multilingualism in education: Will allowing other languages at school lead to lower proficiency in the language of instruction? Will it lead to more segregation? Is a submersion model the best model to develop the language policy in our school? In a second paper the impact of monolingual policies on linguistic practices is discussed. Ethnographic fieldwork reveals pragmatic strategies of teachers and pupils to cope with these gatekeeping mechanisms. The third presenter examines the educational conditions that contribute to integrating multilingual practices in the classroom. Furthermore, in powerful learning environments, instruction and assessment should go hand in hand. This is addressed in the fourth paper of this panel. At present, the assessment of multilingual pupils is primarily based on tests designed for native speakers of the language of instruction, with little opportunity for them to use their full linguistic repertoire.

De Backer Fauve
Ghent University, Belgium

Functional multilingual assessment for learning

The use of linguistic repertoires other than the dominant ones in society is often not valued in educational practices, let alone in educational assessment. Competencies of multilingual learners are traditionally assessed by tests designed for monolinguals. We argue that two shifts are needed in classroom-based assessment: a shift from assessing a pupil in only the school language towards an assessment where the full multilingual repertoire can be used to demonstrate the pupil's knowledge and competences and a second shift from one test at one moment towards dynamic assessment or 'broad' assessment. In such an assessment, a learner's wide range of competences is measured at several times, with different instruments and where the pupil has an active role in the assessment. These two shifts result in the ultimate goal for classroom-based assessment: Functional Multilingual Assessment for Learning (FMA4L). In the present study, we explore the perspectives of multilingual pupils themselves: what are their assessment needs and preferences? Interviews with 35 pupils in fifth-grade of primary education were conducted. Results indicate that pupils are in favor of portfolio's and oral assessments and that they are in need of more feedback, either by their teacher or their peers. The findings of this study implicate the need for assessment and instruction to become more integrated, which would be beneficial for all pupils and include language learners rather than treating them as a separate group.

Potts Diana
Lancaster University, UK

Professional development in support of plurilingual classroom practices: A decade of work

While researchers recognize the value of learners' plurilingual resources in furthering academic success, research on related pedagogic practices continues to lag. Further, much of the discussion on plurilingual classroom practices focuses on bilingual contexts in which students share a major language (i.e. Spanish) other than the language of instruction. This is very different from the multilingual norm of mainstream classrooms, in which students may speak 8, 10 or 14 different home languages. Not unexpectedly, then, educators have limited access to professional development opportunities that assist them in supporting learners' language use. In this talk, I will reflect on a decade-long effort to develop classroom cultures in which young learners' semiotic repertoires, including languages, are explicitly recognized and integrated into daily classroom life. I examine the educational conditions that allowed for experimentation and professional development, the assistance which proved most valuable in supporting educators' inquiries, and the factors that contributed to sustained practice. Throughout, I pay attention to teachers' agency in integrating plurilingual practices into existing pedagogic designs, and to their assessments of how languages enrich the existing classroom milieu. To close, I consider the implications for teachers' professional development in an environment in which innovation is often constrained by narrow accountability measures.

Rosiers Kirsten
Free University of Brussels, Belgium

Overt and covert gatekeeping mechanisms in schools. Monolingual policy in Flemish education and its impact on school policies and linguistic practices

The official policy of the Flemish community stipulates that only Dutch can be used as the language of instruction. However, schools are confronted with a high level of diversity in their school population. In this paper, I will demonstrate how the opposition between a monolingual policy and a merely multilingual practice led to contradictory developments in the language policy of the two schools under investigation, as well as to accommodation strategies in language use of teachers and pupils.

I will analyse how pupils and teacher rely on their total linguistic repertoire, i.e. how they translanguange. Translanguaging is a versatile concept and it is increasingly used in the sociolinguistic study of education-related multilingualism as a concept which covers speakers' use of their total linguistic repertoire.

I will concentrate on how institutional norms can be either adopted or challenged by schools and participants. One school, situated in Brussels, the bilingual Dutch-French capital of Belgium, stuck to the official language policy in adhering to a strict monolingual Dutch policy in the classroom. However, linguistic-ethnographic data (participant observations, interviews, video data) clearly demonstrated pragmatic accommodation strategies in daily interactional language patterns of the classroom: both pupils and teacher modified the official monolingual policy to a more feasible multilingual, nevertheless covert practice. The other school, situated in the Dutch-speaking part of Belgium (Ghent, Flanders), radically changed its long history of monolingual policy towards a policy with an overt gatekeeping strategy of accepting multilingualism. Both teacher and pupils in this classroom used pragmatic strategies of accommodation which were institutionally legitimized and overt in the school. These overt and covert gatekeeping mechanisms impacted on forms of prestige towards different languages in the two contexts.

Van Avermaet Piet
Ghent University, Belgium

Multilingualism in education. Problem or asset?

Since the first PISA findings for the Flemish region of Belgium in 2002 we know that socio-ethnic inequality is a tenacious and persistent problem. In explaining this inequality, language (i.e. knowledge of the standard variety of Dutch) is presented by policy makers as the main – if not the only – causal factor. This incorrect causal interpretation has strongly impacted Flemish language policy making of the last 15 years. For almost two decades, knowledge of Standard Dutch has been seen as the main lever for school success. Moreover, the recent 2015 PISA-data show that the inequality gap has not been reduced. On the contrary, social inequality in education seems to have grown.

Independently of the fact whether schools, as social and learning environments, are multilingual and although there is no empirical evidence for the effectiveness of an L2 submersion model, Flanders maintains its monolingual policy, whereby children have to be submerged in Dutch as a condition for school success. This often leads to school policies and classroom practices where children's multilingual repertoires are banned, not exploited and where children are sometimes being punished for using their multilingual repertoires in school and classroom interaction. These (c)overt policies and practices are based on 4 assumptions, which are not only the result of prevailing monolingual ideologies, but also of the lack of teachers' professional expertise on these specific topics. In this presentation these assumptions will be 'fact checked'. I will also discuss what the deconstruction of these monolingual assumptions may mean for improving school policies, classroom practice and professional (teacher) development more generally.

Panel 7: Multi-party meetings in interprofessional work

Coordinated by:

Casswell Dorte
University of Aalborg, Denmark

Hall Christopher
Durham University, UK

Juhila Kirsi
University of Tampere, Finland

Much of the decision making and planning in social work and social care takes place in meetings involving professionals from social work, social insurance, health, education, employment, housing, police and NGOs. Whilst initially the preserve of discussion between professionals, increasingly the subjects (adults and children) have been included to such meetings. These subjects are often defined as having complex service needs, and the aim of multi-professional collaboration is to create more integrated services and individual servikirsi.juhila@uta.fi pathways for them.

Professional meetings in welfare institutions have been the subject of research, most often involving workers from one organization or particular team (Boden 1994, Svennevig 2012). The multi-professional meeting raises particular issues regarding the interaction between the representatives from different organisations and professions, especially where the focus is on particular service user(s) rather than policy and procedural collaboration. Such meetings are characterised by particular features. They are planned in advance, time frames, seating arrangements and associated resources, for example, name tags, reports, refreshments, etc. Participants are invited because of their particular contribution or designation. The activities of the chair are important with management of openings and closings, invitations of speakers to participate, and topic selection and management. There may be particular sections to meetings – openings with welcome, initial purpose outlined, participants' contributions, discussion, closing. The meeting might end with displays of 'recommendations', 'decisions' or 'plans'.

In the panel we focus on meeting interaction from the point of view, how it promotes important features of professional practice, especially when both professionals and service users are included in the meeting. These features include: accountability and claims makings, delicacy and accusations, silencing and seeking affiliation, power and epistemic authority, resistance, boundary work.

Bülow Pia H.
Jönköping University, Sweden

Wilińska Monika
Jönköping University, Sweden

Alliances in making: Emotions and Micro-politics in multiparty return-to-work meetings

Since 2003, the Swedish Social Insurance Agency (SSIA) is obliged by the law to summon a status meeting when required. This multiparty, cross-institutional meeting involves at least three different parties central to the rehabilitation process of a sick-listed person. As a type of an institutional talk, status meetings are characterized with the unequal distribution of power following diverse levels of knowledge, different roles in the meeting, and of the right to make formal decisions. Creating and negotiating hierarchies (micro-politics) is therefore pertinent to status meetings.

Within the panel Multi-party meetings in social welfare (ID 26), we illuminate the micro-politics of multiparty meetings dealing with the rehabilitation process of people on sick leave due to psychiatric or psycho-social problems. Our focus is on alliances formed by meeting's participants and their emotional underpinnings. Towards this end, we analyze eight video-recorded status meetings conducted in 2013 in a project investigating communicative processes within status meetings.

Previous research demonstrates that alliances between clients and health and welfare representatives are common in the work rehabilitation process. Here, our aim is to deepen the understanding of alliances as social interaction in multi-party welfare meetings by analyzing how these are constituted by emotions, especially sympathy. Therefore, the following question informs our analysis: What is the role of sympathy in institutional practices about workability during multi-party meetings?

Sympathy is an emotion that bonds, especially in difficult times. However, as Candance Clarke elaborates (1997), sympathy or rather its lack can magnify differences between those who are better-off and those who are worse-off. In addressing the question of sympathy in work rehabilitation processes, we are interested in the ways in which ill-health can or cannot be presented as an accountable ground for sympathy, and how alliances between clients, professionals and employers can be understood as a consequence of sympathy.

Caswell Dorte
Aalborg University, Denmark

Dall Tanja
Aalborg University, Denmark

Chairing participation. Chairs' use of 'we' in team decision making with clients

Rehabilitation team meetings in Danish Jobcentres bring together 4-5 professionals from different municipal and regional departments around clients with complex physical, mental and/or social problems. The aim of the meetings is to make 'holistic' recommendations for clients' return to work.

For the paper presented, we look closer at the role of meeting chairs in including or excluding team members as well as clients in decision making.

The data consists of audio recordings of 97 rehabilitation team meetings in three Danish municipalities, concerning as many clients. Meetings consist of backstage talk among professionals as well as front stage talk among professionals and clients.

Specifically we examine how the use of 'we' is used by chairs as a framing and disciplining device. As noted by Sacks the selection of a self-reference term is intimately tied to a speaker's situated identity. The use of 'we' in backstage talk among professionals often works to draw in 'dissenting' team members and make clear the institutional task of the team. In front stage settings the use of an excluding 'we' poses a coherent professional team across from the client, creating considerable interactional pressure to conform. Chairs' use of an inclusionary 'we' often works to signal shared responsibility in relation to future task, stressing the client's responsibility to participate.

In either setting, the chair's use of 'we' works to frame conversation and bring forward the institutional task of the teams. Further, in both settings the chair's use of 'we' works to seek affiliation and/or discipline team members as well as clients that resist either the institutional task or the suggested intervention.

Hall Christopher
Sussex University, UK

Slembrouck Stef
Ghent University, Belgium

Working within and across boundaries in core group meetings in child welfare.

Professionals are concerned about boundaries with other professions and agencies: what constitutes their specific area of expertise, where are their skills required and over what can they make "definitive statements"? Much has been written about the 'turf wars' as different professions aim to colonise current controversies. Such professional capture is not necessarily fixed in institutional or political mandates, instead shifting relations can result in locally negotiated boundary blurring or crossing. Social work in particular is concerned with the negotiation of boundaries, what Abbott (1995) calls 'intersystem translation':

In multi-agency meetings professional boundaries are displayed, formalised but also available to be negotiated. Turns are typically managed through the chair with participants invited to contribute as representatives of their agency or profession. However there may be opportunities to comment on other professionals' contributions, or step outside what might be considered one's own professional or institutional competence.

This paper examines boundary work in 'core group meetings' in child protection in the UK. In such meetings, the professionals who provide direct services to children and families monitor and aim to integrate their different interventions. The interactional management of role expectations can be examined using Goffman's concepts of frame and footing. Whilst practitioners contribute to the meeting in terms of their professional frame, the collective orientation of core group means that other alignments can be attended to. For example, a health care worker may talk on behalf of a doctor or a social worker comment on school matters. Less formal than the case conference, professional brief and boundary in core group meetings may be more open to negotiation. Does this result in more 'open alignments', especially in view of the client's presence at these meetings as the main focus of interprofessional engagement?

Juhila Kirsi
University of Tampere, Finland

Raitakari Suvi
University of Tampere, Finland

Knowledge on clients' recent history in CPA-meeting interaction

In England, the Care Planning Approach (CPA) was introduced in 1990 and revised in 2008. The service is organised by joint health and social care Community Mental Health Teams in which care coordinators develop the care plan and coordinate the contributions of other service providers. Central to the CPA is the case planning meeting, where participants meet to coordinate the services of a client, assess the past and plan forthcoming interventions in the client's service pathway and future life in general. Our data consist of 3 multi-party CPA-meetings. In addition to care coordinators and clients, clients' doctors/psychiatrists and their support workers from their current supported housing services are present.

Support workers and care coordinators have close contacts to clients and their everyday lives. Clients and workers have a 'common history' in the sense that they both have access/knowledge on clients' recent history (way of living, financial matters, events, problems, sorrows etc.). In principle, access to this knowledge is asymmetrical: clients can be assumed to have primary and more extensive, experience-based access to knowledge regarding their own personal lives than workers, in other words having epistemic rights on it (e.g. Heritage & Raymond 2005). However, in the course of the meeting conversations both of these parties occasionally display 'experience-based' knowledge on the clients' personal situations for other 'not so knowledgeable' participants. We are interested in:

- How is knowledge on clients' recent history present and used in meeting interaction?
- How do support workers/care coordinators bring up and use this knowledge whose epistemic rights can be regarded to belong first of all to clients?

