

IEMCA 2024

International Institute for Ethnomethodology and Conversation Analysis

"Positioning EMCA in the Digital Landscape"

June 25 - 28

Seoul, Korea

Sogang University

J Building

Program Book

TABLE OF CONTENTS

Welcome to Sogang & IEMCA Board	1
Organizing Committee & Scientific Committee	2
Contacts	3
Floor Map	4
General Information	5
Timetable	
Overview	6
Plenaries & Panels	7
Individual Papers	9
Plenary Sessions & Plenary Panel	
Plenary Sessions	19
Plenary Panel	24
Sessions	
Panels	33
Individual Papers	61
Conference Buildings	98
FAQ	99
Participant Directory	100
Notes	107

Welcome to Sogang

Welcome!

Finally, IEMCA 2024 is set to take place at Sogang University, Seoul, Korea. After facing several delays, we are excited to announce that the conference will finally take place in Seoul, a city renowned for its vibrancy and popularity among visitors worldwide. IEMCA 2024 is carefully curated to offer academically stimulating and socially satisfying experience for those passionate about interactional lives. We cordially invite you to be a part of this exceptional gathering.

- IEMCA 2024 Seoul Committee

“Positioning EMCA in the Digital Landscape”

We are witnessing the rapid evolution of online environments and interconnected spaces. Digital technology provides a plethora of tools that enables novel forms of interactive engagement. While some of us have embraced new agendas, others remain steadfast in assembling the intricate puzzle of interactive mechanisms. At this pivotal moment, EMCA2024 presents a platform where diverse analytic agendas are shared, and new opportunities are explored.

IEMCA Board

Yo-An Lee - Sogang University (Chair)

Patrick G. Watson - University of Toronto

Susan Danby - Queensland University of Technology

Wendy S. Heckler - Otterbein University

Nozomi Ikeya - Keio University

Kristian Mortensen - University of Southern Denmark

Axel Schmidt - University of Mannheim

IIEMCA 2024 Conference

Organizing Committee

Yo-An Lee Eunseok Ro
Hanbyul Jung Yu Kyung Shin
Minho Shon Hyunyoung Cho
Ok Yeon Kim Seulgi Song
Sujeong Kim Yujin Shin
Yonhee Chung Sihun Lee
Gimin Han

Scientific Committee

Antaki, Charles Ayaß, Ruth Bolden, Galina Burch, Alfred Rue
Clayman, Steven S. Couper-Kuhlen, Elizabeth Danby, Susan
Dennis, Alex Depperman, Arnulf Drew, Paul Eskildsen, Soren
Fitzgerald, Richard Gardner, Rod Gill, Virginia Greer, Tim
Greiffenhagen, Christian Hall, Joan Hauser, Eric Hayashi, Makoto
Heckler, Wendy Hellermann, John Jung, Hanbyul Kaanta, Leila
Kasper, Gabriele Keevallik, Leelo Kendrick, Kobin Kidwell, Mardi
Kim, Yoonhee Kunitz, Silvia Lee, Josephine Lee, Yo-An
Lieberman, Ken Luff, Paul Lynch, Michael Macbeth, Douglas
Mair, Michael Mazeland, Harrie Mondada, Lorenza Mortensen, Kristian
Nishizaka, Aug Okazawa, Ryo Potter, Jonathan Ro, Eunseok
Robinson, Jeffrey Schmidt, Axel Sormani, Philippe Stivers, Tanya
Stommel, Wyke Streeck, Jürgen Svennevig, Jan Talmy, Steven
vom Lehn, Dirk Wagner, Johannes Walker, Gareth Waring, Hansun
Watson, Patrick Wilkinson, Ray Zemel, Alan

Contacts

General Inquiry
iiemca2024@gmail.com

Follow us on **Instagram**

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@iiemca2024

Connect with us on **X (formerly Twitter)**

Get real-time updates, share your thoughts, and connect with fellow scholars on our official X page. Follow us here and use the hashtags #IEMCA2024 and #IEMCAsoul to join the conversation.

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IEMCA2024

INSTAGRAM

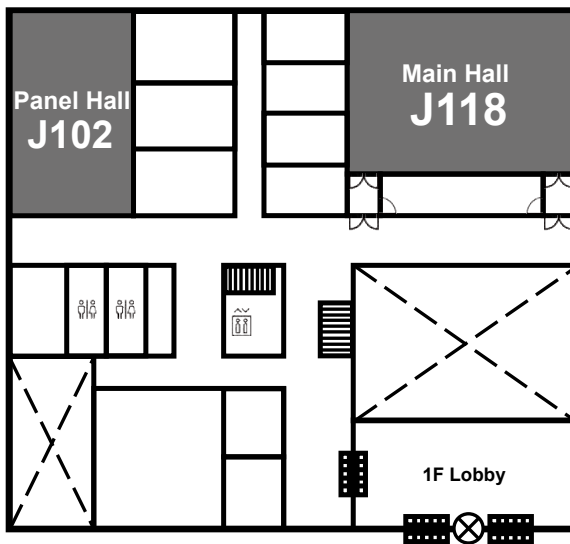


IEMCA 2024

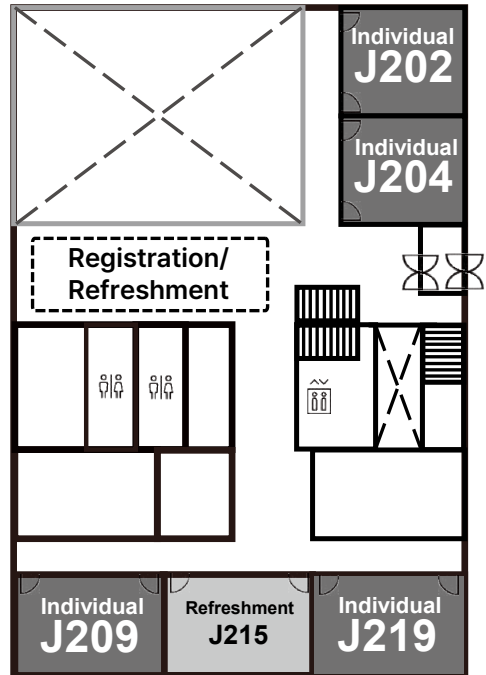
X (formerly Twitter)

Floor Map

1F



2F



J Building

J118: Plenaries & Panel 1

J102: Panel 2

J202, J204, J209, J219: Individual Papers

J215: Refreshment & Lunch

General Information

Internet Access

To connect to the internet, please use the following WiFi details:

Primary Connection

Network Name (SSID): **sgwlan_secure**

Username: **guest2020**

Password: **guest#112**

If you are unable to connect to 'sgwlan_secure', please connect to the secondary network:

Secondary Connection

Network Name (SSID): **sgwlan**

After connecting, open any web browser, and you will be prompted to enter the following credentials:

Username: **guest2020**

Password: **guest#112**

Emergency & Injury

- In case of emergency, call **1-1-9**
- **Sogang University Clinic**
02-705-8209
Room 205, BW Building
- **Sinchon Yonsei Hospital** (ER available)
02-337-7582
110 Seogang-ro, Mapo-gu, Seoul
- **Severance Hospital**
<https://sev.severance.healthcare/sev-en/>
1599-1004
50-1 Yonsei-ro, Sinchon-dong, Seodaemun-gu, Seoul

Timetable: Overview

	25	26	27	28
	Registration <small>2F Hall</small> / Breakfast			Breakfast
9:00 - 10:30	Panel <small>J102 J118</small> Individual <small>J202 J204 J209 J219</small>			
	Opening <small>J118</small>	Refreshment <small>2F Hall J215</small>		
11:00 - 12:30	Plenary Speech <small>J118</small>	Plenary Panel <small>J118</small>	Plenary Speech <small>J118</small>	
	Lunch <small>2F Hall J215</small>		Lunch <small>Gonzaga Hall</small>	Closing <small>J118</small>
13:30 - 15:00	Panel <small>J102 J118</small> Individual <small>J202 J204 J209 J219</small>			
	Refreshment <small>2F Hall J215</small>			
15:30 - 17:00	Panel <small>J102 J118</small> Individual <small>J202 J204 J209 J219</small>			
17:00 - 18:00	Plenary Speech <small>J118</small>	Panel <small>J102 J118</small> Individual <small>J202 J204 J209 J219</small>	Panel <small>J102 J118</small> Individual <small>J202 J204 J209 J219</small>	
		Banquet <small>Gonzaga Hall</small>		