Reference:

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Koprowska Juliet
University of York, UK

Multiparty Meetings in Social Welfare: Initial Child Protection Conferences in England

Initial Child Protection Conferences take place when there are serious child protection concerns. Professionals from social services, health, education, the police and other organisations are brought together with family members to share information and make decisions about the children's welfare. In accordance with policy, such meetings must take place, and must be called within a short timeframe. An independent chair is responsible for the management of the meeting. Material discussed is inherently delicate, since it involves describing problems with parental behaviour, the care of children and children's development across all domains.

This paper will draw on two small-scale studies of Initial Child Protection Conferences that have been audio recorded in two different departments for children's social care in England. Explicit practice differs between the two departments, with one giving primacy to the social worker's assessment and professional opinion, and the other espousing Turnell and Edwards' (1999) Signs of Safety approach, which emphasises family strengths and gives primacy to the family telling its own story.

The paper will explore interaction between the chair, other professionals and family members in these ostensibly contrasting arrangements. It will examine features of the interaction, such as how introductions are made, the control of topic flow, epistemic authority, particularly of family members, the delicacy with which family problems are described, charge and rebuttal sequences, and affiliative features such as reference switching, where professionals switch from talking about family members to addressing them directly. It will also consider the display of moral status as a parent, a social worker, a chair.

Panel 8: Language, meaning and professional diagnosis – engaging with the work of Aaron Cicourel

Coordinated by:

Mieke Vandenbroucke
Ghent University, Belgium

Aaron Cicourel's work since the early 1960s has sought to uncover the interpretative procedures by which humans organize their cognitions and give meaning to situations. It is through these interpretative procedures that people develop a sense of social structure and are able to organize their actions. The relevance of this claim, which initially presented itself as an alternative to positivist sociology and stresses the linguistic and interactional foundations of our knowledge about the social world, is not only central to our research of how cognition accomplishes itself in organizational, institutional and professional contexts and settings; it equally permeates our understanding of how we collect, process and interpret data drawn from such contexts. Cicourel's work has been many-faceted, addressing themes such as organizational and interpersonal constraints on meaning making, the construction of diagnoses, categories and facts in social interaction, the circulation of cognition in and across institutions, etc. It has been cross-disciplinary (sociology, anthropology, ethnography, linguistics, education, etc.) and has addressed a wide range of institutional and professional contexts (medicine and health care, fertility, juvenile justice, deaf communication, etc.). His work provides a wealth of empirical evidence for the argument that there is a fundamentally reflexive relationship between social structure and social action as displayed in language use and interaction, while inviting us to move beyond the verbal and what can be captured in accounts. The invitation is indeed also to fully embrace the multi-modal fabric of social existence. The individual contributions of in this panel address their specific engagement with the work of Aaron Cicourel, who will act as a discussant for the panel.

Cicourel Aaron.
University of California, U.S.A

Diagnosing dementia digitally and qualitatively

The diagnosis of illness and its treatment begins in bureaucratic settings when clinicians engage in real-time speech events and a mixture of colloquial and standardized analogical reasoning.

Clinical reasoning includes a fusion of cognitive social skills enabled by tacit and articulated linguistic inferences, bodily, gestural movements, during real-time, real-life, activities.

Clinicians' routine elicitation procedures build on information the patient brings with her or him; identifiable diagnostic markers described by the patient, the clinician's prior experiences with other patients, exchanging information with colleagues, and publications.

The paper examines a neurological Fellow's history of a patient and an interview of the same patient by the Attending (Board Certified Neurologist), and a discussion between AVC and one of the clinic's professors of neuropsychology about role of language during psychometric testing . The recorded material examined could only partially clarify the issues noted in the previous paragraphs.

Clinical reasoning begins with cognitive, often "invisible," intuitive, analogical processing which yield implicit and explicit molecular disease patterns, culturally relevant sound patterns, and problems associated with attribution of "meaning" to verbal and nonverbal communication.

A hallmark of clinical medicine is the formidable challenge of convincing clinicians of the essential role of complex metaphoric, metonymic communicative language in the diagnosis of illness.

Del Percio Alfonso
University College London, UK

The Making of the Good Citizen: Language, Governmentality and the Politics of Professional Activation.

In this paper, I will present an ethnographic account on the everyday professional routines of coaches and counsellors that I documented in a charity located in East London, UK conducting employment trainings addressed to NEETs. NEET is the category used by the British authorities to refer to young people between 16 and 24 who are not in education, employment or training. Governmental actors and social organisations working with impoverished populations (often from ethnic and linguistic minority milieus) conceptualize the 'inactiveness' of NEETs as a form of social deviance representing a potential danger for these individuals' mental hygiene, as source of juvenile delinquency as well as a risk for security and social order. This is why charities such as the one I investigated provide NEETs with employment training programmes helping them to exercise a set of operations on their bodies and language that facilitate socialization into morally acceptable modes of behaviour and communicational conduct. These (self)disciplining practices (Foucault 1975, 1993) are said to turn deviant individuals into good, active citizens and facilitate their activation into employment. The aim of this paper is twofold: first, I discuss the discursive processes characterizing the targeting and selection of potential participants for these training programmes. I particularly point to the forms of reasoning, i.e. objectivizing processes (Cicourel 1968) through which individuals are 'diagnosed' by the charity and its professional coaches as members of the morally marked category of NEETs and legitimizing their inclusion in these training programmes. Second, I discuss the communicative registers and scripts of behavioural conduct that these individuals are asked to appropriate, internalize and reproduce. I especially focus on the challenges and tensions these individuals encounter when training their bodies to appropriately reproduce these scripts. I also discuss these individuals' difficulties in profiting from these trainings when accessing the job market.

Hannell Linnea
Stockholm University, Sweden

Narratives and the law of existence of statements

The research interview is a widely employed methodological tool in the social sciences. However, using this tool, the analyst inevitably faces the concern of having to rely on research participants' volatile memories of the events about which they speak; "a pervasive issue," as Cicourel argues, "in all research on humans" (2007, 739). While agreeing with this problematization, I argue in this paper that a focus on narratives provides analysts with a vantage point from which participants' potentially misrecalled accounts do not affect the validity of the analysis produced. I illustrate this point with reference to a study regarding breastfeeding problems vis-à-vis health discourse (Hanell Forthcoming). This study draws on narrative data – produced in interviews, but also in emails and social media – in which a mother accounts for experiences related to this condition. While there is no way of controlling the veracity of these accounts, I argue that Foucault's notion of "the law of existence of statements" (1991, 59) helps steering the analysis away from a focus on veracious accounts of lived experiences. Rather, this notion foregrounds the value of representations that are shaped by the narrator's apprehension of what is perceivable, acceptable, and sayable – in short, what it is possible to speak of. The analyst, then, gains access to not only what the participant has experienced, but how he or she makes sense of these experiences.

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Vandenbroucke Mieke
Ghent University, Belgium
UC Berkeley, USA

Slembrouck Stef
Ghent University, Belgium

Marriage to a Belgian and its imponderables. The sociolinguistics of marriage fraud investigations by local authorities.

In our globalised era, the administrative regimentation of citizens in nation-states continues to rely on classification and diagnostic categorisation practices through bureaucratic interactions and interviews (Sarangi & Roberts 1999; Trouillot 2001; Collins & Slembrouck 2015). This holds equally for gatekeeping institutions where investigative procedures result in decisions of (in)eligibility related to a particular migration/citizen status which forms the input for subsequent institutional interventions (Maryns 2006; Moyer & Rójo 2007; Codó 2008). Such procedures are commonly based on the identification and weighing of (crucially distinguishing) features in an applicant's social situation/identity which point towards a particular category (Billig 1985; Hall et al 2006), and are achieved through information exchange, typically interviews with applicants and subsequent codified representations and public record-keeping (Mätkalo 2014).

In this paper, we examine the diagnostic reasoning process (Cicourel 1968) in one such migration-related procedure in Belgium: the marriage fraud investigation. All marriage applications to municipalities which involve a non-Belgian citizen/resident are subjected to the same investigation, irrespective of nationality, ethnic background or socio-economic status. The legislative framework for this consists largely of a list of 13 potentially categorical 'indicators' of a fraudulent marriage (Verhellen 2016). They include age difference, suspect accounts of the relationship history, a criminal background, no common language, etc. Institutional practice thus assumes a certain ideological view of what a genuine marriage entails.

By drawing on recordings of bureaucratic interviews and post-hoc reflexive interviews with civil servants, this paper seeks to trace how social diagnosis accomplishes itself. Informed by Aaron Cicourel's work, we seek to demonstrate how the institutions' "objective" outcomes depend on the complex "subjective" interplay of wider sociolinguistic conditions, situational-organisational contingencies and interactionally managed conversation. In the background is also a field of tension between interactionally accomplished meaning (often: inconclusive) and the definitive formulations required of written reports.

White Sue
University of Sheffield, UK

The Slipperiness of Knowledge Making in Diagnosis and Detection of Children at Risk

This paper examines the complexities of diagnostic reasoning in cases of suspected non-accidental harm to children in an acute hospital setting. Most children presenting have not been injured by carers, thus the negotiation of the encounter when a suspicious injury presents is interactionally complex. Reassurance that all is well often relies on the clinician hearing a recognisable and morally adequate history from the carer. A suggestion of moral inadequacy on the part of the parents may raise suspicion, requiring a different range of responses. Serious physical injury accompanied by an implausible parental explanation is tragic for the child, but is organisationally/clinically easy to manage. Far more common are cases in which the significant players in the family and professional network are dispersed through time and space. Absence of information can be a reason not to take further action or to refer: one can conclude that one has 'the full picture' or search further for the 'missing pieces' of the jigsaw. All this is argued into being in the encounter itself and in 'backstage' talk between clinicians. Moreover, this diagnostic has stubbornly resisted attempts at control with protocols and guidelines. Two contrasting moral positions can support case formulations about risk and co-exist as mandates for decision-making. The precautionary principle may be invoked – better safe than sorry, or clinicians may instead assert the necessity for clinical pragmatism and proportionality. The two contending positions provide a warrant for failure to follow a mandatory process, morally and emotionally and illustrate a problem with the design of organisational systems. This paper concludes that understanding and responding to 'risk' requires us to examine how rationality gets done in organizational, institutional and professional contexts, attending to language-in-use and the impact of thinking about other times and spaces.

Individual papers

Alessi Glen Michael
University of Modena and Reggio Emilia, Italy

Place branding and heritage tourism in the American West: a corpus-assisted critical analysis of promotional language features

For over 150 years the American West has continued to be romanticized, idealized and fictionalized, through film, television, popular literature and more recently through heritage branding and travel promotions found in print, online publications and in social media. Today, readers of magazines and Websites, which focus on Western historical themes, continue to romanticize events, objects, personalities and places through feature stories, advertising, forums and travel advice. These texts inform of a past which has been enriched and colonized by the language of commercialization and promotion in order to sell clothing, package tours, firearms and to promote heritage events, museums and holidays. Using a corpus which includes articles, advertising copy, reviews, reader forums and surveys taken from recent issues of True West Magazine (published since 1954) this study examines how lexico-grammatical and textual features serve to 'add value' and interdiscursively repackage the 'past' for 'present' purposes. Examples of destination branding and city branding along with event and heritage branding will be explored using investigative frameworks borrowed from CDA, critical genre analysis and corpus-assisted discourse studies (CADS). The conclusions will aim at identifying specific discursive strategies used to build niche markets and niche products through the representation of rodeos, event re-enactments, heritage place-naming, architecture and guided tours while exploring how persuasion and credibility are sought through strategic, intertextual and often innovative lexico-grammatical choices.

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Balogh Katalin
University of Leuven, Belgium

Salaets Heidi
University of Leuven, Belgium

Interpreter-mediated questioning of minors: an interactional and communicative training for legal professionals

The CO-Minor-IN/QUEST project (Cooperation in Interpreter-Mediated Questioning of Minors - JUST/2011/JPEN/AG/2961) is the first research project that has focused on interviewing children in the pre-trial phase of criminal cases, particularly with the assistance of an interpreter. This very specific setting involves a multi-disciplinary team: behavioral scientists, psychologists, psychiatrists, legal actors and interpreters.

The project has a follow-up called CO-Minor-IN/QUEST 2, which builds on the main outcomes of the initial CMIQ 1. Within the framework of the current project the researchers want to develop a hands-on joint training module for legal actors, interpreters and forensic psychologists.

One of the key achievements of the CMIQ project in Belgium is the collaboration of the researchers of KU Leuven and the Belgian Federal Police. The CMIQ project is an excellent example of how to bridge the gap that sometimes exists between academia and society. The findings of the CMIQ project have been implemented in a regular training of the Police Academy on how to work with legal interpreters. It means that interpreter trainers teach future police officers of TAM (Dutch and French acronym for Technique for Audio-visual interviewing of Minors), how to work together with legal interpreters. It also works the other way round: police officers explain to our would-be legal interpreters what they should know when they interpret for a minor. Thus joint training and mutual learning are the core elements of this cooperation.

In our presentation, we will briefly present the joint training programme offered by interpreter trainers to police officers (500 child interviewers), but what we will discuss more extensively is the training of police trainers, specialized in questioning minors. We will present the main points of feedback regarding (video-recorded) role-plays in which the police trainers were directly involved together with the interpreter trainers.

Balteiro Isabel
University of Alicante, Spain

Code-switching and Anglicisms as solidarity and identity construction in Spanish fashion bloggers

The 21st century is witnessing the impact of new media and globalization in the appearance of new types of discourses with marked multilingual features. In this scenario, an interesting sociological and linguistic phenomenon is that of "weblogs" or blogs, personal websites or diaries accessible on the Internet, usually concentrating on one specialized theme, which are often written by young people who use informal, casual and attractive language (Zenner et al. 2013). Spanish fashion bloggers (be these men or women), for example, tend to make their writings engaging by using Anglicisms and code-switching (Androutsopoulos 2007), a feature that is not only common in the Spanish language of fashion (see Balteiro 2011; Balteiro & Campos 2012) but also as part of their identity construction. This being a still underexplored area, our contribution attempts to address two main questions as regards when and why English elements are introduced in blog discourses, on the one hand, and how this contributes to solidarity and identity construction, on the other. For such purposes the posts of the 2017 ten-most-famous Spanish fashion bloggers are analyzed.