Timetable: Plenaries & Panels

25		26		
8:00 - 9:00	Registration/Breakfast			
9:00 - 10:30	<div>Panel J118</div> <div>From page to stage: Creating performance in rehearsals I</div> <div>Axel Schmidt & Maximilian Krug<ul style="list-style-type: none">Maximilian Krug & Axel SchmidtSpencer HazelMonika Messner</div>	<div>Panel J102</div> <div>Studies of policing: EM's lessons for policing's new visibility I</div> <div>Patrick Watson & Michael Mair<ul style="list-style-type: none">Carmen NaveRobin James Smith & Terry Au YeungAndre Buscariolli & Samuel Olds</div>	<div>Panel J118</div> <div>Multimodality and participation in children's interactions</div> <div>Matthew Burdelski & Asta Cekaite (Susan Danby)<ul style="list-style-type: none">Amanda Bateman & Amelia ChurchAsta Cekaite & Matthew BurdelskiShihou Hou, Han Zhang, Mia Hui-min Chen & Younhee KimVivien Heller & Friederike Kern</div>	
10:30 - 11:00	Opening Ceremony J118		Refreshment Hall (2nd Floor) & J215	
11:00 - 12:30	<div>Plenary J118</div> <div>"Arrangement-Making: An activity context for the enactment of benefactive identities and reciprocity"</div> <div>Steven Clayman</div>	<div>Plenary Panel J118</div> <div>"Sacks after CA"</div> <div>Douglas Macbeth, Michael Lynch, Jean Wong, Oskar Lindwall</div>		
12:30 - 13:30	Lunch Hall (2nd Floor) & J215			
13:30 - 15:00	<div>Panel J102</div> <div>Social time(s): Accomplishing temporal structures for ordered actions</div> <div>Jonas Kramer<ul style="list-style-type: none">Jonas KramerRené TumaHannes Krämer</div>	<div>Panel J118</div> <div>From page to stage: Creating performance in rehearsals II</div> <div>Maximilian Krug & Axel Schmidt<ul style="list-style-type: none">Agnes Löfgren, Leelo Keevallik & Emily HofstetterJunichi YagiKristina Eivlier</div>	<div>Panel J102</div> <div>Studies of policing: EM's lessons for policing's new visibility II</div> <div>Michael Mair & Patrick Watson<ul style="list-style-type: none">Michael LynchPatrick Watson (Emma Robinson)</div>	<div>Panel J118</div> <div>New directions in membership categorization analysis I</div> <div>Richard Fitzgerald, William Housley & Robin James Smith, Terry Au-Yeung & Robin James Smith, William Housley, Robin James Smith & Patrick Dahl, Terry Au-Yeung</div>
15:00 - 15:30	Refreshment Hall (2nd Floor) & J215			
15:30 - 17:00	<div>Panel J118</div> <div>Building conversational interface using conversation analysis in Korean</div> <div>Yo-An Lee<ul style="list-style-type: none">Myoung-Wan KooEunkyoung Jo, Cellik AdamsJiyoung & Yujin ShinYo-An Lee & Sihun Lee</div>	<div>Panel J102</div> <div>Professional judges' action formation during deliberations in the Japanese lay judge system</div> <div>Tomone Komiya, Ikuyo Morimoto & Takanori Kitamura<ul style="list-style-type: none">Ikuyo MorimotoTomone KomiyaTakanori Kitamura</div>	<div>Panel J118</div> <div>New directions in membership categorization analysis II</div> <div>Richard Fitzgerald, William Housley & Robin James Smith, Patricia Jimenez, Ricardo Mouring, Hansun Waring, Andrew P. Carlin & Nadja Tadic & Joana B. V. Marques, Elizabeth Reddington</div>	
17:00 - 18:00	<div>Plenary J118</div> <div>"Making sense of autonomous and artificially intelligent technologies in members' work"</div>	<div>Panel J118</div> <div>New directions in membership categorization analysis III</div> <div>Richard Fitzgerald, William Housley & Robin James Smith, Clara Terjung, Ryo Okazawa</div>		
18:00 - 18:30	Stuart Reeves	Banquet Gonzaga Hall		

27

28

8:00 - 9:00	Registration/Breakfast		Breakfast	
9:00 - 10:30	<div>Panel J118</div> <div>(Re)constructing multi-layered temporalities in practical activities I</div> <div>Terry Au-Yeung & Yeji Lee<ul style="list-style-type: none">• Yeji Lee & Terry Au-Yeung• Roman Matvienko• Mina Godarzani-Bakhtiari• Alexandra Gubina & Arnulf Deppermann</div>		<div>Panel J118</div> <div>Publishing EMCA research: A round table discussion with ROLSI editors</div> <div>Leelo Keevallik<ul style="list-style-type: none">• Elwys De Stefani• Reihaneh Afshari Saleh• Galina Bolden• Arnulf Deppermann• Elwys de Stefani• Stephanie Kim• Leelo Keevallik</div>	
10:30 - 11:00	Refreshment Hall (2nd Floor) & J215			
11:00 - 12:30	<div>Plenary J118</div> <div>"Invoking (dis)likes at the dinner table: Conversation analysis and language socialization"</div> <div>Hansun Waring</div>		<div>Plenary J118</div> <div>"Reflections on analyzing action in inter-action"</div> <div>Paul Drew</div>	
12:30 - 13:30	Lunch Gonzaga Hall		Conference Closing / Lunch Box	
13:30 - 15:00	<div>Panel J102</div> <div>Risk, vulnerability, and uncertainty: Mis/trusting in telephone helplines & social work</div> <div>Ann Weatherall & Ann Merril Rikke Nielsen<ul style="list-style-type: none">• Marc Alexander• Derek Edwards & Elizabeth Sobole• Emma Tennant & Ann Weatherall• Ann Merril Rikke Nielsen• Sabine Elung-Jorgensen</div>	<div>Panel J118</div> <div>(Re)constructing multi-layered temporalities in practical activities II</div> <div>Yeji Lee & Terry Au-Yeung<ul style="list-style-type: none">• Nozomi Ikeya & Shintaro Matsunaga• Lucien Tisserand• Arnulf Deppermann & Axel Schmidt</div>		
15:00 - 15:30				
15:30 - 17:00	<div>Panel J102</div> <div>What is the "craft" of ethnomethodology</div> <div>Iuliia Avgustis, Francesca Williamson & Phil Hutchinson<ul style="list-style-type: none">• Francesca Williamson• Jakub Mlynar• Stuart Reeves</div>	<div>Panel J118</div> <div>Touch, affect and embodiment in Healthcare: An EMCA perspective</div> <div>Juhana Jaakkio, Matias Mustakallio, Enhua Guo & Johanna Ruusuvaara<ul style="list-style-type: none">• Juhana Jaakkio, Matias Mustakallio & Johanna Ruusuvaara• Eri Sakai• Rachel Chen• Enhua Guo & Julia Kotila</div>		
17:00 - 18:00	<div>Panel J118</div> <div>Critical studies and EMCA</div> <div>Phil Hutchinson & Francesca Williamson<ul style="list-style-type: none">• Natasha Shrikant• Michael Mair• Patrick Watson</div>			
18:00 - 18:30				

Timetable: Individual Papers

25

	J202	J204
	Embodiment	Membership Categorization Analysis
9:00 - 9:30	The use of imagined insurance brochures for training novice insurance agents Koyuki Mitani	Dealing with issues of generalizing: A case study of on generalizing about being "Asian" Tianhao Zhang
9:30 - 10:00	Disentangling the entanglement of bodies Sofian A. Bouaouina, Guillaume Gauthier	Recommending distant child's involvement in elderly parent care: partitioning the population into 'family' and outsiders Atsushi Nakagawa
10:00 - 10:30	The coordinated expertise of eating with chopsticks: exchanging turns and exhibiting social order Raquel Abi- Sâmara, Ricardo Moutinho, Richard Fitzgerald	Negotiation of membership and epistemics in Japanese extended family conversation Tomoko Endo
10:30 - 11:00	Opening Ceremony J118	
11:00 - 12:30	Plenary "Arrangement-Making: An activity context for the enactment of benefactive identities and reciprocity" Steven Clayman: University of California, Los Angeles	J118
12:30 - 13:30	Lunch: Hall (2nd Floor) & J215	
	J202	J204
	Embodiment	Membership Categorization Analysis
13:30 - 14:00	Guiding the activity and directing attention: Using computer mouse for accomplishing activity shifts in workshops Esa Lehtinen, Piia Mikkola, Elina Salomaa	Use of scales for assessing personal appearance in Korean variety shows Ann Tai Choe, Jia Kang
14:00 - 14:30	Gestalt principles, functional significance and rule following: from gestalt psychology to EMCAS praxeological gestalts Phil Hutchinson	"Speaking as your mother": Okaasan as a non-pronominal self-reference term in Japanese-language mother-child complain sequences Drew Spain, Haruka Abe
14:30 - 15:00	Calibrating mutual sensorial access in micro -sequential adjustments Lorenza Mondada	"I'd never get anything done for myself": first-time mother's accounts of everyday mobile phone use Philippa Amery, Susan Danby & Margot Brereton
15:00 - 15:30	Refreshment: Hall (2nd floor) & J215	
	J202	J204
	Embodiment	Methodology, Legal Interaction & Other
15:30 - 16:00	How latency in communication over computer networks affects conversation Hosoma Hiromichi	Natural seeing in unnatural data Iuliia Avgustis, Rachel Chen, Terry Au-Yeung
16:00 - 16:30	The omni-availability of teachers to respond to student initiated inquires Kreeta Niemi	
16:30 - 17:00	Achieving togetherness Leelo Keevallik	
17:00 - 18:30	Plenary "Making sense of autonomous and artificially intelligent technologies in members' work" Stuart Reeves: University of Nottingham	J118