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Bartolotta Joseph
Hofstra University, USA

Designing as a professional in highly-structured multimodal environments

Overview:

This presentation examines how students and professionals cope with enacting multimodal design decisions in highly-structured, template-driven online environments. This presentation examines how multimodal composers negotiate the structures of their texts with best practices in user-centered design principles and usability testing.

Focus:

This presentation examines how websites such as Weebly, GoogleSites, Squarespace have scaffolded the user experience; the designers of the sites created through these services create an interface in which they can use to design their own sites for further users. One of the challenges of this arrangement is that the intermediate user/designer is positioned without the full advantage of being either a user or designer. Due to the structure of these sorts of sites, the user/designer often must operate in static-designed structures; their freedom to design is limited to the constraints of the service they are using. While others (Tham, 2016) have noticed the challenges such websites impose on designers, this presentation explores further the ways in which professionals navigate their position as designers between their audiences and the overarching structure of the site.

Structure:

This presentation will examine the ongoing debate regarding the use of templates in web design as a part of higher education and professional development contexts, examine the methodological challenges of performing usability research within these structured parameters, analyze data provided by professional and pre-professional website designers about using template-based multimodal tools.

offer the audience points of departure for developing activities that help students and pre-professionals better articulate, plan, and implement design choices in highly-structured multimodal environments.

Benefit:

This presentation offers tested theoretical and methodological approaches to teaching user-centered design and usability testing in the context of widespread multimodal tools in an effort to help professionals and teachers develop better approaches to composing in highly-structured design environments.

Bielak Marlena Iwona
Stanisław Staszic University of Applied Sciences, Poland

Communicative aspects of translation vs. the translator's identity

The aim of the paper is to describe selected communicative phenomena underlying the process of translation with reference to shaping the identity of a translator. The aforementioned identity is presented in relation to the communicative model, the Imperial Tetragon of Embodiment (ITE), introduced by Puppel (2009, 2011). In accordance with the above proposal each embodiment (in this paper represented by a translator) develops identity that results from the interaction of four ITE parameters: militancy (M), trade-offs (T), utility (U) and displays (D). It must be emphasized that the interplay of the parameters is under the influence of the phenomena typical of the environment in which a particular embodied agent functions. In other words, the identity of the translator will be influenced by the communicative aspects of translating that is held in the translator's professional setting. With reference to the above assumptions, this paper will present a case study aimed at establishing the identity of a Polish authorized translator of the English language.

Bouko Catherine
Ghent University, Belgium

Standaert Olivier
Université catholique de Louvain, Belgium

Being a journalist in a multilingual country : the representations of the Dutch language among Belgian French-speaking journalists

Belgium is a fertile ground for social representations about languages. The aim of our research consists in examining the social representations of the Dutch language among the journalists who deal with Belgian news for the TV news broadcast by the two main Belgian French-speaking TV channels (RTBF and RTL TVI). We have selected this professional sector given that the media are cultural agents par excellence which contribute to constructing and conveying social representations. Indeed, social representations guide and organise each individual's social practices and communication, and can thus a fortiori play a role in the coverage of Belgian TV news.

Our semi-conducted interviews with journalists will enable us to identify:

- The journalists' multilingual (or not) professional practices: their editorial choices and practices to cover Flemish news, potential practical obstacles, their contacts with Dutch-speaking journalists, etc.
- Their representations of multilingualism in their definition of the job of a journalist.
- Their representations of the Dutch language:
- Their judgment criteria of the language: economical, social, emotional, etc. (Dabène 1997 : 19-23)
- Their "reference" social representations, in abstracto, vs. their "operational" representations, emanating from their life and their professional experiences (Py 2004: 13)
- Their points of view regarding the representations and their explanations to legitimise or deny them.

Three main methods will be used: the analysis of the metaphors mobilised by the journalists to express their social representations, the analysis of their narratives of their personal lives (concerning the languages), and the analysis of their subjectivity when they adopt stances, based on the appraisal theory (White and Martin 2005).

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Bourelle Tiffany
University of New Mexico, USA

Newmark Julianne
University of New Mexico, USA

Practice-Level Struggles of Usability Learning within a Multimodal Technical and Professional Communication Curriculum

Overview:

This presentation provides new ways to approach designing multimodal undergraduate Technical and Professional Communication (TPC) curricula that encourage undergraduate students to learn foundational logics and practices of user-centered design and usability testing. We offer a model to other instructors who wish to include similar modules at their own institutions.

Focus:

We report the results of a study of the usability of online TPC courses, conducted by undergraduate student testers drawn from our introductory TPC class, an interdisciplinary professional communication course. Specifically, we encouraged students to become practitioners of usability testing by offering them two-part experiences in testing: by acting as usability testers of multimodal, online curriculum and textually reflecting on those testing experiences. Many of the field's approaches to teaching usability do not include "practice-level" testing experiences; however, we, along with other scholars in the field (Blythe, 2001; Chong, 2016), suggest that students in professional communication courses need to be given opportunities to participate in authentic testing situations with real impact and consequences if they are to become successful communicators in workplace contexts.

Structure:

This presentation will:

- trace the implementation of usability testing within undergraduate courses in a TPC program
- provide a theoretical framework for incorporating authentic usability testing in undergraduate, multimodal curricula
- give an analysis of the data presented in student reflections
- offer the audience suggestions for similar curricular design and overall program modification

Benefit:

Our experiences can offer insight into how to design TPC classes—and on a broader level, entire programs—that fully integrate authentic usability testing that will immerse future technical and professional communicators in successful practices of the field.

Busschop Sofie
Ghent University, Belgium

Keywords and their conceptual metaphors: a cross-sectoral study of discourses of sustainability in Flanders as evidenced in media texts

Over the last decades, sustainability has emerged as a key concept adopted in the discourses of different sectors of society. The wide use of the term has made it an important subject of discourse-analytical studies, which have concentrated on uses in particular sectoral contexts and sector-specific interpretations. Due to the abstract and complex nature of the concept, attention to the conceptual metaphors surrounding the term's use has been constructive to our understanding of its universe(s) of meaning. I propose to extend this line of investigation by means of a cross-sectoral approach, focusing on the adaptability of sustainability ("duurzaamheid" in Dutch) as a keyword in a range of Flemish discourses. I will study the effects of entextualization and recontextualization, and particularly the role of conceptual metaphors surrounding the term's use. First, I will focus on the conceptual metaphors of sustainability in the (Anglophone) 'core texts' which played a key role in launching the term and concept. Next, I will study the uses of the term today in different sectors of Flemish society as reflected in media texts. Following the dominant triple-bottom-line interpretation of sustainability, I will organize my sectoral analysis around the three categories of the "social", the "ecological" and the "economic". A corpus consisting of sector-specific media texts from two media outlets, a quality newspaper and a popular newspaper, will be analysed for the particular conceptual metaphors surrounding "duurzaamheid". A combination of the results of the two stages in the analysis will shed light on the relative/selective uptake and persistence of particular conceptual metaphors, as well as the introduction of new ones. The larger aim of this study is to gain insight into the role of conceptual metaphors in the spread and implementation of an important and influential "social idea" across different discourses, with particular reference to the Flemish context.

Campos-Pardillos Miguel Ángel
University of Alicante, Spain

Metaphors in the discourse of EU judicial cooperation institutional websites

It is now widely accepted that legal language has a great metaphorical component, especially given the power of metaphors to give access to abstract concepts. This is why metaphors have been studied in the language of the law, both in general (Murray, 1984; Henly 1987; Winter 2008), or in different areas (e.g. criminal law [Duncan, 1994]).

The persuasive power of metaphors in legal reasoning can be also perceived when new legal instruments or measures are introduced which may meet with resistance from practitioners or political agents. Such is the case of judicial cooperation in the European Union, with salient developments over the past decades (European Arrest Warrant, Eurojust, etc.) likely to be opposed by those who favour the sovereignty of individual states. In order to facilitate such practices, a whole body of legitimizing discourse is necessary at an institutional level, where metaphors play a fundamental role: images such as "progress in the creation of a single area of justice" contain the journey metaphor (forwards is good, backwards is bad) and the container/space metaphor (justice is an area). In our study, we shall look at EU institutional websites and examine the metaphors that are part of the terminology of judicial cooperation, whose purpose is both illustrative and explanatory (to explain how cooperation works) and persuasive (to present it as a desirable, acceptable objective).

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Catenaccio Paola
University of Milan, Italy

Agro-ecology and the fostering of new farmer identities: the professionalization of environmental stewardship

Over the last few decades, technological advances, growing environmental awareness, the rise of the sustainability paradigm and the emergence of grassroot movements supporting the rights of rural workers have put traditional conceptions of agriculture under strain. In advanced societies, agriculture has moved from productivism to post-productivism (Mather, Hill and Ninjik 2006); in developing economies, agricultural innovation is seen as a key driver of social and economic growth. Within this scenario, agro-ecology has emerged as an important paradigm, leading to substantial changes in rural workers' roles and identities.

This presentation investigates the discursive construction of farmers' social and professional identities within the context of agro-ecology. The study focuses on the interplay between top-down processes of identity definition through institutional framework-setting (as exemplified in the materials on agro-ecology on the FAO website - <http://www.fao.org/agroecology/en/>) and bottom-up processes of identity construction generating from within grassroot organizations (such as La Via Campesina, <https://www.viacampesina.org/en/>). A key area of interest is the way in which agro-ecological framings are deployed to "forge a professional identity and broker a new social contract entitling [farmers] to renewal of their political and economic status" (Wolf 2008: 203).

The research is set against the background of recent studies on changing farmer identities (Burton and Wilson, 2006). Taking a discourse analytical approach, the investigation will seek to identify strategies of (self-)representation aimed at fostering the institutional entrenchment of professional identities and social roles, focusing on the rhetorical means whereby the convergence of social, economic and environmental concerns is construed through reference to farmers' ethos.

Cox Antoon
Free University of Brussels, Belgium

Maryns Katrijn
Ghent University, Belgium

Multilingualism at the Emergency Department (ED). A linguistic-ethnographic analysis of multilingual strategies in ED consultations

This paper aims to gain a better insight into the feasibility and effectiveness of multilingual strategies in ED consultations with a view to optimizing the interactional management of these encounters. Due to the increasing diversity of patients in emergency care settings, especially in the light of the current European refugee crisis, emergency physicians and nurses have to take history from patients with whom they do not share a language (Eisenberg et al. 2005). Ongoing research on language mediation at a Brussels ED (Cox 2015) indicates that in order to facilitate communication, the participants in these encounters mainly rely on a set of readily available multilingual solutions such as lingua franca mediation, medical translation software, non-verbal communication and ad hoc language assistance through companions or multilingual hospital staff (Cox & Gutiérrez 2016). This study combines various ethnographic methods (participant observation, audio recordings and member-checking) to examine the effects of the multilingual strategies selected at the outset of the encounter on the interactional dynamics (questioning techniques, levels of meta-communication and rapport building) and the eventual outcome of the consultation.

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Darics Erika
Aston University, UK

Language research and soft skill education: a double helix

Soft skills have become critical assets in the knowledge economy: specifically, oral and written communication skills are highly required skills in professional and business contexts (Investors In People, 2015). However, teaching materials are often still fabricated and unnatural, or based on anecdotal/ impressionistic evidence. This is particularly striking in the case of digital communication skills, where an overwhelming proportion of training materials are normative, do not reflect the actual use and communicative function, and are often influenced by impressionistic evidence, reflecting the authors' own preferences.

In this talk I demonstrate how linguistic research can inform soft skill education — and consequently, how can it have a direct, positive impact on the decrease of soft skill deficit. I bring examples from my own teaching to show how linguistic and discourse analytical approaches to real-life data could complement business-focussed teaching materials in organizational, management and leadership education. I demonstrate how I use real-life data and how I include the analysis of specific linguistic and discourse strategies (for example emerging communicative conventions in digital communication in email and instant messaging) to teach students about organizational culture — but also about the discursive enactment of power and perpetuation of the dominant social order.

My talk ends with a proposal that we should not only draw on data from language-centered scholarship, but make language use the object of empirical study. I call for a paradigm shift so that linguistics and discourse analysis studies form part of soft skill training — whether it takes place embedded in management classes of business schools, foreign language classes or corporate/professional communication programmes. Using empirical data enables trainees to develop a critical awareness of language as constitutive of social and organisational processes and helps them becoming more effective communicators through the exposure of effective and ineffective linguistic and discourse practices.

Declercq Jana
Ghent University, Belgium

Writing about health in a women's magazine: journalists' discursive constructions of health and the role of their audience

Health-related media content relating is on the rise (Hallin and Briggs, 2016). In addition, the media is the most important source for health information for lay people, and has been found to impact their health behaviour and therapy compliance (Grilli et al., 2002). It has therefore become essential to gain a better understanding of journalists' discursive constructions of health and of their audience's role in taking care of health.

In this paper, I examine how health journalists, writing for a women's magazine, discursively construct health and their audience, and how these constructions are connected with the production and content of health-related articles. To do so, I analyse eight in-depth interviews with journalists of a women's magazine on health, psychology and sexuality.

My results tie in with two new developments, respectively in biomedicine and journalism research. First, in the biomedical world, health is no longer seen, as defined by WHO in 1948, as "a state of complete physical, mental and social well-being and not merely the absence of diseases and infirmity" (World Health Organization), as this definition and its focus on completeness constructs us as unhealthy most of the time (Huber et al., 2011). Therefore, Huber et al. (2011) propose to define health as the ability to adapt and self-manage in the physical, mental and social domain, leading to a focus on individual agency and responsibility. Second, the results tie in with Roy's (2008) findings that women's magazines construct their readers as entrepreneurial, capable and autonomous subjects, who use the information provided by the journalists to adapt their lifestyles, and, in relation to health, even have a moral responsibility to work on their health. By examining interviews with journalists, we gain insight in how these constructions intersect, and what they mean in relation to the production and content of health-related media coverage.