25

	J209	J219
	Interactional Linguistics	Human-Machine Interaction
9:00 - 9:30	Emphasizing instructional points with 'Honh' in Taiwan Mandarin interaction Ann Tai Choe, Shu-Yu Huang	Designing with functional significance in mind: Integrating ethnomethodological analysis with observational UX data Maximilón Baddeley
9:30 - 10:00	Interactional functions of 'to'-ending formulations in Japanese conversation Li Chen, Daisuke Yokomori	Affordances in action: Theoretical insights from an AI experiment Nils Klöwait, Maria Erofeeva, Patricia Jimenez
10:00 - 10:30	Volition displays in interaction: The Italian format "(non) voglio X" / "I (don't) want X" Elwys De Stefani	Offers as reason for the encounter in human-robot interaction Kristian Mortensen
10:30 - 11:00	Opening Ceremony J118	
11:00 - 12:30	Plenary "Arrangement-Making: An activity context for the enactment of benefactive identities and reciprocity" Steven Clayman: University of California, Los Angeles	J118
12:30 - 13:30	Lunch: Hall (2nd Floor) & J215	
	J209	J219
	Interactional Linguistics	Human-Machine Interaction
13:30 - 14:00	Understanding enough: a hearer's procedure to induce the next step in storytellings in Japanese Yasuyuki Usuda, Haruka Amatani	Shaping digital citizenship education: Integrating machine translation and generative AI with conversation analysis Yukiko Ideno, Teppei Terashima, Yoko Sakamoto, Takahiro Mitsumata
14:00 - 14:30	Recipe telling with style upshifts in Japanese conversation Haruka Amatani	From charming to challenging: Unpacking human-robot interactions in the city Jonas Ivarsson, Oskar Lindwall
14:30 - 15:00	Japanese tara doo desu ka: a canonical advice form. Or is it? Ayana Hatsuda	Experiments with trust in human-robot interactions Silvia Kunitz, Ali Reza Majlesi, Gustav Lymer, Pablo Gonzalez, Olov Engvall
15:00 - 15:30	Refreshment: Hall (2nd floor) & J215	
	J209	J219
	Interactional Linguistics	Politics & Gestures
15:30 - 16:00	An analysis of turn-final 'yes' in Korean talk-in-interaction Sue Yoon	Invoking time limits for managing responses in US senate judiciary committee lower court nomination hearings Kristella Montiege
16:00 - 16:30	Commenting on what was said: Self-repair through 'noun + NE' construction by Japanese L2 speaker Takeshi Fukuda	Multimodal resources for pursuing a preferred response in the face of resistance Reihaneh Afshari Saleh
16:30 - 17:00	Competitive points in Mandarin-speaking multiparty interaction Jessie Chen	The situated order of service in district markets Burak S. Tekin
17:00 - 18:30	Plenary "Making sense of autonomous and artificially intelligent technologies in members' work" Stuart Reeves: University of Nottingham	J118

Timetable: Individual Papers

26

	J202	J204
	Service Encounters The assistance inside taxis: Collaboration between passengers and drivers Yani Liu	Medical Interaction Age categorisation in end-of-life discussions Yue Chung Grace Lai & Kang K. K. Luke, James Alvin Yiew Hock Low Negotiating rights and duties: a positioning and conversation analysis of medical encounters in Chinese clinics Xixi Chen, Liang Ruwang
9:00 - 9:30		
9:30 - 10:00		
10:00 - 10:30	"I will tell/ask him": Action ascription in remote foreign language interpretation services in Japan Mika Ishino, Makoto Hayashi	
10:30 - 11:00	Refreshment: Hall (2nd floor) & J215	
11:00 - 12:30	Plenary Panel "Sacks after CA" <ul style="list-style-type: none"> Sacks on Sequences and Collections - Douglas Macbeth: Ohio State University Harvey Sacks on Stories and Topical Coherence - Michael Lynch: Cornell University Puzzle Pieces in a Second Story: Some Possibilities - Jean Wong: The College of New Jersey Vernacular and Technical Analysis in CA - Oskar Lindwall: Gothenburg University 	J118
12:30 - 13:30	Lunch: Hall (2nd Floor) & J215	
	J202	J204
	Media Studies How sports broadcasts introduce "fun in games": examining the use of Japanese deictic expressions Korenaga Ron The interactional creation of "facts": From the political interview to headlines Carmen Amalia Del Río Villanueva	Medical Interaction Two approaches to delivering potentially disappointing normal test results and parents' responses Shuya Kushida The delivery of bad diagnostic news in clinical performance examinations Song Hee Park Clinicians' presentation of end-of-life preferences as discrete or boundless options in Advance Care Planning (ACP) sessions in Singapore Dorothy Quek, Ni Eng Lim & Kang K. K. Luke, James Alvin Yiew Hock Low
13:30 - 14:00		
14:00 - 14:30		
14:30 - 15:00		
15:00 - 15:30	Refreshment: Hall (2nd floor) & J215	
	J202	J204
	Art and Performances & Atypical Communication Multimodal perception in the contemporary music making interaction Suzuki Minato Teaching with material artifacts in tea ceremony lesson Lin Chen Tactile territory: object interaction and cooperation in visually impaired tasting sessions Giolo Fele How specialists achieve recipient design in interactions among people with asymmetries in perceptual modality Yasusuke Minami, Mitsuhiro Okada, Hiro Yuki Nisisawa, Rui Sakaida	Medical Interaction Silence after patients' narratives in psychodynamic psychotherapy Carolina Fenner Design of questions and confirmation requests by outpatient nurses to explain hospitalization to patients Hiroki Maeda, Yumi Nishimura "Black-tax": face-work in talk about financial care arrangements among families of migrants Daniella Rafaely Patient crying during decision-making process: conversation analytic study on emotional expression during Japanese primary-care consultations Michie Kawashima Co-constructing moments of joint understanding and fellowship in traditional Chinese medical (TCM) medical consultations Ni Eng Lim
15:30 - 16:00		
16:00 - 16:30		
16:30 - 17:00		
17:00 - 17:30		
17:30 - 18:00		
18:00 - 20:00	Conference Banquet Gonzaga Hall	

26

J209

Technology & Interview/Focus Group

9:00 - 9:30

**From acceptance to reflection:
Ethnomethodology in the age of generative
AI education**

Keirah Comstock

9:30 - 10:00

**Managing membership categories affecting
interaction in research interviews between
adult interviewers and teenage interviewees**

Yuri Nunokawa

10:00 - 10:30

**Becoming Americanized: The generational
shift of Chinese Americans' orientations to
their ethnic categories**

Ruey-Ying Liu

10:30 - 11:00

Refreshment: Hall (2nd floor) & J215

11:00 - 12:30

Plenary Panel

"Sacks after CA"

- Sacks on Sequences and Collections - Douglas Macbeth: Ohio State University
- Harvey Sacks on Stories and Topical Coherence - Michael Lynch: Cornell University
- Puzzle Pieces in a Second Story: Some Possibilities - Jean Wong: The College of New Jersey
- Vernacular and Technical Analysis in CA - Oskar Lindwall: Gothenburg University

J118

12:30 - 13:30

Lunch: Hall (2nd Floor) & J215

J209

Psychotherapy & Applied Linguistics

13:30 - 14:00

**Formulation as the sharing of experiences
without storytelling of experiences in the
practice of group psychology**

Yoshifumi Mizukawa, Akane Kamezawa, Sumiko Oshima, Yuri Izumiya

14:00 - 14:30

**The interactional competence of engaging in
improprieties in adult second language
classrooms**

Nadja Tadic

14:30 - 15:00

**Leveraging interactional competence in
compensating for limited linguistic
proficiency**

Jiwon Hwang, Eriko Sato

15:00 - 15:30

Refreshment: Hall (2nd floor) & J215

J209

Classroom Interaction & Applied Linguistics

15:30 - 16:00

**Is "computational thinking" a phenomenon?
Of interfacing, instructing, and interacting**

Philippe Sormani

16:00 - 16:30

Leading the Teller in Nonnative Storytelling

Yan Huang

16:30 - 17:00

**Optimizing student engagement: Teachers'
preemptive practices in designing the initiating
turn in lower-level language classroom**

Hee Chung Chun

17:30 - 18:00

**Locating Chinese L2 interactional
competence in turn management**

Yi Wang & Agnes He

18:00 - 20:00

Conference Banquet Gonzaga Hall

J219

Conversation Analysis in General

**Audience members as language brokers in a
live streamed gaming session**

Naoki Itakura

Offer sequences in Korean interaction

Kyung-Eun Yoon

**Portraying a child as the
benefactor/beneficiary:
The use of Japanese auxiliary verbs of giving
and receiving in teacher-parent interaction**

Keoru Hayano

J219

Conversation Analysis in General

**Who calls it a day in monotypical call and
how?: 'alikeysupnita (I see)' as an
interactional resource for closing in Korean
conversation**

Min Gyeong Choi

**Claiming insufficient knowledge as an
epistemic hedge in Jakartan Indonesian**

Rika Mutiara

**Retracting turns and actions in progress:
Exploring offer sequences in Korean
conversations**

Mary Kim

J219

Conversation Analysis in General

**The interactional generation of
non-seriousness
in news interviews**

Matthew Butler, Elizabeth Holt

**Managing recipient orientation within a
turn: Speech perturbations in Japanese
conversational storytelling**

Satsuki Isoki

**Elicitation strategies for self-correction in
EFL writing conferences**

Seung-Moo Jung

**Joining an ongoing talk in
multiparty voice chat interactions
and its turn-taking challenges**

Yujin Shin

**When asking where someone is is not a
request for information or assistance**

Esther González-Martínez, Barbara Fox

Timetable: Individual Papers

27

J202

Workplace Studies

Person reference practices in Vietnamese: A case from a professional meeting

Nguyen Hue

Collaborative medication adjustment involving multiple mental health professionals

Yuki Kawamura

Differences in the work of professional tasters and sensory scientists

Kenneth Liberman

J204

Multimodality

Using smartphones to manage the flow of a topic in conversation

Mao Chida

The role of art in an online transgender coming-out narrative

Sean Hughes

Multimodal instructions and learning of board game rules

Li Zi Leong, K. K. Luke & Rachel S. Y. Chen

9:00 - 9:30

9:30 - 10:00

10:00 - 10:30

10:30 - 11:00

Refreshment: Hall (2nd floor) & J215

11:00 - 12:30

Plenary

"Invoking (dis)likes at the dinner table: Conversation analysis and language socialization"

J118

Hansun Waring

12:30 - 13:30

Lunch: Gonzaga Hall

J202

Workplace Studies

Measure and mud: Observing work practices in paleoceanography

Götz Hoeppe

14:00 - 14:30

Public L2 writing in video-mediated workplace meetings

Kristina Humonen, Adam Brandt, Spencer Hazel

15:00 - 15:30

Refreshment: Hall (2nd floor) & J215

J204

Multimodality

Communication accommodation, multimodality, and habitus in a Koreatown kitchen

Carolyn Park

On the accountability of breathing – The case of in-breaths in yoga lessons

Guillaume Gauthier & Sofian A. Bouaouina

Teaching sign languages in immersive virtual reality

Mariia Erofeeva, Nils Klöw, Mikhail Belov

15:30 - 16:00

Discursive Psychology & Intercultural Communication

Reporting one's current state and recovery at a support facility for recovering drug addicts

Mitsuhiro Okada, Yasuhide Minami, Daigoro Ebita, Masafumi Sunaga, Yuki Kawamura

16:00 - 16:30

How national identities emerge in international videoconferencing

Sabine Hoffmann

17:00 - 17:30

Migration and empathy in the digital era: changing sensoryscapes

Samira Ibnalkaid

17:30 - 18:00

Children's multimodal negotiation of peer participation frameworks during group work with i-theater, an interactive storytelling device

Nicola Nasi, Federica Ceccoli

18:00 - 18:30

J204

Multimodality

Choreographing children's learning and transferring content from picture books in parent-child shared book reading

Jianhong Lin

Emergence of a collective appreciation of a dish during dining together

Mizuki Koda

Looking at the projection screen during the classroom group discussions

Koichi Shimahara

Doing being ambivalent towards the decisions of a political action: Practice of quasi-justification in the armed resistance

Satomi Kuroshima

J209

Classroom Interaction & Applied Linguistics

Co-establishing explanatory sequence of classroom instruction through return gestures

Haruka Kikuchi, Yi-Ju Lai

Joint waking activities in early childhood education as collaborative configurations of care

Annuikka Pursi

An invitation to eurythmics: Balancing toddler students' self-motivation and pedagogical objectives

Satoshi Imai, Shinichiro Sakai

J219

Conversation Analysis in General

Person reference forms and their special interactional uses in Shangyu Chinese

Shiyu Zhang & Kang K. Luke

Analyzing how an eight-year-old Japanese girl urged her family to play a card game

Tetsuri Toe

When one is not enough: The case of multi-unit initiating actions

Hyun Sunwoo, Galina Bolden, Hee Chung Chun, Tsuki Iseki, Alexa Hepburn, Alexandr Shirokov

Refreshment: Hall (2nd floor) & J215

Plenary

"Invoking (dis)likes at the dinner table: Conversation analysis and language socialization"

J118

Hansun Waring

Lunch: Gonzaga Hall

J209

Classroom Interaction & Applied Linguistics

Designing instructed actions: embedding standardized guidelines

Motoko Igarashi

The discursive construction of script in teaching a child with ASD to use a sewing machine

Amon Ogata

Exploring high school student strategies when discussing values: Argumentative discourse in educational debates

Akie Fukushima

J219

Conversation Analysis in General

Legitimizing a solicitude: The conversation analytic perspective

Dong Boyu

Marked and unmarked attention in interaction

Olivia S. Mata & Alan Zemel

Avoiding finding fault: Transforming informings into announcements in directing a mixed-reality performance

Christian Greiffenhagen, Stuart Reeves

Refreshment: Hall (2nd floor) & J215

J209

Classroom Interaction & Applied Linguistics

The function of evaluative words in the closing position of non-native storytelling

Dai Wei (Shirley)

Teacher mobility during small-group instructional rounds for young EFL learners: Display of task progression and contingent assistance

In Ji (Sera) Chun

Error correction in sentence analysis: creating learning opportunities in the EFL reading classroom

Yujin Mun

"Is there a right answer to this?": Accountability in EFL task-based interactions

Amanda Hoskins

"Giving instructions in online language experiments": Interactional dynamics emerging from asymmetrical epistemics

Jia Kang, Hanbyul Jung, Eunkyung Yi

Empowering student voices: How teachers feedback shapes design stories in college studios

Minseok Choi

J219

Conversation Analysis in General

Correcting errors of conduct in other-initiated other-repair sequences

Galina Bolden

Repetition of figurative expressions

Matthew Butler, Catherine Tam

Ventriloquizing on the internet: Using dogs to manage delicate conversations on TikTok

Miriah Ralston

Open class repair initiators in Korean conversation

Stephanie Kim

"Terse is as close as verbose": Revisiting etcetera in ethnomethodology and conversation analysis

Clemens Eisenmann, Jakub Mlynár, Anne W. Rawls

Timetable: Individual Papers

28

	J204	J209	J219
9:00 - 9:30	Ethnography, Ethnomethodology in General The practical management of information: the case of an information service in a patient library Tatsuya Akutsu	Materiality & Multimodality VideoScope: Multimodal data analysis software and services Teodora Vukovic & Bubenhofer Noah	Conversation Analysis in General Relational work in Korean cellphone opening sequences Hyun Sunwoo
9:30 - 10:00		Categorizing bones in the work of forensic anthropology: Bodies, materialities and sensoriality Fernanda Miranda da Cruz, Lorenza Mondada	The accomplishment of closing in personal video calls Innhwa Park
10:00 - 10:30	Video-based ethnography of wheelchair tennis lesson: Objectivating shared experience through correction Tadashi Watari, Mitsuhiro Okada, Takahiro Watanebe	Bodies, mock-ups, maxims, and the practical work of surgical training on human cadavers Michael Smith, Oskar Lindwall	
10:30 - 11:00	Refreshment: Hall (2nd floor) & J215		
11:00 - 12:30	Plenary "Reflections on analyzing action in inter-action" J118 Paul Drew: University of York		
12:30 - 13:30	Conference Closing/Lunch Box Hall (2nd Floor) & J215		

Plenary Sessions & Plenary Panel

Plenary Sessions



"Arrangement-Making: An Activity Context for the Enactment of Benefactive Identities and Reciprocity"

STEVEN CLAYMAN

June 25th, 11:00
J118

In planning some future joint activity, interactants work out when, where, and how it will take place. This talk addresses two sets of issues regarding the making of arrangements. The first is the basic organization of arrangement-making as a "big package" of talk (Jefferson 1988) or "sequence of sequences" (Schegloff 2007) with a segmented structure in which details of time, place, and manner are addressed through a succession of remote proposal sequences that are variable in their ordering. Also considered is the launching of the arrangement activity, and the varying ways it can emerge out of some proximate or distal base sequence or activity. The second main issue is how the identities of benefactor and beneficiary become contingently relevant during arrangement-making and are treated as accountable to norms surrounding reciprocity. In this way, the relational context of arrangement making infuses the manner in which component proposals get designed and implemented. Arrangement-making is thus a strategic site for investigating the enactment of benefactive relations and reciprocity.

Steven Clayman has been a Professor of Sociology at UCLA since 1989. He is a leading scholar in CA, producing numerous journal articles and co-authoring two influential books with John Heritage.

He has served as an editorial member for *Research on Language and Social Interaction* and other journals. His research addresses human interaction as a topic in its own right, and as a window into social institutions ranging from media and politics to (more recently) law and policing. His extensive work on questioning and answering practices in news conferences and broadcast interviews has provided insight into journalistic norms, press-state relations, and sociopolitical culture in the U.S.



"Making sense of autonomous and
artificially intelligent technologies in members' work"

STUART REEVES

June 25th, 17:00
J118

Ethnomethodology and conversation analysis have had a long and complex relationship with the design and study of computational technologies in use, most notably perhaps via fields like human-computer interaction (HCI) and computer-supported cooperative/collaborative work (CSCW). Successive waves of development, deployment and adoption of these technologies present seemingly evergreen opportunities for EM and CA research to investigate the social organisation of action 'with' and around digital systems and their infrastructures. The sheer saturation of diverse kinds of computational technologies in everyday life, coupled with the pressures of institutional and funding environments, is leading to some EMCA researchers to towards studies of such systems in action.

The latest wave of computational technology facing us is often glossed as the dispersion of 'autonomous systems' and 'artificial intelligence'. These systems, devices and infrastructures are – hype aside – spreading into many mundane circumstances. Such computational technologies are largely underpinned by varied machinic methods of recognition and response to people and the world around them – e.g., in terms of hardware that captures sensor data, computational models which produce classifications, and actuations which enable 'next actions'. The promise is that this round of innovation is generating 'smarter' and more 'capable' technologies that have greater agency and capability than before.

In this talk I'll describe how it is members' work – regularly overlooked – that ultimately fills the gaps of computation so that it may be made to fit into social circumstances. This is crucial for the apparent success of such AI and autonomous technologies, whether it is voice recognition like speech-based agents, computer vision based apps that enable visually impaired people to 'see', or sensor arrays built into robots that detect and operate alongside people in public.

I will also discuss some of my persistent conundrums in examining technology and social organisation. While EMCA research has the opportunity to deeply respecify what such technologies are as resolutely and unavoidably grounded within courses of concerted practical action by members of everyday circumstances, to what end do we do this work? Do our studies illuminate the core concerns of EM and / or CA research? Is it and how might (or should?) such EMCA studies accomplish something

for others, such as technologists?

Stuart Reeves is an Associate Professor in the School of Computer Science at the University of Nottingham, UK. He has a degree in Computer Science and PhD in Human-Computer Interaction (HCI) from Nottingham. Before assuming his present role at the University of Nottingham, Stuart held postdoc positions at the University of Glasgow and the Horizon Digital Economy Research Institute. Stuart takes a hybrid approach that blends HCI research with video-based studies grounded in ethnomethodology and conversation analysis.

Recent work in this vein includes studies of face recognition systems (Greiffenhagen et al. 2023), of mobile robotic telepresence (Boudouraki et al. 2022), of visual impairment and assistive technologies (Reyes-Cruz et al. 2020, 2022), of video calling between families (Gan et al. 2020), of human-robot interaction (HRI) research methods (Porcheron et al. 2020), of voice assistant use in domestic settings (Porcheron et al. 2018), of mobile device use in the outdoors (Smith et al. 2020), and of design practitioners evaluating usability of digital artefacts (Reeves 2019).