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Expectations of stakeholders in the Belgian judicial system regarding quality of interpretation and role of the interpreter.

In the Belgian judicial system, quality control relating to interpreting and observation of ethical requirements by interpreters is carried out on an informal basis: police officers and judges move interpreters up and down (or off) the recruitment list according to their personal assessment of interpreters' performances. The criteria, perceptions or even prejudices these assessments are based on are unknown (some elements regarding a particular section of the police are discussed in Salaets & De Pooter 2015). Charting these practices is relevant both from an organisational/institutional and a scientific point of view. Quality assessment is certainly not new in interpreting studies (xxx), but studies have so far focused on a limited number of criteria laid down by the interpreting community itself and based on concepts that appear to be perceived differently by different (categories of) recipients (Diriker 2004; Moser-Mercer 2008; Downie 2016).

In this paper we will report on a multi-method investigation of judicial stakeholders' expectations (police officers, judges and defence counsels) based on group-specific surveys and semi-structured interviews, along the lines proposed by Downie (2016). The surveys provide the quantitative data needed for statistical treatment, while the semi-structured interviews allow researchers and surveyees to negotiate the meanings of the concepts used to assess quality and interpreter's role.

From our study it appears that expectations tend to converge in areas covered by the relevant interpreting codes of ethics, whereas important discrepancies are found in other areas (especially as far as the first-person principle is concerned, which is not covered by Belgian codes of ethics in legal interpreting). This does not imply that expectations are necessarily in line with the codes of ethics, showing a need for training on the side of stakeholders.

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Counter surveillance and police work

One of the main features of contemporaneity is for ordinary citizens to use cyberspace to share information and images, created with different goals. In this paper, we focus on videos of counter surveillance posted on the Internet that report police actions as a way of protecting citizens or denouncing the actions of the Government and its security forces. Based on studies on surveillance and speech-in-interaction, this work aims at understanding how the recording of police actions can affect police practices. We analyzed a Youtube video, which records the moment when police officers face resistance of a suspect who refuses to be driven to a police station. The context of the scenes is a slum in Rio de Janeiro (Brazil), a low income community comprised of its population, drug dealers and a Pacifying Police Unit, installed there to fight crime and violence. The recording is done by one of the men approached by the officers and everyone is aware of his action. The analysis shows that officers are oriented towards what happens in the physical scene and what can be performed for a virtual audience. This dual positioning, therefore, complexifies police work. The officers' discourse not only point to actions related to the conduct of the suspect, but also show an effort to present an alternative version of the facts narrated by the videographer regarding the use of force and the legitimacy of the action. Thus, counter surveillance requires officers to not only be effective from the standpoint of law enforcement, but also show a competence to present themselves as innocent before a virtual court.

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Interpreting « Trumpese » for a Spanish-Speaking Audience: A Rhetorical Analysis

This case study is based on audio recordings of the inaugural address of President Trump and on three simultaneously interpreted versions into Spanish. The Aristotelian concept of « ethos » is used to investigate the image the speaker builds of himself in his speech. Although Aristotle condemned the use of this non-rational means to persuade the audience, he nevertheless acknowledged its rhetorical efficiency. The analysis further takes into account the appeal to emotions (pathos) and the use of arguments (logos). It also examines how these three pisteis interact with various stylistic features to enhance persuasion. In addition, some theoretical insights from Amossy's integrated approach (2010) are also used to describe the speaker's identity construction. Next, the interpreted versions are examined in a descriptive and a double comparative approach. The qualitative analysis reveals that Trump's rhetorical strategies are faithfully rendered by the interpreters and that the three versions present minor differences with the source text and among them. We can conclude from the corpus analysis that the three interpreters successfully re-presented the president's ethos and that interpreting « Trumpese » was in this case not as challenging as it can be in impromptu speech (see interview with interpreter Tsuruta in *The Japan Times*, 15/02/2017). Against this background, this article suggests that the president's rhetorical strategies and their renditions for foreign audiences should be further investigated across different speech genres. The findings contribute to the scarce research body on corpus-based research of broadcast interpreting (Pöchhacker, 2007).

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The construction of discursive identity in doctor-patient communication. Informed consent and the role of intralingual translation

The concept of discursive identity has been approached from different fields in the social sciences (Marcus, 2011), and in all of them it is considered a dynamic and complex concept. From the perspective of Discourse Analysis and Translation Studies, this concept is linked to specific communities of practice (Cassany, 2008), in which power relations between sender and receiver (Charaudeau, 2005) are paramount. These communities of practice have specific metadiscourses that are projected in relation to content and audience (Hylant & Tse, 2004; Mason, 2000). This paper reflects on the construction of discursive identities in the medical field and, more specifically, those of doctors and patients in the case of the informed consent as a key genre in clinical practice and a fundamental principle in healthcare. Informed consent is a relevant textual and communicative space in which to explore discursive identities of doctors and patients. For consent to be valid, it must be voluntary and informed, and the person consenting must have the capacity to make the decision. Issues such as asymmetries (García-Izquierdo and Montalt, 2013) deriving from social status and expertise of the doctors as well as the different capacities, needs, expectations and backgrounds of the patients, and the role of intralingual translation will be addressed. The kinds of problems and challenges that the informed consent poses for writers, translators and interpreters will also be considered.

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New media and the professional / non professional discourse distinction: a case study of online wine reviews

Wine reviews in prescriptive journals and guides are nowadays outnumbered by online reviews written by non-professional wine lovers. Their declared aim is to help consumers choose wines according to their taste habits. This proposal fits within the theme "Professional practice, discourse and the new media" and aims at investigating the consequences of this quantitative and qualitative development of online wine reviews on the distinction between professional and non professional discourse. This research question will be approached from three different perspectives:

- From a genre perspective: are such non professional reviews based on a different discourse pattern?
- From a micro-linguistic perspective are they less technical than professional ones and do their writers develop their own verbalization preferences?
- From a socio-discursive perspective: what are the consequences of such an evolution on the traditional prescriptive/descriptive distinction within the professional field concerned.

The paper is based on the comparison between two sub-corpora made of French wine reviews published in the last 10 years. A first sub-corpus is made of reviews published in leading wine journals such as Revue des Vins de France or Le Rouge et le Blanc, written by professional wine writers and traditionally looked at as forms of prescriptive discourse. The second sub-corpus is made of a comparable amount of amateur wine reviews collected from web sites such as Buveurs d'Etiquettes or Webovino.

The research questions sketched above will be answered by combining quantitative and qualitative analysis. At the discourse level, the corpora are processed with ProtAnt in order to measure the prototypicality of both kind of reviews compared to each other. At the micro-linguistic level, the comparison will show how professional and non professional writers deal with domain-specific terminology and phraseology – as a kind of jargon often considered as the main feature of winespeak.

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The question of questions in coaching: Linguistic inquiry into the obvious?

Coaching practice literature and training manuals proclaim the omnipresence and omni-relevance of questions as coaches' most powerful intervention tool. Lists of question types such as 'hypothetical questions' or 'systemic questions' are presented via exemplary sentences implying that frequency and variability of questioning guarantees successful coaching (cf. Deplazes 2015).

However, even though practice asserts that questions represent the silver bullet to effective coaching and comes up with idealized typologies and lists, there is hardly any empirical foundation for such claims: neither (quantitatively oriented) effectiveness research nor (qualitatively oriented) process research on coaching have so far undertaken serious efforts to address the question of questions.

This paper discusses linguistic findings from an interdisciplinary research project on questions in coaching integrating linguistic and psychological perspectives (Deplazes and authors, in prep.). While the practical benefits of combining a micro-analytic, sequential CA analysis with psychologically informed video-analysis is briefly mentioned at the end, a first typology of coaching-specific question-answer sequences will be presented. CA-insights from neighboring professional formats like psychotherapy, counseling and doctor-patient interaction thereby served as starting point to investigate into questioning as a demarcated social practice in the particular institutional scene of coaching (Tracy & Robles 2009). The data comprises 9 complete coaching processes, videotaped and linguistically transcribed (author 2015). As has regularly been shown by CA studies of other professional practices (Stokoe 2013; Stivers & Sikveland 2016), the idealized professional training materials vary quite substantially from the ensuing coaching practices as regards the usage of questions.

Our empirical findings show, among other things, that polar questions do not keep clients from effective and extensive verbal reflecting as echoed across the practice literature and that a particular sequential ordering of question types enhances coaching-specific reflection.

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Reported Everyday Responsibilities of Mental Health Workers and Clients

Clients' and workers' responsibility is much discussed topic in present days. In this study we are interested in how everyday responsibilities between clients and workers are reflected and can be located in the shift reports written by workers of an intensive assessment and rehabilitation course targeted for young adults suffering from severe mental health problems. The aim of the course was to improve the young adults' capabilities to function independently and actively in their everyday life. During the course, the workers observed systematically observed the clients' condition, behaviour and actions, and wrote their observations in to the shift reports on a daily basis. The data consist of 27 shift reports. We pay specific attention on how the responsibilities of workers' and clients' are constructed in the shift reports. We understand responsibilities as everyday duties that workers and clients are expected to fulfil. In the shift report, clients' and workers' responsibilities are produced in different ways. There are tensions connected to responsibilities between clients and workers. Workers' responsibilities are to make assessments, to guide and to support clients and in that way increase their capabilities to function independently and take responsibility of their everyday life. Clients' responsibilities are to accept advice and support from workers. Clients are also responsible for their own rehabilitation and carrying out the everyday routines and tasks. The shared responsibility of workers and clients include promoting clients' recovery in collaboration.

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'Listening to Africans': Doing partnership in the development industry?

The idea of listening to what African people need to 'help solve their problems' has been called for by academics, media, and powerful political figures. It has also manifested in development industry concepts such as participation, empowerment, and partnership. Underlying this terminology is the desire to create more equal relations with Africans and disavow the paternalism characteristic to the development work of earlier decades.

Two ethnographic studies have critically unpacked how a variety of partnership-focused practices often function as empty rhetoric within the development industry due to the conflicting interests and power positions of the people involved (Eriksson Baaz 2005; Crewe & Harrison 2000). This paper makes a unique contribution by building on these studies and shining a light on the interactional processes that play out in these development encounters.

The paper is based on a linguistic ethnographic (Rampton et al. 2014) case study of a collaboration between a Nordic solidarity organisation and a civil society organisation in Swaziland. Together the two organisations seek to pressure the absolute monarchy in Swaziland to establish a multi-party democracy. The presented data comes from project planning meetings for new donor fund applications between the two organisations.

More specifically, the paper shows extracts of naturally-occurring interaction where the notion of 'listening' has been translated into question-answer sequences initiated by the Nordic organisation. However, there is a further element of the Nordic organisation evaluating the ideas proposed by the African partners according to the benchmarks set by donors as well as the Nordic organisation itself. This interactional pattern therefore calls into question the extent to which partnership, understood as equality of relations, in economically inherently unequal collaborations is at all conceivable as a particular social practice.

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Don't bother learning Danish: Exploring language ideological discourses about the (ir)relevance of Danish for transnationally mobile employees in Danish academia

During the last couple of decades, English has been established as the de facto second language in Danish academia. This means that although Danish remains the main language for teaching and administration at Danish universities, academic staff from countries outside Denmark are generally not required to have competences in Danish when taking up a position at a Danish university, nor are they necessarily expected to develop such competences. Managerial suggestions to learn Danish are typically offered and taken as friendly advice, rather than binding agreements.

In this talk we present the preliminary results from a research project which indicates that Danish may be a more valuable resource for transnational members of staff than is commonly believed. The project has been developed under the auspices of the Centre for Internationalisation and Parallel Language Use (CIP) at the University of Copenhagen. The data consist of 15 interviews with transnationally mobile academics. Based on an analysis of the interviewees' narratives about language choice in various situations from their professional and everyday lives, we show that transnational employees may in fact - despite the myth that Danish is generally dispensable for international academics in Denmark - feel that they need (at least some) Danish in order to participate satisfactorily in professional and social contexts. Some interviewees mention Danish as an implicit prerequisite for climbing the academic career ladder, others refer to Danish as a necessary resource in terms of social integration, both inside and outside the university. We suggest that these narratives reveal implicit language ideological discourses which play a role in explaining why local languages are either embraced or abandoned by transnationally mobile academics, and underline the importance of recognizing that English may not always be enough, despite its status as a dominant academic lingua franca in Denmark and beyond.

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Written reporting in an internal medicine ward. A text linguistic view

In the Finnish hospital wards the reporting between shifts can be done by silent reporting. This means that the information of patients' care and condition is delivered from one shift to another mainly in written form via electronic patient records (EPR). EPR documents contain standardized parts and free text sections written by all the health care professionals, such as nurses, physicians, therapists and other clinicians, responsible for patient care.

In this paper, I will present preliminary results of a linguistic analysis of EPR documents of an internal medicine ward. I will concentrate on free text sections of EPR documents. To find frequent lexical and syntactic features of the documents, I have utilized quantitative corpus linguistic methods (see Crawford, Brown & Harvey 2014), e. g. frequency counts and key word analysis, and I have combined these results with detailed analysis of individual texts (qualitative approach). Data of the study consist of EPR documentation of 100 patients of the ward. The data was collected as a part of a larger research project on language use at hospital.

The results show, among other things, that to comprehend the essential information presented in these documents, a nurse needs to understand some jargon-like grammatical structures which are different from standard Finnish, such as a lack of a copula and/or finite verb forms in some sentences or the absence of subjects and objects (see also Allvin et al. 2011).

In the context of silent reporting these structures become relevant, especially when the health care professional is non-native and he/she will implement nursing care according to what is written in the EPR document. The results of this study can be used to enhance the language awareness of the ward and for purposes of educating non-native health care professionals.