"Invoking (Dis)likes at the Dinner Table:
Conversation Analysis and Language Socialization"

HANSUN ZHANG WARING

June 27th, 11:00
J118

In describing how a middle-aged couple's offers of "the best herring" to their step-father-in-law Max are repeatedly rejected, Sacks (1992) alludes to the episode as a microcosm of socialization, where "run[ning] him through enough of these sequences" would eventually produce "the ideal socialized seventy-year-old who, whatever they are offered, very nicely accepts" (p. 332). Getting the child to eat during mealtime entails just as much, if not more, interactional battling. Based on video-recordings of mealtime conversations, I show how claims of (dis)likes are differentially deployed by a 3-year-old girl and her parents in pre-taste and post-taste positions (i.e., before and after eating the food), not to ascribe or express stable psychological preferences (Edwards & Potter, 2005), but to advance the participants' own projects in situ. As will be argued, it is via being repeatedly run through these (dis)like sequences that the child ascertains, deliberates, and revises her taste, all the while learning to use claims of (dis)likes to service her own agendas. Findings contribute to our growing understandings of subject-side assessments (Edwards & Potter, 2017), the discursive construction of eating and food (Wiggins et al, 2001), and last but not least, how conversation analysis may be usefully engaged to illuminate (language) socialization at the dinner table (Hepburn, 2020).

Hansun Zhang Waring is Professor of Applied Linguistics and TESOL at Columbia University in the USA. As founder of The Language and Social Interaction Working Group (LANSI) -- a prestigious academic venue, Hansun has published several books in applied linguistics, such as *Theorizing Pedagogical Interactions: Insights from Conversation Analysis*, *Discourse Analysis: The Questions Discourse Analysts Ask and How they Answer them*, and *Critical Conversation Analysis: Inequality and Injustice in Talk-in-Interaction* (co-edited with Nadja Tadic). The textbook she authored with Jean Wong *Conversation Analysis and Second Language Pedagogy* has seen the second edition following the success of its first. With more than 70 journal articles and book chapters over the years, her research has expanded into diverse areas such as storytelling, public communication, parent-child interaction, and AI and language teaching. Her forthcoming books include the edited volume (with Olcay Sert) *Conversation Analysis and Language Teacher Education: Intervention Studies* (Springer) and the monograph *Conversation Analysis and Childhood Socialization: Becoming In Interaction* (Cambridge University Press).



"Reflections on analysing action in inter-action"

PAUL DREW

June 28th, 11:00

J118

In Levinson's aphorism, language delivers action, not meaning. So it is that a distinctive feature of conversation analytic research is that we do not ask what a speaker means, but rather what is a speaker doing in a turn or turns at talk. We have understood 'action' in many ways, one of which is to focus on discernible actions (speech acts) such as requests, offers, complaints, and invitations. We have made considerable progress in understanding how such actions are constructed and recognised (action attribution); how actions are managed and organised sequentially; and how recipients respond appropriately to actions (e.g. preference organisation). Research into these and other aspects of (social) action has made real and substantial advances.

However, in work with Kobin Kendrick on the multimodal analysis of conflictual interactions, we have encountered difficulties in applying an approach that I've generally favoured – attributing named actions (e.g. accusation, warning, rejection) to turns or stretches of talk. This has resulted in our adopting a quite different analytic stance to 'action', which I'll outline in reflecting on some of the strengths, and shortcomings, of my usual approach to social action.

Paul Drew (PhD 1977) is a professor in the Department of Language & Linguistic Science, University of York, UK, where he has taught for almost 50 years. His research and many publications in conversation analysis have focused on some of the basic communicative practices underlying talk-in-interaction, including those associated with correcting our own talk and the talk of others, social action (e.g. complaining, requesting, and recruiting assistance), and the organisation of topics in conversation. He has applied conversation analysis in pioneering research into institutional interactions (Talk at Work, 1992, w/John Heritage), notably in criminal court trials, in social welfare agencies and in medical settings - most recently in neurology (diagnosis of epilepsy, dementia), in neonatal critical case (conversations between doctors and parents) and telephone psychology therapy. He has lectured widely and led workshops in Conversation Analysis internationally. He has held visiting positions in China, Denmark, Finland, Sweden, and the US. He is an honorary member of the China Pragmatics Association and was awarded an honorary doctorate by the University of Helsinki.

Plenary Panel

"Sacks after CA"

Panel organizer: Douglas Macbeth

June 27th, 11:00 J118

A first task for many Panel proposals is to explicate their title. Ours is 'Sacks after CA'. This is a deliberate inversion of the obvious historical fact that CA became established as a name for a research field after Harvey Sacks died at the age of 40 in 1975. It is meant to provoke consideration of all the ways in which Sacks' published and unpublished writings, and above all his recorded lectures, have yet to be developed in CA or any of the fields with which it is associated.

This panel is part of a recent upsurge of interest in Sacks' published and unpublished writings and lectures. During his all-too-brief lifetime, he authored and co-authored significant publications (most notably, the 'turn-taking' paper by Sacks, Schegloff and Jefferson, 1974), and amassed a sizeable body of unpublished papers and manuscripts, some of which were published posthumously. He also recorded many of the lectures he delivered between 1964 and 1972 in the Department of Sociology at UCLA and the School of Social Sciences at UC, Irvine. Gail Jefferson later transcribed and edited many of them into a two-volume set that was published posthumously (Sacks, 1992a, b).

Our panelists have been meeting weekly since the fall of 2013. A good deal of work has been produced in that time. The last two years have been devoted to a close reading of the two volumes of Sacks' Lectures.

His lectures were indeed lectures, most of them presented to undergraduates, but they are rich with insight and suggestions for seasoned researchers. They include regular discussions of the central formulations featured in the 'turn-taking paper', as in adjacency pairs, sequential organizations, speaker selection, and turn construction techniques, but they include much more: elaborations on 'tying' procedures for producing coherent sequences and topical transitions, endogenous analyses of ongoing talk that reflexively generate grammatical order, and methodic features of social phenomena that are amenable to a distinctive program of social analysis. We find topics, organizations, grammars, demonstrations and analyses in Sacks' lectures that are not found in the contemporary literature of CA or any other field.

The four papers in our panel take up how Sacks' interests expanded beyond CA's canonical topics and methodological development. This is what we mean by 'Sacks

after CA'. In an interview, Schegloff remarked that, "We'll never know what discipline it would have turned into had he still been alive" (Schegloff, 2017:27). We think Sacks' Lectures offer a compelling glimpse of new directions for his novel sociology of natural language.

Invited Panels



"Sacks on Sequences and Collections"

DOUGLAS MACBETH

This paper takes up Sacks' lecture 3 of V. 2, p. 104, "Patients with observers' as 'performers with audience". It was his first encounter with the adolescent therapy group that became his GTS collection that is itself a variation on the notion of a 'collection' in contemporary CA. For Sacks, collections consist less of 'same things again' than different things that reveal grammatical ties.

Sacks observed the group from an adjacent room through a one-way mirror. He arrived early and met them, and they knew they were going to be observed, overheard and recorded (the microphone was in the ceiling of the group room). The lecture begins with their opening sequence:

- Roger: Turn on th'microphone.
(1.0)
- Al: T(h)esting,
- Roger: We're about to sta(hh)rt. hehh hh heh
((thump))
- Al: We ah gathuhd heah(h), on this day(hh),
(4.0)

As he observes, on the one hand, it is indeed a sequence. On the other, it looks nothing like a sequence of parties speaking to one another across adjacently paired and tied turns, oriented to next-turn speaker selection. There is none of that. It is evidently a sequence, but produced in an entirely different way. This is the observation he takes up as a puzzle to solve

The puzzle turns on how the parties display an orientation to being overheard by producing a sequence of turns that will display it with talk that reveals nothing of their standing as patients or why they are there. Sacks describes how they produce the sequence without time out and by their individual reckonings of each turn for

the production of a next that fits it, and also through two 'omnirelevant' 'analogue structures' (110): 'patients and observers', and 'performers and audiences'. He treats them as forms of 'abstract knowledge' for members, whereby such resemblances of settings, tasks and relations are seen and made relevant for on-going action, as the group members do. And they do it 'fast'. There are sociological 'collections' here that expand our understanding of what collections could be.

Douglas Macbeth is an emeritus professor of the Department of Educational Studies at the Ohio State University. His studies of classroom order and instruction as grammars of action and the achievements of common understanding aim to develop an alternate praxeology of instruction, and demonstrate the deep conceptual innovations that Garfinkel, Sacks, their students and colleagues have brought to the play of natural language in studies of social action and order across venues. His work appears in educational and interdisciplinary journals and anthologies. Recent work includes 'The epistemics of Epistemics: An Introduction' (Lynch and Macbeth, 2016), 'CA and its heresies' (2020), 'On detail* and its conceptualizations' (2022), and contributions to *Instructed and Instructive Actions* (2023) edited by Michael Lynch and Oskar Lindwall.



"Harvey Sacks on Stories and Topical Coherence"

MICHAEL LYNCH

Many of Harvey Sacks' lectures focused on stories told in conversation. The fact that such stories are told in conversation, rather than in monologues or written texts, is crucial for his analysis. His commentaries focus on such features as the sequential ties between successive stories and the story teller's place within the story as a character or witness. Sacks also describes how tellers provide for their entitlements to tell the stories they present. His analysis presents a unique conception of the social distribution of knowledge and of how understanding is publicly exhibited by tellers and listeners. Sacks also delves into the topical coherence of a story's characters and sequence of events. Some of the analytical themes he addressed remain familiar in Conversation Analysis today, but they have rarely, if ever, been pursued with the depth and insight that Sacks himself devoted to them. The aim of this presentation is to encourage such pursuit.