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Informing or assessing? Nurses' talk about patients' condition in hospital interaction

When working in a hospital, a nurse has to adapt to various situations and roles. Different situations require different ways of interacting and using language, e.g. when discussing a topic with a patient or with a physician. One essential nursing task is to deal with different numerical values related to patient's condition, above all vital signs and laboratory test results. Sometimes the nurses simply inform the recipient about the numerical value, and sometimes they formulate a qualitative assessment on the basis of the numbers.

In this paper, we will examine how nurses adapt their talk about the patient's numerical values according to the recipient and the situation. Our data consist of 7,5 hours of video-recorded interaction in a hospital ward; the data have been collected as a part of a larger project on language use at hospital. The data include conversations between nurses and patients (taking vital signs, discharge discussions) and between patients and the medical team (ward round discussions). The data is analyzed using conversation analysis.

We will show how the design of the nurse's turn is affected by 1) its sequential position, and 2) responsibility and power positions of the participants. Part of the professional expertise of a nurse is to be able to construct her professional identity according to the current activity, context, and participants. Our overall aim is to enhance language awareness at the workplace, and the results can be exploited in developing workplace communication and educating non-native nurses.

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Reinventing the Self: Alienation and Identity Transformation in Migrant Worker Returnee Narratives

For some people, acquiring a job that will allow them to support their families comes at a high price. Long-term unskilled migrant workers have not only left their families behind and, in many cases, spent the better part of their lives away from home, they have also suffered under 'the destructiveness of distance' (Pratt 2012). When migrant workers eventually go home after 15-20 years or more overseas, they realize that they have become alienated from family and friends and need to reinvent themselves in order to 'fit in.'

This paper reports on a study of migrant worker returnee narratives. The stories were recorded in villages in east and central Java in Indonesia, and in Bohol in the Philippines, where groups of migrant women and men came together to share their experiences of coming home. Because of years of separation, family members are 'family' only in name, and the familiar concept of 'home' has become a strange place. Thus, migrant workers are essentially without a home: they are denied access to a space they can call home in the countries they have worked in, and after years of separation, they are unable to make their homeland 'home'. The homecoming therefore involves attempts to reinvent the Self, and to reconnect emotionally with estranged family members.

The talk also considers migrant worker returnee narratives as a critique of identity research, which is heavily influenced by possessive individualism. This western concept, which assumes that everybody 'has' or 'owns' several (professional) identities, fails to recognize that for people in developing countries, (professional) identity is often an enforced position for which there is no alternative. It has to be occupied and it is not attributed with any value or prestige and therefore, cannot be used as a resource for enhancing privilege (Skeggs 2008).

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English language use in business in Japan

The findings of the Stephen Hagen-headed ELAN study (2006) of the use of languages in companies in Europe prompted a study on English language use in business in Japan. The English language problem and language education issues have long been debated in Japan. A major reform of language teaching policy is seen as the inevitable way forward in order to improve English competency levels so that it can win back its former position as an economic giant. A tangible effort is being made by the Abe Administration, laid out in its Execution Plan for the Reform on English Education in Response to Globalization (2014).

Rather than wait for the outcome of promised changes in language education, some high profile Japanese companies have made English a first or second official language, allowing them to recruit the best Japan has to offer, linguistically, and use such employees to advantage in their global development. Some small companies have responded in the same way. Using findings from interviews and a survey completed in Tokyo (2013), this paper provides a case study of one such company.

The goals of the study were twofold. The first was to investigate English use in the company and questions relating to attitude and language learning experience, the second to understand the rationale for the use of English in the company. The results give insight into both language education needs and company language policy.

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Intertextuality as semiotic strategy of glocalization: A comparative study of Nike's and Adidas's 2008 advertising campaigns in China

Glocalization is not infrequently deployed by multinational corporations to market products through the external communication of their brands in various forms of mass media to host markets without offending or undermining their values and beliefs. This paper examines the glocalization strategies of Nike and Adidas by comparing and contrasting intertextual practices each adopted in their advertising campaigns for the 2008 Beijing Olympics. The notion of intertextuality nicely seizures the global-local dialogical interaction. Taking intertextuality as the analytical platform has the advantage to underline the substantial influence of host contexts glocalization highlights. Of equal importance is a perfect congruity of the reflexive dimension of intertextuality with the habitually accommodative practice of glocalization.

Ads as a form of mediation are designed with specific audience members in mind (Dyer 1982) and intertextuality is often deployed by advertisers to construct social identities and to accomplish the ordinary tasks of everyday life (Peterson 2003). Based on the data collected from ad series of Nike and Adidas for the 2008 Olympics in China, a sample analysis of intertextuality in the representative ads for Nike and Adidas will be undertaken in relation to affinity groups that are actualized or created through the mediatization process whereby specific audiences' perception and interpretation of social roles and values are organized and oriented (Johnson and Ensslin 2007: 13). The commitment of intertextual analysis to examining the purposive construction of affinity identities is achievable, given the focus of affinity groups being "on distinctive social *practices* that create and sustain group affiliation" (Gee 2000: 105, italics original). Kinds of semiotic element and genre as well as the ways they are adopted, used and adapted are the focus of analysis to explore the reasons for the more successful of Nike than Adidas in China's market.

Communicating Australian wine brands: employee legitimacy in the context of a multinational corporation

For many multinational corporations, consistent branding has become a key feature of company success. It has been broadly acknowledged that the quality of branding relies largely on employee perception and communication of brands (Vallaster & Lindgreen, 2013), and yet, there is little research that has focused on how employees linguistically contribute to the branding process. This paper reports on a study that aims to address this gap. In addressing Sarangi's (2007) concern of the 'analyst's paradox', this study draws on principles from linguistic ethnography (Rampton, et al. 2004) and is combined with theme-based discourse analysis (Roberts and Sarangi, 2005), to explore how employees linguistically accomplish branding across four sites of an Australian multinational wine distributor: located in Australia, New Zealand, the United Kingdom and the United States of America. The research included interviews with staff members, observations of workplace activities and events over a six-month period. Findings indicate that the branding messages produced in Australia pose a conflict for participants located overseas, as the focus on the 'Australian-ness' of the brands may not align with the identity of the participants. To overcome this challenge, participants need to construct their 'legitimacy' as a brand representative. In doing so, participants draw on linguistic resources, metaphors (Lakoff and Johnson, 1987), small stories (Bamberg and Georgakopoulou, 2008) and categories (Sacks, 1995), which in combination construct their legitimacies as brand representatives.

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The complexity of legal translation in the drafting of bilateral treaties between Italy and English-speaking countries

As observed by Deborah Cao (2007), the translation of law has played a very important part in the contact between different peoples and cultures in history, and is playing an even more important role in our increasingly globalized world. The difficulties of legal translation have been analysed in several contexts, namely: at a national level (with regard to countries such as Switzerland and Canada), at a supranational level (in particular with regard to the European Union), and at an international level (with regard to multilateral treaties). However, the problems arising in the translation of bilateral treaties do not appear to have been explored as extensively when compared with the analysis undertaken in the three areas mentioned above.

Therefore, this paper aims to explore legal translation in the context of bilateral treaties. It will investigate what problems or difficulties have been encountered in the interpretation and implementation of specific provisions regarding bilateral treaties entered into between nations from different legal cultures, with particular reference to treaties entered into by Italy (civil law) and English-speaking countries (common law). The paper also aims to explore the evolution (or lack thereof) of translation practices in the drafting of bilateral treaties to ascertain how translators have attempted to bridge the legal and cultural divide between the contracting parties, thus shedding new light on legal translation conventions, practices and problems.

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From Southern Rail to #southernfail. Crisis and communication on Twitter.

Southern Rail is a British company operating trains in the South of England. Over the last year, Southern was repeatedly subject to industrial action, which led to train services being severely disrupted and customer satisfaction being negatively affected. Even in January 2017, the service update to passengers still stated that industrial action continued to cause disruption (<http://www.southernrailway.com/>, last accessed 6/1/17).

While customers are offered a range of options for contacting Southern, including by phone, email or completing an online form, they may also follow the company on Twitter to "get help and advice" (see <http://www.southernrailway.com/p/contact-us/>) from their team. As the use of Twitter is increasing as a means of customer communication for British train companies, a corpus of tweets was compiled between the 1st and the 31st of August 2016 to gain further insight into the interaction between customers and Southern on this online platform. The corpus includes tweets by customers directed at @SouthernRailUK and their social media advisors' replies, and comprises a total of 521,981 words (including retweets), showing that substantial use was made of this medium over the period of one month.

In this paper, I will study how the crisis of industrial action leading to trains being cancelled or delayed is discussed on Twitter. I will investigate the use of the hashtag #southernfail and its collocational context to discover which types of language use it entails in tweets by customers but also in replies by social media advisors. This will lead into an analysis of the speech act of apology and its use in this specific domain of crisis communication, aiming to uncover the potential of Twitter as a means of reducing the damage inflicted.

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Catalan higher education ESP and EMI looked at from different angles

The angles mentioned in the title refer to my role as the teacher of an ESP and an EMI subject in the Audiovisual Communication and Journalism degree at Universitat de Lleida (Catalonia) and that of a researcher carrying out participant observation of two class groups of an ESP subject at a Catalan university. The subjects I have taught are situated at different points the language/content continuum, and this translates into structural differences: language mistakes are penalised in the ESP but not in the EMI subject, for instance; or, students are allowed to take the test in Catalan or Spanish in the EMI but not in the ESP subject. There are, however, many aspects that are shared merely because it is the same person teaching the two subjects: I code-switch at certain moments into Catalan and Spanish; or, I bring content issues to the ESP subject and language topics to the EMI subject whenever I can.

As a researcher, I am part of a team that is comparing the impact of two different methodological approaches applied by two different teachers to two groups (G1 and G2) taking the same Business ESP subject. One group follows an English-only native-speaker-oriented approach and the other a plurilingual and ELF-oriented strategy. So, whereas G1 teacher never switches into Catalan or Spanish, G2 actually uses Catalan and Spanish in the class activities. Although tests in both groups must be taken in English, language accuracy as dictated by native-speaker varieties is not as important in G2.

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English-only versus translanguaging: beliefs and emotions in two ESP class-groups

In this presentation, we analyse the language practices of two class groups in which two different language policies were imposed, and the beliefs and emotions displayed by some of these students in the class and outside. The groups are the 2 groups of a Business English class at a Catalan university. Group 1 operated with an English-only language policy and adopted the British and American varieties of English as the model. In group 2, two other languages of the linguistic repertoire of the students were actively employed in the classroom; English, but also Catalan and Spanish, were used in the activities carried out in class. Moreover, English as a Lingua Franca conversations were used as the model. Of the 130 students enrolled in the two groups, 18 are Chinese students taking part of an exchange program with a Chinese university, and 2 are Erasmus students. The data that will be used, and that is currently still being collected, comprise 12 class observations (6 per group) and four focus group discussions: two conducted with the local students and two more with the Chinese students. Some of the aspects that we will look into are: (i) whether students (both local and international) stick to the language policies and what they have to say about the policies; (ii) what students (both local and international) think are the most important factors when it comes to maximising their learning process; and (iii) the dynamics created between local and international students across groups.

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Regulating documents' production in public institutions in the People's Republic of China

Since the 1980's the People's Republic of China has regulated the drafting of official documents in public institutions. The use of highly codified text forms would consolidate the institutionalisation of the working processes in state and Chinese Communist Party organs (刘访2014).

The norms were initially designed to reinforce the standardisation of public institutions procedures, in the framework of an effort to diversify the political functions and professional identities of state civil servants and party cadres (Mottura 2010).

In the following decades the norms underwent several amendments, until the publication in 2012 of a Regulation that jointly codify party and state documents production (中共中央办公厅2012). The Regulation seem to mark a setback in the process of separation of party and state functions.

The paper will examine a corpus of Chinese norms regulating the official documents production in a diachronic perspective in order to trace relevant changes occurred in the policy from 1981 to the present. The analysis will be carried on with the aim of verifying if the recent regulations represent a concrete reframing of party-state relations through specialised language codification or a mere acknowledgement of a surviving interference between the two institutions work procedures.

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Managing Distress in Psychotherapy

Psychotherapy offers a setting in which clients are able to report on their personal experiences, some of which involve intense moments of distress. These contexts of self-disclosure are believed to have positive therapeutic benefit. According to Greenberg, Rice & Elliot (1993:271), "some of the most powerful moments in therapy occur when clients allow themselves to experience and express extremely painful self-relevant emotions." Notwithstanding the immense potential value of emotional self-disclosure for facilitating productive therapeutic work, conveying upsetting personal experiences also creates certain interactional challenges. For example, clients may not only report on their past experience of distress but may simultaneously express distress in the present moment (e.g., crying). Thus, in choosing to affiliate or empathize with the client's distress, therapists may not only need to decide which aspect of the distress (i.e., what is reported or expressed) should be oriented to first, but may also need to manage distress at both these levels.

This paper uses the methods of conversation analysis to examine interactional sequences of client distress displays followed by therapist responses to the distress. The data is taken from approximately 60 hours of video-recorded sessions of client-centered and emotion-focused therapy. All clients were treated for depression. Our analysis of these distress sequences revealed a variety of practices through which therapists responded to the client's upset, such as formulations, noticing, immediacy questions and directives. Further, it will be shown how therapists deal with different levels of distress (reported vs. expressed in the moment) over the course of a given interactional sequence by drawing from these different practices. Finally, it was found that the 'timing' of a given therapist response (i.e., its placement within an extended sequence) may promote or delay continued emotional exploration of the distressing event.

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Coming to new understanding: forms and use of interpretations in family treatment homes

In our oral presentation we present excerpts coming from (300 hours of-) dinner-conversations between out of home placed adolescents and treatment parents in six Dutch family treatment homes. These adolescents often show behavioural disturbances due to traumatic events and poor parenting. At least one of the treatment parents is a trained professional. This makes the relationship hybrid; it is both pedagogical (the adolescent is part of the family) and therapeutic (the adolescent gets professional attention).

In this presentation we will present findings from a collection of interpretations as produced by a treatment parent in an interaction with an adolescent. Interpretations are utterances that invite the recipient to orient to and to work with a new understanding that is proposed (Vehvilainen, 2003). These kind of utterances are studied before in the context of psychotherapy where interpretations serve as interventions in which a counsellor 'links a client's prior talk to a suggested underlying mental pattern, disposition, thoughts and beliefs' and which 'elicit conformation or rejection' (Peräkylä, 2005: 199/ 203)

In our data we found interpretations in three different forms:

1. Interpretations as a stance
2. Interpretations as an opinion
3. Interpretations as a polar question

All interpretations sequentially come as insertion- or as post-expansion and thus as a response to something said or done by the adolescent. We analyzed if, and if so how, the way how an interpretation is shaped elicits different responses. We did find an arsenal of responses that show how interpretations are understood in a pedagogical relationship.

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Language, ethnicity and gender in the professional activation of immigrants in Flanders

Public discourses on migration and integration have in many national contexts been shown to consider proficiency in the national language as the gateway to societal inclusion. This is also the case in Flemish Belgium, where policy makers see insufficient knowledge of Dutch, the official language in Flanders, as one of the main causes for lower employment rates among migrants than among residents born in Belgium. Therefore the Flemish employment agency VDAB puts a strong emphasis on language in its implementation of the government's employment policy towards newcomers. Immigrant job seekers are provided with language courses and professional training as well as individual guidance, in order to help them find a job (and get off benefits) as quickly as possible.

This contribution will present preliminary results of ongoing ethnographic fieldwork at VDAB's offices in two different cities, investigating how the emphasis on language in the activation of newcomers is put into practice and what logics are underpinning it. This study draws on observations in counseling programs and professional courses, in-depth semi-structured interviews with counselors, teachers and job seekers, and analyses of policy documents.

We will demonstrate how tensions and contradictions arise when the activation policy is put into practice and how teachers, counselors and job seekers enact and negotiate these logics. We will show how the investment in language in this policy is often framed in a discourse of emancipation, but this discourse at the same time often downplays the structural barriers that immigrant job seekers face and as such may contribute to processes of differentiation. These processes moreover often seem to take place along racial and gender lines. This contribution therefore reflects on the need to be critically aware of intersectionality and specifically points to the role of gender and ethnicity in issues of language learning, migration and professional integration.

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Industrial worker participation in the manufacturing industry: a discourse analytic study of cross-disciplinary meetings in an R&D department

EU and Norway alike see the need for more and new manufacturing enterprises and are viewed as «a key enabler for Europe's grand societal challenges» (EU Commission 2013). Additionally, the involvement of highly skilled workers are seen as a competitive advantage, with workers taking on more and new responsibilities, such as participating in industrial development activities .

These activities have repercussions for how, when and to whom industrial workers communicate. Increasingly, industrial workers are expected to talk and write about their jobs, among other things with engineers in cross-disciplinary meetings in development activities.

But what roles do their talk have and what roles do the industrial workers have in cross-disciplinary development meetings? Are they active participants? When are their initiatives accepted or rejected?

This study is part of a larger PhD project analysing industrial worker discourse in development activities. The PhD in turn is part of a larger research project. This particular study explores industrial worker participation in a cross-disciplinary setting: product development meetings in an R&D department of a manufacturing business in Norway.

This study contributes towards understanding participation of industrial workers in an activity with increased societal importance, which is rarely studied. An increased awareness might help managers and employers in enterprises reflect on patterns of participation in their own development activities.

I use theories on textualisation, participation, authority and power.

Method of collection: 9 weeks shadowing in enterprise; recording meetings in the R&D department (so far 7 meetings, more to come); interviews (so far 3) and continuous informal conversations during my period of shadowing.

Method of analysis: Discourse analysis, communicative activity analysis, using transcriptions of meetings, observations/fieldnotes, conversations and interviews.

A Comparative Approach to Turkish Academic Discourse.

Register can be defined as "a communication situation that recurs regularly in a society in terms of participants, setting, communicative purpose and so forth"(Ferguson,1994:20). In this respect, academic research articles can be considered as a different variety both in terms of its communicative purpose and linguistic properties (Swales,1990; Bhatia,1993). This study aims 1) to determine the characteristic linguistic features of Turkish academic texts, and 2) to compare these features with five other registers as legislative language, newspaper feature articles, TV commercials, man/woman magazines and stand-up shows. Each text type in the study consisted of approximately 30.000 words. For the corpus of academic texts, scientific research articles were collected from three broad areas as social sciences, engineering and medicine. In this study, 'the multidimensional approach' developed by Douglas Biber(1988) is used as the method of analysis. Considering the limitations of this study, only 'narrative versus non-narrative discourse' dimension is used. The findings of the study indicate that the language of scientific research articles in Turkish has a highly non-narrative discourse type. When all text types in the study are compared in terms of this dimension, it is found out that legislative texts have the highest frequencies of the features of a non-narrative discourse. It is followed by academic texts, man/woman magazines, newspaper feature articles, TV commercials and stand-up shows. In the corpus, the most narrative discourse type is found to be as stand-up shows.

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Applying the networking power of Web 2.0 to the classroom: The dynamics of online peer interaction

Educators and trainers have increasingly integrated Web 2.0 platforms as support tools in the curriculum of both foreign language learning (FLL) classrooms and professional communication training programmes, aiming to facilitate learners' engagement with the foreign language, increase motivation as well as give them the opportunity to socially and collaboratively interact with fellow learners online (Lomicka & Lord, 2016). While descriptive studies on the topic have long been at the forefront of research, they often appear to lack quantitative measures on how peers interact with each other and what the effect of this interaction is on their learning curve. Moreover, Sato and Ballinger (2016) advocate for quantitative analyses on the different roles learners take up, as well as learner participation in peer interaction contexts. Presenting a research project carried out at the University of Antwerp (Belgium) in which two groups of more than 200 first-year FLL students were introduced to collaborative writing through Facebook, this study aims to untangle the dynamics of peer interaction and determine the different roles learners take up when talking to their peers online. Through critical discourse analysis (Fairclough, 2010) this study demonstrates how learners address various writing and learning challenges and how they draw on the peer group to reach the learning goals for the course. With proper design principles in place, learners engage in both cognitive and metacognitive discussions while being social and responsible participants in the learning process (Peeters & Fourie, 2016). Incorporating these findings into a newly developed model on peer interaction in Web 2.0 spaces, this study shows how the power of Web 2.0 can be used to make learners engage with a foreign language, paying special attention to the different dynamics of online peer interaction.

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Keep it short and simple? Communication styles in ELF email exchanges

Research has proved that, in business contexts, incorrect assumptions on the behaviours of people from different lingua-cultural backgrounds are a major source of conflict (Hendon 1999) as professionals will inevitably be influenced by culturally-determined schemata, while attending to the everyday tasks connected with their jobs, (cf. Baker, 2011). The present study starts out from a set of 435 business emails collected over a period of six months from the incoming and outgoing email boxes of five Italian employees of an international enterprise. Both single messages and chains of messages exchanged with stakeholders in different countries have been analysed. In the first place, the writers' politeness strategies have been scrutinized according to Brown and Levinson's politeness theory (1987). Moreover, reference was also made to De Moij's (2004) classification of communication styles with a view to gathering insights into the ways different cultures determine different business styles.

The obtained results indicate that business practitioners do share tacit business and domain-specific knowledge. However, in intercultural negotiations professionals also need to deploy the appropriate communicative strategies which best suit their addressees and their culturally-determined schemata, choosing for instance between the KISS model and a more elaborate communication style. By doing so they will be able to prevent communication breakdowns or inappropriate behaviour that could offend their potential business partners.

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The cognitive and affective side of healthcare communication training

Healthcare communication is complicated by language discordance resulting from the high mobility of this profession (Stilwell et al. 2004; Jinks et al. 2000). The use of a second or foreign language in a clinical setting in turn causes a range of problems for patients and nursing professionals (Schouten, Meeuwesen & Harmsen, 2009; Watson, Hewett & Gallois, 2012). Taking a Communication Accommodation Theory (CAT) approach to language and communication training for nursing professionals, we investigated how the affective and cognitive functions of communication (Soliz & Giles, 2014) are learned and used in concert.

Much research exists on the affective function (identity and relationship) of communication (Gallois, Ogay & Giles, 2005), but so far the cognitive function (comprehensibility – linguistic competence) and how it impacts on the affective function (Gasiorek & Van de Poel, 2012; Gasiorek, Van de Poel & Blockmans, 2015) has been little explored.

This paper reports on foreign nursing professionals' self-perceived gains in the cognitive and affective functions of communication (linguistic, transactional, interactional and strategic competence) and how these gains relate to their self-efficacy beliefs, and more specifically their ability to communicate in professional contexts. Data were gathered through a pre and post questionnaire and test design, as well as focus group discussions with foreign nurses working in different hospitals in the United Kingdom and participating in English language and communication training.

Results indicate that the cognitive and affective functions of communication sometimes are inharmonious and even antagonistic due to a lack of language and cultural awareness. These results provide us with insight into the approach to designing second or foreign language and communication training for nursing (pre-)professionals.

English as a business lingua franca and spatial repertoires

Research on English as a business lingua franca (BELF) has investigated language use in business settings and shown how participants orient to content and efficiency rather than linguistic correctness; most of all, they see BELF as a shared resource to carry out their work tasks. Communicators negotiate norms in-situ and use such strategies as accommodation, paraphrasing, checking and repair to achieve their business goals. (e.g. Louhiala-Salminen, Charles & Kankaanranta 2005; Kankaanranta & Planken 2010; Ehrenreich 2009) In understanding communication, the 'B', business, is highlighted because it determines the activities and influences communication; therefore, BELF situations are expertise and domain-specific and the importance is placed on the shared domain of business, special professional expertise, and the length of the (business) relationships. BELF can be characterized as 'simplified English' and the special vocabulary relates to business in general and the professional expertise in particular. (Kankaanranta & Planken 2010.) In this context, linguistic resources have been seen as the primary means to negotiate meaning.

However, embodiment and materiality have been given limited attention when aiming to understand business interactions in English as lingua franca; yet, they feature prominently in meaning making. This paper attempts to expand BELF research by taking a spatial orientation to investigating the ways in which meaning emerges out of momentary assemblages of semiotic resources in place. Such an orientation has recently been taken up within applied linguistics as essential in our understanding of language and competence (see Pennycook & Otsuji 2015; Canagarajah 2017, forthcoming; Higgins 2017). This paper draws on my longitudinal ethnographic study of professionals' trajectories of socialization into global working life and the construction of professional communicative repertoires. The data used for this paper is collected by using a multi-sited ethnographic approach (Hannerz 2003) and includes interviews and audio- and video-recorded interactions at participants' workplaces between 2008-2017. The analysis utilizes interactional sociolinguistics and multimodal approaches and shows how embodiment and material objects offer affordances for ways of speaking.

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Inviting and supporting service user involvement in labour/welfare counseling interviews

Service user involvement is a central concept in political, policy and professional rhetoric, and a demand for it is built into legislation, guidance and good practice manuals (Beresford and Carr, 2012, p. 20). However, we need empirical studies of actual encounters to understand how user involvement is achieved in practice. While the language practices of social work have received some attention internationally (e.g. Hall et al, 2006; Hall et al, 2014), we have little empirical knowledge about how counselling interviews are discursively done in a Norwegian context (but see Solberg 2016 for an exception).

In our ongoing research, we study how user involvement is invited and supported by counsellors in interview talk. We take a discourse analytic approach where attention to the co-constitutive relation between conversation and context is crucial. The primary data for the study is video recordings of counselling sessions with young users, complemented by fieldwork and interviews at two labour and welfare offices.

The paper presents key discourse strategies employed by the counsellors for inviting service user involvement and discusses what challenges the counsellors meet when working to implement normative ideas of user participation. The findings shed light on the communicative dilemmas experienced by counsellors in their attempt to support the needs and goals of the service user while also reaching the institutional goals of employment and activity.

The study contributes to operationalizing the concept and ideal of user involvement in the context of the counselling interview. Discourse analytic findings can strengthen the counsellors' ability to identify opportunities and barriers for service user involvement in counselling interviews.

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Metaphors for healthcare communication challenges in doctors' and patients' online writing

Communication between patients and healthcare professionals has long been recognized as crucial to the practice and provision of healthcare. However, many challenges exist to the achievement of interactions that are satisfactory both for patients and for healthcare professionals.

This paper reports on the findings of a UK-based computer-aided study of metaphors for communication between patients and healthcare professionals in two large datasets: a 500,000-word corpus of online forum contributions by people with cancer; and a 250,000-word corpus of online writing by healthcare professionals (primarily physicians). Metaphors were chosen as the focus of the analysis as they are well known to be used both to talk about (problems in) communication (e.g. Eubanks 2017) and about topics that are complex, sensitive and subjective (e.g. Dancygier and Sweetser 2014). Metaphorical expressions and similes were identified in the data via a combination of manual qualitative analysis and corpus-based methods (see Demmen et al. 2015).

The analysis suggests a number of problems and challenges from each perspective. Patients' metaphors emphasize particularly: the need for persistence and determination to obtain good care (e.g. 'fighting for Avastin'); the perception of imbalances of power and knowledge in interactions with doctors; and the consequences of these imbalances for patients' own sense of identity and ability to participate in decision-making (e.g. 'Sometimes surgeons and doctors push you to do what is easier for them'). Doctors' metaphors emphasize particularly the issue of emotional involvement in interaction with patients, and the personal consequences that this can have for mental well-being and life outside work. Different views are expressed by means of the contrast between the need for 'detachment' and 'compartmentalization' on the one hand, and the value of 'attachment' and 'openness' on the other.