This presentation begins with a discussion of Lecture 5 in the Spring 1970 series ("First' and 'second' stories; topical coherence; storing and recalling experiences",

Volume 2, Part IV, pp. 249-260). The lecture brings together two closely related phenomena that Sacks recurrently developed: sequential ties between successive stories and topical coherence. In this lecture, he takes up the “problem” (as he calls it) of how a teller of a second story works at showing its similarity to a prior story told by another party in the conversation. Sacks observes that the teller presents “some sort of analysis of the first story, [and] some sort of use of the analysis of the first story in building a second.” The solution would involve “some sort of interactional technology.” He also speaks of “procedures” that make up a “generalized technology” that is used to accomplish the way successive stories are linked, “clumped,” or latched to one another. These procedures also feature more generally in the sequential and topical organization of conversation. Sacks works with empirical materials, including but not limited to audio recordings and transcripts of ‘naturally occurring’ conversations, but a point he emphasizes is that his analysis works imaginatively to exhibit possibilities that arise within an ongoing conversation: “I won’t always say that, but for me ‘possibility’ is an extremely strong kind of relationship, and it’s the strongest relationship I will ever be intendedly proposing.”

Michael Lynch is an emeritus professor at the Cornell University Department of Science and Technology Studies. His research takes an ethnomethodological approach to scientific practices and legal tribunals. He also has written extensively about ethnomethodology’s radical approach to social action. He has authored and co-authored *Art and Artifact in Laboratory Science* (1985), *Scientific practice and ordinary action* (1993), *Spectacle of History* (with David Bogen), *Truth Machine* (2011, with Simon Cole, Ruth McNally and Kathleen Jordan), and *Ethnomethodology, Conversation Analysis, and Constructive Analysis* (2022, with Graham Button and Wes Sharrock). From 2002-2012 he served as the editor of *Social Studies of Science*, and was president of the Society of Social Studies of Science (4S) from 2007 to 2009. In 2016, he received the 4S’s J. D. Bernal Prize for distinguished contributions to the field, and in 2020 he received the Harold Garfinkel and Harvey Sacks Award for Distinguished Scholarship, from the Ethnomethodology and Conversation Analysis Section of the American Sociological Association.



"Puzzle Pieces in a Second Story: Some Possibilities"

JEAN WONG

In Sacks' lectures (1992), we find myriad insights on storytelling organization in conversation with one key takeaway being that telling a story is, first and foremost, an interactional phenomenon, an achievement of the participants involved. According to Sacks, a story is a sequential object with participants 'finding' its occasion, or not, in the interaction. A story is also a puzzle, and understanding is its explanation (Sacks, 1992).

I will discuss Sacks' work on storytelling, particularly first and second stories, against the backdrop of a pair of stories found in one L2 English phone conversation. I will examine how a subsequent story comes to be heard or analyzed as a second story in relation to a just prior one, i.e., a first story. The pair of stories speaks to the parties' friendship with one another, their joint histories and what they talk about. I will consider how the second story is the product of an analysis of the first story by the story-recipient: she listens and responds, showing her understanding of the first story and its fit with her developing second story. In conjunction, I will examine how the second story is similar with and also departs from second stories as discussed in Sacks' lectures. Overall, analysis of the pair of stories returns us to Sacks' basic insights on sequential organization and storytelling structure, in particular, to tying techniques between and across turns in which the parties display their understanding of what is 'happening' locally, structurally and topically. I consider the ties that bind, or not, and what is being said and done in terms of action. Fully ensconced in storytelling as one form of social organization, we catch a glimpse of 'language' use in interaction, and of what it means to have mastery of a natural language. At times, it seems easier said than done.

Jean Wong is an emerita professor in the Department of Special Education, Language and Literacy at The College of New Jersey (USA). She employs conversation analysis (CA) as a lens for examining the details of naturally occurring talk particularly in, but not limited to, second language (L2) or multilingual settings, with a focus on the notion of L2 interactional competence. She authored (with Hansun Waring) *Conversation Analysis and Second Language Pedagogy*, first and second editions (2010/2021, Routledge). The book bridges connections between conversation analysis (CA) and second/foreign language teacher education. She edited (with Hansun Waring) *Storytelling in Multilingual Interaction* (2021, Routledge). Other works appear in edited volumes and in journals.



"Vernacular and Technical Analysis in CA"

OSKAR LINDWALL

In his lectures, Sacks typically begins by presenting an initial observation, from which he extracts a problem or puzzle to which he subsequently develops a solution. He notes, for instance, that spouses of individuals who frequently tell stories at parties might hear the same story repeatedly. The problem is how these spouses manage to listen to the stories without getting bored. A proposed solution is that they monitor the story to see whether it is correctly presented, and they offer corrections when it is not. In this case, Sacks treats the initial observation, the formulated problem, and the solutions as plainly recognizable from a shared cultural background. In other cases, problems and solutions are located to specific transcripts and recordings. At the beginning of calls to a suicide prevention center, the name of the caller can become a central concern. For the call-taker, the problem is how to get the name of the caller without explicitly asking for it. Conversely, for the caller, a potential problem is how to avoid giving their name without refusing to do so.

Sacks treats these problems and solutions as members' matters. This orientation is retained when problems and solutions receive a more technical treatment and when he is working on the same issue with a collection of different materials, such as in his discussions of how talk is produced without gaps and overlaps, or how members can produce longer turns without getting interrupted. While Sacks situates the problems and solutions with the members, however, he also notes a difference between his and their projects. For the member, "it is not a solution to a problem that she had in the first instance proposed to herself in order to see that she needed to solve it." (Sacks, 1992b, p. 129). For Sacks, talking about these issues in terms of problems and solutions directs attention towards the methodic production of actions and activities. It is not that the social world just happened to be in a particular way, but that "it's been diagnosed and a solution has been achieved which allows it to be used for various other purposes" (ibid., p. 198). Taking "problems" and "solutions" as a starting point, this presentation discusses the technical analysis of CA and how it is grounded in the vernacular analyses of members. It continues to discuss generalizability, collections, and the question whether "units of work" are to be found in "issues" or "data fragments" (Schegloff, 1988, p. 116).

Oskar Lindwall is a professor in Communication at the Department of Applied IT at the University of Gothenburg. He is the president of the international Society of the Learning Sciences (ISLS) and board member of Surgicon, an interdisciplinary educational organization for surgical training. He has a disciplinary background in cognitive science, communication studies and education. His research focuses on the use of

technology in higher education, video research in the learning sciences and EMCA. He has published more than 50 articles, book chapters and conference proceedings. He edited a book with Michael Lynch on "Instructed Actions." His work appears not only in EMCA circle but also Computer Supported Cooperative Work (CSCW) and learning science.

Panels

From page to stage – creating performances in rehearsals Part 1

Jun 25. 9:00 - 10:30 J118

Panel Organizers Axel Schmidt Leibniz-Institute for the German Language
 Maximilian Krug Universität Duisburg-Essen

The panel focuses on rehearsal interaction in theater, opera, dance, and music and is interested in the creative work on the ever-changing nature of performance art outcomes: How do performances emerge in rehearsal? How do creative ideas emerge and how are they stabilized into a performance?

Session 1. Introduction – typical practices in rehearsals

Maximilian Krug Universität Duisburg-Essen
 Axel Schmidt Leibniz-Institute for the German Language

We discuss three basic features of rehearsals and related practices that participants rely on to achieve the main goal of rehearsals, the creation of a performance: 1) alternating performance parts and 'regular talk', 2) pairs of instructions and implementations, and 3) longer negotiations in which new stage actions emerge.

Session 2. Stage actions – from the imperceptible to the accountable in theatre rehearsals

Spencer Hazel Newcastle University

Using video recordings of theatre rehearsals in Denmark, this paper unpacks the iterative cycles of work through which stage actions emerge as accountable objects. The analysis explores a process of disengagement, with the shape increasingly treated as an object that exists beyond the craftsmanship of the artist.

Session 3. Verbal and embodied resources in orchestra rehearsals: verbal describing vs. vocal-gestural depicting

Monika Messner University of Innsbruck

The present paper focuses the ways conductors combine verbal description and vocal-gestural depicting to produce multimodal patterns typical of the orchestra rehearsal. Special interest is put on the sequential organization and the temporal coordination of the modes of speech, singing and gesture. On an interactional level, the contribution investigates how conductors' instructing and musicians' playing create a performance.

From page to stage – creating performances in rehearsals Part 2

Jun 25. 13:30 -15:00 J118

Panel Organizers Maximilian Krug Universität Duisburg-Essen
 Axel Schmidt Leibniz-Institute for the German Language

The panel focuses on rehearsal interaction in theater, opera, dance, and music and is interested in the creative work on the ever-changing nature of performance art outcomes: How do performances emerge in rehearsal? How do creative ideas emerge and how are they stabilized into a performance?

Session 1. Are you serious? Ambiguous depictions at opera rehearsals

Agnes Löfgren	Linköping University
Leelo Keevallik	Linköping University
Emily Hofstetter	Linköping University

This paper focuses on non-serious proposal depictions during 20 hours of video-recorded scenic opera rehearsals. It looks at instances where the boundaries between serious and non-serious become fluid and shows how this ambiguity is exploited as a resource in the creative work.

Session 2. Resting-in-Correction: A Moral Organization of Postural Readjustments in a Taiko Ensemble

Junichi Yagi	Linköping University
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We discuss three basic features of rehearsals and related practices that participants rely on to achieve the main goal of rehearsals, the creation of a performance: 1) alternating performance parts and 'regular talk', 2) pairs of instructions and implementations, and 3) longer negotiations in which new stage actions emerge.