Concluding reflections will be offered on the potential implications of the study for training and practice in healthcare.

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Providing a Meaningful and Motivating Context to Frame Learning Activities in an ESP Course

What learning activities are to be included in an ESP course so that they would help professionals to form relevant linguistic, communicative and interactional skills?

The paper introduces a course "English for Biologists". It aims to meet the real needs of future scientists. My students study biology at the university. They are trained in their speciality at the research institutes of the Russian Academy of Sciences. They are involved in real research work under the guidance of professional scientists and in international communication in English.

In the course the students take part in a series of scientific seminars and conferences. The techniques of preparing and carrying out seminars and conferences are thoroughly elaborated. The 1st conference is "Disease. The Greatest Agent of Natural Selection". The reports are prepared on the basis of the texts from the book "Clones, viruses, etc. Reading and speaking on biology and medicine" (Snytnikova, 2006). A sequence of suitable communicative tasks is carried out in English. They encourage interaction and help to achieve the negotiation of meaning (Nunan, 1992; Willis and Willis, 2011).

Communicative competence is formed. It comprises five sub-competences: linguistic, socio-linguistic, socio-cultural, discourse and strategic competences. Every competence consists of several skills developed by using specially designed exercises. The strategic sub-competence comprises seven skills. For example: 1) the skills to join in conversation and to cooperate; 2) the skill to choose an alternative way of phrasing when their word stock is insufficient, etc. Compensatory strategies for speaking and writing help learners make up for missing knowledge when using English (Oxford, 2011).

My course exposes the students to highly simulated tasks. It enhances their capacity to think and behave adequately in the authentic settings of scientific gatherings. They learn to mobilize their linguistic resources, communication and interactional skills in multilingual contexts.

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Language in the service of quality practice in the field of child welfare. Details of enunciation and internal agreement

In mediated visits, educators have the task of encouraging contact between a biological parent and his/her child, who has been permanently placed with a foster family. For various reasons, the parent no longer has the right to see the child without the presence of an educator. During the visits, details of the utterances and enunciations (Ducrot, 1984, 1991, Stroumza, Messmer, 2016), along with their temporal and experiential dimensions (Auchlin, 1991) contribute to the constitution of the situation (in practical, non-intellectual terms, as an experiential environment; Mezzena, 2017).

Our research[1] makes use of filmed activities, auto-confrontation interviews and modeling work. Our language-data analysis relies on experiential blending, i.e. the integration of abstract conceptual representations and sensory-motor experiences of the material properties of utterances. It follows the experiential perspective developed by Auchlin (2003, 2008).

We will demonstrate how the intervention of an educator relies on these details to respond to the demands of the situation (Waldenfels, 1994). This is a response that allows the simultaneous exploration and transformation of the situation, in response to what matters to the professional, but also to the parent and the child. This is required to guarantee qualitative practice, but it also requires the commitment of the professional. In our description of this dimension, we will see how a professional succeeds in obtaining internal agreement (in the sense of experiencing a balance in the circular relationship between a spoken subject and a 'locuteur', Auchlin, 1998) with a statement in which she does not believe at all. This will allow us to broaden the notion of « internal agreement », by also considering this experience as a vital interaction between the professional and the situation (including the parent and the child).

[1] Financed by FNRS

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Providing public health services through second language interaction

International mobility is common among health care professionals, and their work communities are typically rather multicultural and multilingual. For example in Finland, all public services must be provided in the national languages, however, so medical doctors, dentists and nurses can not rely on their prior English or other language skills only but be able to communicate with their patients in Finnish (and/or Swedish). All internationally educated professionals are expected to reach a B1 level language proficiency before starting to work; those coming from a non-EU/EEA country must also pass a separate authorization process. Ensuring patient safety is crucial, so employers can also set higher language requirements.

Our aim is to demonstrate what kind of challenges and solutions may be present when public health services are provided through second language interaction. We start by describing the research project "Health care Finnish: Developing and assessing Finnish language proficiency among health care professionals" (University of Jyväskylä 2014-2015). In this project, a tailor-made professional language assessment module was developed for research purposes to figure out whether and how it could complement the skill profiles recognized by The National Certificate of Language Proficiency (intermediate level, B1-B2).

We discuss some general findings of the project and then narrow down the scope of analysis to those tasks in which service encounters with patients and their family members were simulated, in particular. These include situations where internationally educated health experts (N=35) were giving advice and explaining medical examinations to the imagined patients or explaining medical treatment plans to their family members over the phone. Many participants had been able to pick up rather versatile, field-specific linguistic means to inform, advise and reassure, although their general language proficiency was still rather limited. Only intensive interaction in real work environment resulted in success in these tasks.

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The 'household' as a challenging concept

Individual cultures and lineage norms govern who intrinsically belongs in groups such as a family or co-inhabiting units. Civil registry systems, censuses and Health and Demographic Surveillance Sites (HDSS) rely on the socially constructed concept of a 'household' as a baseline category for counting people and measuring various aspects of populations and their health. Using Tanzanian data to advocate for their position, Randall et al (2011) call for demographic surveys to reevaluate the concept of household to better account for its cultural significance in specific groups and thus allow for a more fine-tuned measurement category when used in worldwide surveys.

This paper looks at cross-linguistic definitions and the on the ground implementation of the term 'household' in surveys from HDSS sites in Sub-Saharan Africa. By documenting the intricacies represented by this construct at several linguistically diverse sites, we hope to (a) improve the quality of demographic survey data and results, as well as (b) contribute towards the overarching goal of making a more culturally and linguistically accurate measurement unit available to population science.

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News reports on Snapchat. New forms of journalistic practice.

This paper analyses news reports posted on Snapchat as a new form of journalistic practice. Snapchat is a mobile application which allows users to exchange short multimedia content. Snaps, i.e. pictures or videos, can be viewed for only a short period of time (up to 10 seconds). Mass media have adopted the application as a new reporting channel, offering novel ways of disseminating news and information. The aim of the following analysis is to investigate the characteristics of news reports sent by Snapchat. The analysis focuses on news stories in the form of video clips from the news field posted by the BBC and the New York Times. Based on previous approaches to the discourse of broadcast news (Montgomery 2007), the study investigates the complex structure of news reports comprising verbal (reporter's voice-over), textual (headlines, leads), and visual (gifs, symbols, emojis) components. The analysis investigates intersemiotic relations (van Leeuwen 2005, Caple 2013) between the above-mentioned components and shows how they are used to underline authenticity, "liveness", interactivity, engagement and evaluation. The study provides insight into emerging practices of news reporting and shows how the design of the medium influences the structure of a news report and shapes the news format. The analysis indicates that the discourse of news reports constitutes an example of a blending of open and closed structure news discourse, and reflects a combination of discourse properties typical of broadcast and online news reports, and social media live updates.

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Professional orientation to 'scientific' and 'familial' others in genetic counselling communication

Orientation to others' wellbeing – in the generic sense of altruism – is an important attribute of professional practice alongside expertise and neutrality in the healthcare domain. Against the backdrop of continuous advancement of biomedical research-based knowledge about diseases and treatments, healthcare professionals routinely participate in research programmes, including clinical trials. With regard to genetic/genomic science, genetic counsellors' research participation is instrumental to the development and assessment of new genetic test technologies. In such events, genetic counsellors may be torn between competing interests – to help advance scientific knowledge by recruiting candidate families on the one hand, and to foreground the benefits of genetic tests extending to all at-risk family members, on the other.

Our research question is as follows: how do genetic counsellors discursively manage their altruism towards clients' wellbeing while maintaining what may be regarded as a self-fulfilling research agenda. From a larger dataset consisting of audio-recorded genetic counselling sessions in Norway, we selectively focus on a family's counselling journey across 10 pre-test and 8 post-test sessions. Through discourse analysis we demonstrate how benefits of genetic tests and test results are framed by genetic counsellors when balancing client-centredness vis-à-vis their affiliation with the scientific community. This tension in the role-set of the genetic counsellor can be characterised as a two-fold orientation to others, labelled as 'scientific others' and 'familial others'. We conclude by revisiting the notion of 'professional altruism' in relation to the dilemma posed by the role-conflict intersecting the domains of scientific and clinical practices.

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The multimodal enactment of authority through membership categorization in Indian faculty meetings

Authority is a much discussed topic in organizational literature, but its *in situ* enactment is little investigated. Using the notions of deontic authority (being in authority) and epistemic authority (being an authority) and using membership categorisation analysis (MCA) as a methodology, the purpose of this presentation is to provide an empirical study of authority-in-action. Moreover, we complement the analysis of sequential and discursive features of talk by also taking into account the multimodal practices (e.g. eye-gaze, gesture) that occur simultaneously. As such, we aim to add to a fuller understanding of how authority is accomplished in interaction.

Furthermore, research on authority enactment tends to be based on data from Western contexts, in which 'vertical authority' has been largely replaced by seemingly flattened hierarchies. Yet, non-Western contexts, like e.g. India, are still generally viewed as typically characterized by steeply hierarchical social systems, which may have important implications for how authority is enacted in the workplace. By zooming in on such a traditionally under-researched context, we thus also aim to further our insight into the accomplishment of authority in that respect. In particular, we focus on naturally-occurring decision-making episodes that were video-recorded during faculty meetings that were held in a private university in a large city in northern India.

Findings indicate that the doing of authority can be made visible by explicating participants' orientation to their respective deontic and epistemic rights and their invocation of particular category memberships. This is made tangible through both the analysis of sequences of talk and multimodal resources. Finally, the findings also demonstrate that so-called 'cultural' expectations can never account for how interlocutors locally negotiate their category bound rights vis-à-vis one another in interaction.

Designing the news: a practitioner perspective on the production values at work in newspaper sub-editing

Journalism studies tend to concentrate on the reporters as the drivers behind the news production process, whereas the journalists operating behind the scenes are often overlooked in research, by the reader, and even in the newsroom (Vandendaele and Jacobs, 2014). This paper focuses on the unseen 'production journalists' (Ursell, 2004: 45; National Council for the Training of Journalists, n.d.), i.e. sub-editors and layout designers, whose distinct yet inextricably connected daily newsroom practices keep the engine room of the newspaper afloat.

Sub-editors edit articles, write headlines and captions, and enforce their newspaper's style at the copy desk. Layout designers are responsible for designing the format of the newspapers, assembling text, photographs and other content in an aesthetically pleasing manner. Together they represent the heart of production at a newspaper.

The production journalists' practices are particularly interesting to look into in today's changing news media landscape which sees many newsrooms dismantling their copy desks, centralizing sub-editing and design functions for various publications in a single (overseas) 'sub hub', and even eliminating traditional sub-editing for online news (Channick, 2011; Keith, 2009; Lypny, 2013; Myers, 2012; Keith, 2015).

In three semi-structured qualitative interviews with pairs of sub-editors and layout designers employed by a Belgian broadsheet, I test the practical application of the 'production values' I previously formulated (Vandendaele, 2017a), i.e. guidelines that help them ensure accuracy and readability – thus appeal and credibility – of their newspaper.

On the basis of these practitioners' input on their collaborative process, I re(de)fine my original production values. My findings suggest that in this particular newsroom the layout designer's voice can be heard louder than ever. Furthermore, looking closely at the production journalists' shared community of practice and uncovering their tacit knowledge, deepens our understanding of this stage in professional newswriting, and journalistic craft as a whole.

Van Naerssen Margaret
Independent

Of course everybody knows what "steal" means, right?!

This oral report is on linguistic analyses of a sting operation in which the target was a non-native speaker with a beginner level of English proficiency. The sting setting was a discount store.

In sting operations a law enforcement officer (LEO) identifies as an aggressively persuasive "salesman" while also making it clear that the target is being asked to participate in an illegal activity. However, what happens if the target does not understand enough English to recognize that the proposed activity is illegal? What kind of analyses are needed to determine how likely it is that the target might not have understood the LEO? The procedures will be described

The language evidence consisted of a) the findings of face-to-face, oral proficiency interview protocols; and b) the informal video recordings from three visits in the undercover operation.

After the language assessments were done, the assessment criteria were related to the language evidence. Analyses focused a) on the effectiveness of the LEO's attempts to make clear the proposed illegal activity, b) on the target's responses, and finally c) on the LEO's attempt to close the sting.

The defendant's English communication skills were assessed as 'Beginner' for both speaking and listening. Thus, how likely was it that Mr. A's utterance of 'yeah' was sufficient evidence that he could have understood the LEO's plan to sell him "stolen property"? Could he have recognized the perlocutionary effects of the LEO's linguistic strategies?

Interactional analysis involved Topic: Response. Who repeatedly raised the topic of the purchase? How did the target respond? Second language acquisition and sociolinguistic factors were considered. Computational linguistics also provided a tool.

The LEO appeared so intent on maintaining his role and on the requirements of a sting, that he seemed unaware of the limited language skills of the target.

Van Praet Ellen
Ghent University, Belgium

De Wilde July
Ghent University, Belgium

M-health: a game-changer for multilingual service encounters?

In this paper, we zoom in on the design, development and usability testing of a multilingual, multimodal mobile app to facilitate the communication between caretakers of Kind & Gezin (Belgium) and foreign mothers with limited Dutch proficiency. The application runs on a Windows 10 touchscreen tablet, groups various communication support tools, such as translation in 5 foreign languages, pictograms, icons, video remote interpreting, and an audio version of text content.

We describe the results of a two-group between-subjects experiment, in which respondents (N=20) were randomly assigned to either a service encounter with app (N=11), or a service encounter without app (N=9). The research builds on the hypothesis that technological mediation facilitates the transfer of information. To verify this hypothesis, we relied on qualitative and quantitative research data: (i) SERVQUAL satisfaction questionnaires and (ii) interaction analysis of video-recorded service encounters.