Session 3. A Tiger, a Pig, a Frog, and a Duck – Joint discoveries of creative solutions for animating finger puppets during a theatre rehearsal

Kristina Eiviler	University of Hawai'i at Mānoa
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The paper explores the interactional dynamics between a theater director and an actress as creative solutions for impersonating finger puppets (a tiger, a pig, a frog, a duck) emerge during theatre rehearsals, with a particular focus on the processes of puppet's "manipulating into life" and puppet's "emancipation from the actress".

Social time(s): Accomplishing temporal structures for ordered action

Jun 25. 13:30 -15:00 J102

Panel Organizers Jonas Kramer Bielefeld University

Members accomplish temporality sequentially, as well as by orienting towards larger temporal structures. We assemble contributions investigating these achievements in order to open up methodological discussions on how action can be analysed as situated in overarching processes and how those in turn are brought about as local achievements.

Session 1. Creating a shared social temporal framework. Using temporal formulations as a resource for shared understanding

Jonas Kramer Bielefeld University

In daily life, members need an intersubjective understanding of their shared, temporally structured lifeworld in order to coordinate their future actions. Using data collected in a family of three, this talk shows how temporal formulations serve as a resource to make one's own understanding of temporal order available for interaction.

Session 2. Multilayered Temporalities of Violence: A study of street fights

René Tuma Technische Universität Berlin

Street fights are interactive trajectories shaped by verbal and physical exchanges and by participants' anticipation and reactions to past events. Video recordings reveal how antagonists organize their respective lines for physical escalation, thus creating meta-conflicts. It also shows their orientation to third parties like police, linking antecedents and sequels at different temporalities.

Session 3. Future as local achievement. Synchronizing little and big futures as practical action

Hannes Krämer University of Duisburg-Essen

In presenting pitches for technological ideas at hackathons, members have to deal with different temporal horizons: the time of the pitch itself as well as 'little' and 'big' futures (the future of everyday life and larger societal issues, respectively). Members address this task by situated practices of 'synchronization work'.

Building Conversational Interface using Conversation Analysis in Korean

Jun 25. 15:30 -17:00 J118

Panel Organizer Yo-An Lee Sogang University

This panel explores applying Conversation Analysis (CA) to interactive chatbot systems in Korean NLP research. The underlying question of this panel is whether and to what extent emulating human interactions is viable for NLP engineering, and what conceptual or technical contributions CA research can make in this rapidly changing field of AI development. Presentations cover NLP developments, empathetic chatbots, repair and turn-taking in GPT-4o, and CA-based interface development.

Session 1. The trend of Human-AI interaction for Korean in the age of LLMs

Myoung-Wan Koo Sogang University

In this talk, I would like to talk about the trend of human-AI Interaction for Korean in the era of LLM. At first, I would like to talk about history of interaction system in Korea. The first interactive system was ARS (Automatic Respose System) in telephone network. This system has been applied for many services, which are currently used in banking, insurance etc. The next interactive system was ARS II system based on VoiceXML(eXtensible Makeup Language), which simplifies the creation of personalized interactive voice response services on the Web, and allows voice and phone access to information on Web sites, call center databases. VoiceXML enables integration of voice services with data services using the Automatic Speech Recognition (ASR) and Text-To-Speech (TTS) engines. The third interactive system was AI speaker which are Siri in Apple, Gene in KT, NUGO in SKT. The emerging interactive system will be based on LLM. I would like to explain how to build interactive system for Korean.

Session 2. Toward empathetic Chatbots: From ELIZA to training Korean Empathetic Large Corpus

EunKyoung Jo Sogang University
Celik Adams Sogang University

At one time, linguistic AI systems were likely based on expert systems like ELIZA in 1966, the very first chatbot meant to stand in as a psychotherapist that employed a linguistic script based on echo framing. Now, AI systems are much more likely to use chatbots with various personas trained on large language data, but they are still known to be limited in their capacity to show empathy in conversation. The main reason that ELIZA is still evoked in the current era of LLMs is that it showed empathy, even though it is now a fossil chatbot. Therefore, we take a look at a corpus from the Korean website AIHub to train chatbots capable of showing empathy particular to several emotional and social-relational factors important in Korean society. Furthermore, we use ChatGPT (GPT-4) to model the Korean Empathetic Corpus with few shot learning.

Session 3. Sequentiality of Human-Computer Interaction: A Comparative Study of Samsung Bixby and ChatGPT-4o

Jiyoung Lah Sogang University
Yujin Shin Sogang University

This presentation examines how users adapt to turn-taking systems of the two digital assistants, Samsung's bixby and ChatGPT-4o. It turned out that human users modify and acclimate to the particularity of these two systems differently. The findings reveal the sequentiality of human-computer interaction, which varies according to the technological constraints and flexibility enacted in these two systems.

Session 4. Realizing sequential ties in human-computer interfaces: Leveraging real-time interaction in Korean

Yo-An Lee Sogang University
Sihun Lee Sogang University

The study is designed to integrate CA focus on identifying acts within sequential ties during real-time interactions. Utilizing a database collected from Wizard of Oz experiments, this presentation reports on a study where purposeful human interaction, specifically in scheduling tasks, are tagged by dialog acts. Subsequently, the probability and frequency of particular sequential ties among these acts are examined, including those acts that contain repairs. These findings may be used to pre-train language models and provide insights into how AI-based chatbots could be further studied through sequential analysis.

Multimodality and participation in children's interactions

Jun 26. 9:00 -10:30 J118

Panel Organizers	Matthew Burdelski	Osaka University
	Asta Cekaite	Linköping University
Discussant	Susan Danby	Queensland University of Technology

This panel focuses on multimodality and participation in children's interactions with adults and peers in classrooms and family households. It documents how children (ages 18 months to 13 years), both typical and atypical, use talk, material objects, and embodied resources to construct social actions and display stances in their life-worlds.

Session 1. Multimodal recruitments and offers of help in infant early childhood education mealtimes

Amanda Bateman	Birmingham City University
Amelia Church	University of Melbourne

This presentation explores infant multimodality during mealtime interactions with their peers and teachers. The perspective of ethnomethodology and conversation analysis allows us to see how infants and teachers use their bodies and voices to enact agency and achieve social actions, such as requests and offers of assistance.

Session 2. Children's multimodal orientations to institutional norms of space in preschool

Asta Cekaite	Linköping University
Matthew Burdelski	Osaka University

This presentation analyzes how children in two preschools—Sweden and Japan—negotiate institutional norms of space during group activities. The findings show how children use talk, gestures, material objects, and touch in ways that reveal their understanding of bodies within the social and moral order of the institution.

Session 3. Lexical knowledge display and negotiation of participation in sibling-parent interaction within a picture-labelling activity

Sihan Hou	University of Macau
Han Zhang	University of Macau
Mia Huimin Chen	University of Macau
Younhee Kim	University of Macau

This paper presents an analysis of sibling-parent interaction mediated by the activity of picture-labelling and shows how the two siblings (four- and seven-years old) negotiate their participation by mobilizing an array of multimodal resources as well as their lexical knowledge with an adult playing a pivotal role in the interaction.

Session 4. Autistic embodied engagement in classroom interaction

Vivien Heller	Wuppertal University
Friederike Kern	Bielefeld University

Building on Goodwin's (1981) notion of engagement, we use multimodal CA methodology to describe structures of embodied participation of autistic students in classroom interaction. The aim is to better understand how autistic children signal degrees of engagement through multimodal resources and how their interpretation contributes to participation in learning activities.

Studies of Policing: Ethnomethodological Lessons for Policing's 'New Visibility' I

Jun 26. 9:00 - 10:30 J102

Panel Organizers Patrick Watson University of Toronto
 Michael Mair University of Liverpool

Abstract Policing has proved a productive field for ethnomethodological inquiry. Occupational exigencies of strong adherence to legal order combined with significant individual discretion create perspicuous sites for considering how rules' meanings are derived from their use. Additionally, as policing has become more visible to both to ethnomethodologists and the public through video technology, new controversies have emerged in understanding what constitutes 'good' police work. The presenters on this panel will discuss how ethnomethodological approaches to inquiry can contribute to debates over policing and civilian police accountability. Panellists will draw on extensive experience of studying police training, police interrogation practice, police use-of-force inquiries, policing psychological crises, civilian police oversight reports, and inquiries into allegations of misconduct – including gender-based violence – against police officers. Panelists will consider moral and ethical concerns of studying police conduct, with a focus on Peter Manning's distinction between studies for police and studies of police.

Session 1. Distributing Culpability in Officer-Involved Shootings: EM insights on systemic issues in police accountability

Carmen Nave University of Toronto

Refer to "Book of Abstracts"

Session 2. Doing justifications: practical assemblies of perception, categorisation, and formalisation in police use of force training

Robin James Smith Cardiff University

Terry Au-Yeung Cardiff University

Refer to "Book of Abstracts"

Session 3. Holding Police Accountable? Complaints, Accounts, and Denials in Law Enforcement.

Andre Buscariolli UC Santa Barbara

Samuel Olds UC Santa Barbara

Refer to "Book of Abstracts"

Studies of Policing: Ethnomethodological Lessons for Policing's 'New Visibility' II

Jun 26. 13:30 - 15:00 J102

Panel Organizers Michael Mair University of Liverpool
 Patrick Watson University of Toronto

Refer to "Book of Abstracts"

Session 1. Legal and Practical Contingencies in the Practical Use of the Distinction between Expert and Common-Sense Knowledge: A study of Expert Witnesses in Police-Involved Shooting Trials

Michael Lynch Cornell University

Refer to "Book of Abstracts"

Session 2. Investigative Interviewing of Rape and Serious Sexual Offense Complaints: an ethnomethodological take on the video recorded interview

Patrick Watson University of Toronto
 Emma Robinson Loughborough University

Refer to "Book of Abstracts"

New Directions in Membership Categorisation Analysis I

Jun 26. 13:30 - 15:00 J118

Panel Organizers	Richard Fitzgerald	University of Macau
	William Housley	Cardiff University
	Robin James Smith	Cardiff University

This panel brings together the cutting edge of MCA studies. Established and emerging scholars demonstrate the continued significance of the conceptual framing of 'culture-in-action' as a focal point for theoretical and methodological development and the description of categorisation practices in traditional and emerging forms and venues of naturally organised activities.