The results show that service providers prefer technology-facilitated service encounters over technology-free encounters, and reveal that the app explains abstract ideas, helps draw conclusions, and notably enhances multimodal meaning making. But, the findings are not one-sidedly positive. Service providers did not feel more confident when using the app. Service encounters with app were laced with frequent and long pauses/gaps, and the app did not increase client-initiated questions. Balancing the positive and the negative, the results point at the potential of technological mediation in language discordant health care encounters, but also put up a red flag, signaling a distinct need for additional training to improve service-providers' trust and confidence.

Relational and transactional talk in a nursing home: taking a multimodal view of a caregiver's use of elderspeak during a group activity.

Elderspeak is a phenomenon frequently described in the literature on language use and interaction in nursing homes and other eldercare situations. This mode of speech directed at elders may involve high pitch, marked intonation (Caporael 1981), loud volume, slow delivery (Hummert & Shaner 1994), repetition, simple grammar and lexis (Ashburn & Gordon 1981), praise (Jansson 2016) and terms of endearment (Edwards & Noller 1993). It is said that elderspeak may create a non-autonomous identity for the addressee and induces them to dependency (cf. Ryan et al. 1986). Similarly, the environment of the nursing home is often described in terms of a loss of control for residents and an authority gain for caregivers (cf. care vs control / power vs solidarity). Research reports a "lack of meaningful social contact" (Grainger 1993: 259) in eldercare, and notes that occurrences of more relationally-oriented talk may be used to accomplish a transactional goal and are as such secondary to transactional talk (contrastingly, see Marsden & Holmes 2014). Previous discourse-oriented studies commonly rely on audiotaped data of care interactions without visual footage (see Jansson 2016 for an exception). This means that some nuance and meaning in the interaction may be lost in subsequent analyses. In this study, I rely on a video-recording from a group baking activity led by a caregiver in a Flemish nursing home to investigate instances of relational and transactional interaction in relation to elderspeak. I take on a multimodal discourse-analytic view and, given the benefit of video footage, I focus on verbal and non-verbal elderspeak features alike, as well as co-occurring gestural and body-actional behavior, and object use. Throughout, I keep the group activity's contextual ecology in mind, with both (1) the specific sequential progression of the ongoing activity and (2) shifting participation frameworks.

Vermeiren Hildegard
Ghent University, Belgium

Inclusion and multimodality in dialogue interpreting. Designing an online training course in the framework of the EC+ Project

Over the last decades, linguists have gradually abandoned a narrow view of language, preferring nowadays to study it in a socially, psychologically and semiotically more complex context. Studies of aspects such as gestures during interaction are just a few examples of the 'multimodal turn'.

Thanks to new technologies, many new modes have developed quickly, such as (online) subtitling, audio description or webcam interpreting. In fact, numerous publications have addressed issues raised by these modes of communication (Bermann e.a., 2014.)

Parallel with the technological revolution, there has been an ethical shift: the right to inclusion of persons with limitations. Children, foreigners for whom there is no interpreter available in their language and cognitively disabled people (DePaulo, e.a., 1986) became target audiences for more new modes.

Nowadays, dialogue interpreters can easily face situations where they have to mediate in conversations where one partner has a cognitive limitation.

Therefore, it seems useful to familiarize interpreters with inclusion-related skills. The Erasmus Plus Project EC+ and its partners, the Universities of Málaga, Klagenfurt, Ghent and Parc Taulí (Barcelona) have together developed resources in four languages for improved communication with people with whom providers have to interact in another language without the presence of parents or other mediating persons. In addition to the courses developed by Málaga (communication with people with severe mental disabilities) and Klagenfurt (sign language), Ghent has developed an online course on Multimodal Communication for Dialogue Interpreters, due in autumn 2017. The course provides theoretical insights and practical exercises in communication using easy language (ILSMH, 1998), gestures (Kendon, A 2004; McNeil, 2000) pictograms (Neuman Solow, 1988; Bührig, 2004; Katz, 2006; Ibrahim Sharif e.a.. 2014), and the EC+ consortiums' own online application. My paper will present theoretical and practical issues as well as challenges of this course.

Watts Helen
University of the West of England, UK

Discourses of Care: Interactions between care home workers and residents living with dementia

This presentation focuses on the interactions between care home workers and residents living with dementia. It builds on existing data analysis of discourses about care (10 scoping interviews) and explores the discourse of doing care through the analysis of audio-recordings of task-based dialogues in the private space, namely the resident's room. I demonstrate how care workers and residents build positive, reciprocal, and mutually beneficial relationships whilst completing daily tasks.

Disturbing revelations about care homes for the elderly are widely available, evidence about 'what works' is less widely discussed (Marsden and Holmes, 2014). I take an 'appreciative inquiry' approach to identify 'what works' for carers, drawing on both dementia care (Kitwood, 1997; Tresolini et al., 1994) and linguistic theories on ageing discourses (Coupland, Coupland and Giles, 1991). I apply linguistic ethnographic analysis (Copland and Creese, 2015; Creese, 2010) to the data collected, in which the detail of a linguistic approach is complemented by broader ethnographic observations. I use a participatory style where my research participants engage actively in the data collection, selection and analysis.

Initial findings show that carers frequently self-disclose, use endearments and engage in playful talk (Makoni and Grainger, 2002). Register and style vary, including use of politeness and levelling strategies. These features challenge somewhat the view that nuances of meaning are reduced in persons living with dementia.

Triangulating the audio-recording findings with the interview data and literature, I hope to shed light on the complexity (Iedema and Carroll, 2014) of the caring task with people living with dementia. Consequently this may raise the profile of a largely hidden and unrecognised workforce. These findings can contribute to more informed training programmes for care workers and improved understanding of the importance of social interaction for those who design, manage and are responsible for the care of those living with dementia.

Weber Wibke
Zurich University of Applied Sciences, Switzerland

Kennedy Helen
University of Sheffield, UK

Engebretsen Martin
University of Agder, Norway

Data visualization as intervention in journalistic practices

Data visualization (DV) has the potential to convey visually what is hard to express verbally; therefore, it has been developing into a crucial resource for disseminating information and news about global issues, political and social phenomena, and societal challenges. DV, understood as a distinct semiotic and technological resource, intervenes in the routines and practices of traditional news-making. It challenges textual routines and textual culture by representing information and stories in a visuospatial manner – a semiotic mode defined by the emerging rules and conventions of the diagrammatic system: point, line, plane and further visual variables.

Now journalists and editors are confronted with new and complex textual formats, combining words and numbers with graphic modes, characterized by a wide range of semiotic and aesthetic affordances. They are also confronted with new methods, new software tools, and the demand for new skills such as numeric skills. These shifts affect the workflows and require a close collaboration between journalists, designers and programmers, and sometimes cartographers and statisticians.

In our contribution, we will present findings from a qualitative interview study that focuses on DV in European newsrooms and the practices involved. In this study we explore the extent to which data visualization represents a significant change in the practices of news-making and possible implications for the design of multimodal artifacts (e.g., graphic-text-numbers-relations, designing news from a visual and statistical perspective). We interviewed visualization designers, (data) journalists, newsroom leaders, and developers at major news organizations and broadcasters in Norway, Denmark, Sweden, Switzerland, Germany, and the UK. The interviews conducted from 2016 to 2017 were analyzed through qualitative content analysis. The study is part of the research project Innovative Data Visualization and Visual-Numeric Literacy (INDVIL, www.indvil.org).

Wille Beatrijs
Ghent University, Belgium

The Visual Communication and Sign Language checklist (VCSL-checklist) adaptation from American Sign Language (ASL) to Flemish Sign Language (VGT)

To date no standardized assessment tool has been developed in Flanders that can measure the visual communication and sign language skills of Flemish (partially) deaf children. In the western world more than 90% of deaf children have hearing parents who have no or hardly any experience with the visual communication needs their deaf children will have. Therefore, not only the infant's hearing status but also the quality and quantity of the interactive experiences influence the visual communication and language acquisition of the children. This study focuses on the development of the first diagnostic assessment for deaf children in Flanders (≤ 2 years old). Developing this diagnostic tool is based on an adaptation and translation of the Visual Communication and Sign Language-checklist. The standardized VCSL-checklist for American signing children was developed to meet the need for a comprehensive checklist of visual language development. In this checklist the child's comprehension basal age corresponds to the tenth mastered item in a row. The items range from "looking in direction to which the signer is pointing", "recognizing own name sign" to "identifying pictures of objects/animals/people in child's environment" at the age of 2.

The pretesting results will be conducted by means of a cross-sectional study of 10 Flemish deaf children at the age of 2. This allows me to identify (1) differences between the ASL and VGT findings at a specific point in the sign language acquisition process, (2) interpersonal variation in visual communication and (3) the first Flemish Sign Language milestones. For this I use video-taped spontaneous or semi-spontaneous interactions ($\geq 15\text{min}$) between parent (mother or father) and child, elicited with age appropriate toys. As ASL and VGT originate from the same roots, we don't expect many linguistic differences. Filtering out the cultural differences and especially reckoning with the interpersonal differences will be challenging.

Concept of Synonymy in the Language of Medicine from a Broader Perspective

Traditionally, synonymy refers to a situation where a language has two (or more) linguistic forms for expressing one meaning. Synonymy is rather common in a medical language, but in spite of this fact, there are no special synonym dictionaries of medical terms. In addition to lexical, morphological types of synonymy and doublets (triplets) from different languages there exists a definition variation of the same term. The main idea of our presentation is to study the concepts of synonymy and sameness in medical terminology, as opposed to the similarity of linguistic expressions and to approach the concept of terminological synonymy from a broader perspective.

Some linguists define synonymy as a very close semantic similarity. We partly agree with them. Greek and Latin doublets are often interchangeable and have identical reference in medical language. But they don't have functional similarity as they are used in two different spheres of professional communication: Anatomy and Clinical Medicine.

Some representatives of Cognitive Linguistics do not acknowledge the concept of synonymy at all. Synonymy seems to militate against the expected relation of meaning and form: a difference in form should always correspond to a difference in meaning. These authors are also partly right. Regarding a medical language, we should answer the questions "Do all synonymous names of the diseases share a common conceptual schema? What is the relation between these schemas and lexical synonymy?" These terms may be identical in meaning in certain contexts, but upon closer examination they display differences. The cause of synonyms in nosological terminology underlies in the ontological properties of a disease that has a great number of aetiological and pathological features which can be represented in a term. In addition to ontological factors we distinguish historical ones. As a disease was investigated by different scientists, it was coined by different terms.

Zayts Olga
University of Hong Kong, Hong Kong

Lazzaro-Salazar Mariana
University of Hong Kong, Hong Kong

Making sense of transitions: Identity construction of migrant doctors in Chile and Hong Kong

Mostly due to socioeconomic factors, professional mobility in healthcare has been on the increase in the last few decades. Improved socioeconomic conditions as a result of a move overseas, however, do not come without hurdles, such as a typically required period of extensive re-training or internship in a new country followed by stringent professional exams, and social and cultural adaptation to a new working and living environment. Subjectivities are at the heart of transition and adaptation processes as migrant doctors strive to find (if possible) their place within the new professional community. Focusing on discourses of 'old' and 'new' selves, we explore how migrant doctors re-conceptualize and re-negotiate their identities as a way to make sense of the transition. We suggest that the new identity orientations reflect these doctors' adaptation efforts. To that end, we draw on the data from semi-structured interviews from an on-going collaborative project on migrant doctors who have received their professional training in one country, and relocated to another country (Hong Kong or Chile) afterwards. Drawing on the notion of accounts that refers to understanding language use as action-oriented, situated and strategic, we explore migrant doctors' identity construction as we examine how these migrant medical professionals reflect on the intersections of healthcare systems, cultures and practices, and the challenges that the transitions overseas have brought to them. We discuss the importance of identity processes in making sense of the new intercultural experiences for these migrant doctors and reflect on the extent to which such identity processes become part of acculturation processes. To conclude, we discuss how the localized transitions of individuals contribute to and are a part of global transitioning of healthcare service deliveries.

Work-in-progress round table

Kurtes Svetlana
Texas A&M University at Qatar, Qatar

Linguistic and intercultural education for global professionals: towards (a) sustainable post-method model(s)

The Round Table is organised by a transnational collaborative academic network committed to sustaining exploratory dialogue on topics pertaining to interculturality, multilingualism and education.

The session intends to (i) address a range of issues in the area of linguistic and intercultural education, its current status and challenges it faces on a day-to-day basis and (ii) identify possible avenues for its future development, responding to the requirements of an ever-evolving globalised professional arena. The participants take the post-method pedagogy (Kumaravadivelu 2001) as their anchor point and deconstruct interculturality from the point of view of intercultural pragmatics (Kecske 2014; Kurteš & Kopytowska 2015; Larina 2015, etc.) and multilingualism from the point of view of the Common European Framework (2001) and the subsequent literature and materials pertinent to language policy matters.

The session will offer a brief critique of the current state of affairs in linguistic and intercultural education, focusing in particular on a few staple items on its agenda, such as cultural literacy (Hirsh 1988), democratic citizenship (Starkey 2002) and internationalisation (De Wit et al 2015). We are specifically interested in identifying current examples of best practice in language learning and teaching in Europe (and beyond).

Reflecting on our own pedagogical practice, we will illustrate our position by presenting possible teaching and assessment models which we have been working on recently. Addressing specifically the needs of 'digital natives' (Prensky 2001), the models make ample use of digital technologies, encouraging the students to explore the world in a manner more attuned to their cognitive processing and facilitating their intercultural journey, professional, academic and personal.

Invited participants:

Michael B. Hinner (TU Bergakademie Freiberg, Germany)

Uwe Baumann (Open University, UK)

Tatiana Larina (Peoples' Friendship University of Russia)

Jagoda Granić (University of Split, Croatia)

Convenor:

Svetlana Kurteš (Texas A&M University at Qatar)