Session 1. Distributing Culpability in Officer-Involved Shootings: EM insights on systemic issues in police accountability

Richard Fitzgerald	University of Macau
William Housley	Cardiff University
Robin James Smith	Cardiff University
Terry Au-Yeung	Cardiff University

In this paper we critically reflect on the origins and analytic principles of MCA and examine how the approach has developed since the publication of Culture-in-Action, and how these central principles continue to inform MCA research into new directions in both topical analysis and methodological innovation.

Session 2. Toward a Gestaltist MCA: Revisiting and respecifying Sacks' tutorials

Terry Au-Yeung	Cardiff University
Robin James Smith	Cardiff University

MCA is often regarded as a sub-field of EMCA focused on person categorisation. This narrow "ideological version" of MCA misses the potential of Sacks' approach; a sociological treatment of "culture/knowledge-in-action". This paper critically revisits Sacks' tutorial of membership categorisation, de-reifies categories by offering an ethnomethodological Gestaltist reading of categorisation practices.

Session 3. Mundane Civics, Situated Digital Broadcast and Membership Categorisation

William Housley

Cardiff University

Patrick Dahl

Cardiff University

In this paper we consider the role of situated broadcast through social media practices and interaction. Through the examination of publicly available video uploads, via a variety of social media, we explore how membership categorisation practices feature in the generation of online controversy and attention in digital culture-in-action.

New Directions in Membership Categorisation Analysis II

Jun 26. 15:30 - 17:00 J118

Panel Organizers	Richard Fitzgerald	University of Macau
	William Housley	Cardiff University
	Robin James Smith	Cardiff University

This panel brings together the cutting edge of MCA studies. Established and emerging scholars demonstrate the continued significance of the conceptual framing of 'culture-in-action' as a focal point for theoretical and methodological development and the description of categorisation practices in traditional and emerging forms and venues of naturally organised activities.

Session 1. Category partitioning events: communicating Astronomy as jointly produced achievements

Ricardo Moutinho	University of Macau
Andrew P. Carlin	Ulster University
Joana B. V. Marques	University of Coimbra

This talk explores the categorical organisation of astronomical outreach events and describes how guides and visitors to observatories orient to each other through (what we call) turn-allocational categories, i.e, turn or activity distribution is not unidirectional but collaborative and/or self-administered.

Session 2. Digital competence and categorial shifts in the classroom: How reporting of an incomplete instruction unveils the delicacy of classroom order

Patricia Jimenez	Paderborn University and Cardiff University
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Whilst, in a primary school classroom, it is commonly observable the culturally recognisable actions of setting-appropriate categories (Jayyusi 1984) such as 'teacher' and 'pupil', the case discussed here focuses on the shifting and layering dynamic of the categorial landscape (Jimenez and Smith 2021) and the tensions that emerge from it.

Session 3. Assembling Gender Categories during Mealtime Conversations

Hansun Zhang Waring Teachers College, Columbia University

Nadja Tadic Georgetown University

Elizabeth Reddington Kean University

We investigate how gender categories and their predicates are assembled during mealtime conversations between a female child and her parents and how these category-rich interactions contribute to her developing ideology of gender. Findings extend MCA (membership categorization analysis) research beyond the actions performed by categories towards the socialization of categories.

New Directions in Membership Categorisation Analysis III

Jun 26. 17:00 - 18:00 J118

Panel Organizers Richard Fitzgerald University of Macau
William Housley Cardiff University
Robin James Smith Cardiff University

This panel brings together the cutting edge of MCA studies. Established and emerging scholars demonstrate the continued significance of the conceptual framing of 'culture-in-action' as a focal point for theoretical and methodological development and the description of categorisation practices in traditional and emerging forms and venues of naturally organised activities.

Session 1. The Pandemic Rationality Device in Governmental regulatory texts from Germany and Great Britain: An MCA Approach

Clara Terjung Johannes Gutenberg University, Mainz

In comparing Welsh (GB) and Bavarian (GER) COVID-19 regulatory texts we analyzed a Pandemic Rationality Device starting from the collection of Endangered/ Endangers that became omnirelevant in everyday life. Taken-for-granted-knowledge about social categories, their category-bound-activities and their everyday life facilities have been made explicit for the matter of risk management.

Session 2. Distinction between Implicit and Explicit Categorization as a Resource in Audiovisual Translation: Japanese Subtitles of Category-based Humor in American Sitcoms

Ryo Okazawa Aichi Shukutoku University

By applying membership categorization analysis to an American sitcom series and its Japanese subtitles, this presentation investigates audiovisual translators' practices of letting potential Japanese audiences understand the category-based humor related to American culture (e.g., ethnic jokes based on Asian stereotypes in the United States).

Professional judges' action formation during deliberations in the Japanese lay judge system

Jun 26. 15:30 - 17:00 J102

Panel Organizers Tomone Komiya Tohoku Gakuin University
 Ikuyo Morimoto Kwansei Gakuin University
 Takanori Kitamura Tokai University

This panel explores the phenomena through which conversational practices allow professional judges to “do being a judge” in judicial deliberations, based on the conversation analysis of simulated deliberations. In particular, we focus on the action formation by professional judges in managing the multiple roles they play in the setting.

Session 1. How professional judges manage a criminal deliberation through formulations and related practices.

Ikuyo Morimoto Kwansei Gakuin University

This paper examines, based on a detailed analysis of a simulated deliberation, some aspects of how professional judges, through everyday practices such as summarizing and paraphrasing, manage criminal deliberations in the Lay-Judge System. These practices can be viewed as one solution to a dilemma faced by professional judges during deliberations.

Session 2. Addressing an answer to all: A method by professional judges to manage the deliberation process

Tomone Komiya Tohoku Gakuin University

This study examines how professional judges provide legal expertise to lay judges in order to make the arguments in deliberations legally relevant. The analysis focuses on the ways in which the professional judge responds not only to the judge who asked the question, but also to all other judges.

Session 3. “Double-barreled” action formation in judicial deliberations

Takanori Kitamura Tokai University

Because professional judges and lay judges discuss together in the Japanese Saiban-in (lay judge) system, professional judges show their orientation toward multiple omni-relevant categories in the setting of deliberation. I will explicate how the possibilities for developing different kinds of action sequences are embedded in their action formation.

(Re)constructing Multi-layered Temporalities in Practical Activities I

Jun 27. 9:00 - 10:30 J118

Panel Organizers Terry SH Au-Yeung Cardiff University
 Yeji Lee University of Basel

This two-part panel brings together works addressing the question, how is time achieved and accounted for as part of the structures of practical activities? In the first part, the four papers explore the methodology of (re)constructing and accounting for actions as the part of a layered temporality structure.

Session 1. The situated achievement of a fat time: A series of talk as a praxeological contexture

Yeji Lee University of Basel
 Terry SH Au-Yeung Cardiff University

This paper describes the sequential organization of 'a series.' Using data from class-room interaction, it shows how the accountability of participants' conduct draws on its placement beyond the concurrent turn/sequence but in the larger temporality of the series, namely whether it is a first, second, and so on.

Session 2. "Reading" the game: temporal deployment of action in playing association football

Roman Matvienko The Chinese University of Hong Kong

The paper examines the temporal organization of game situations in association football. It features the central role of projectability in the simultaneous deployment of multiple courses of action within a fast-paced, dynamic embodied activity.

Session 3. Re_building events digitally: (Spatio-)temporal order in the digital reconstruction work of Forensic Architecture

Mina Godarzani-Bakhtiari Technical University Berlin

This paper explores how visual artifacts are assembled and arranged in Forensic Architecture's investigative video of an event. It shows the accountable 'work' of investigation, by constructing (spatio-)temporalities in recordings and a temporality of the investigative video. The layered temporalities together (re)present a 'true' version of the event.

Session 4. Delayed responses: How practical contingencies affect the timing of next verbal

Alexandra Gubina

IDS Mannheim

Arnulf Deppermann

IDS Mannheim

We study the systematics of the delay of conditionally relevant responses emanating from contingencies of practical action. We distinguish two cases: Next actions that require some material preparation to be made first before they can be produced; delays of next actions due to more relevant or urgent interfering practical actions.

(Re)constructing Multi-layered Temporalities in Practical Activities II

Jun 27. 13:30 - 15:00 J118

Panel Organizers Yeji Lee University of Basel
 Terry SH Au-Yeung Cardiff University

This two-part panel brings together works addressing the question, how is time achieved and accounted for as part of the structures of practical activities? In the second part, the focus is on how participants orient to the temporal structures of institutional settings and activities for the accountability of moment-to-moment conduct.

Session 1. Working with orientation to activities at a distance: organizational collaboration in emergency medical setting

Nozomi Ikeya Keio University
 Shintaro Matsunaga Nagano University

Collaborative work in an emergency medical setting is examined to demonstrate how members are oriented to various layers of temporality in the same time and space, but also work of others distributed across an organizational landscape and socio-technical system that is designed to coordinate space for temporal efficiency.

Session 2. A highlighting practice in clinical simulation: the accountability of actions in a larger temporal structure

Lucien Tisserand French National Centre for Scientific Research

In the context of a high-fidelity clinical simulation, this paper presents a member's practice that specifically orients towards multiple layers of temporalities for the accountability of health care professionals' activities. This paper shows that it consists of a highlighting practice that is useful for regular work and the simulation setting.

Session 3. Remote responses: how task-based orders affect the timing of next actions

Arnulf Deppermann IDS Mannheim
 Axel Schmidt IDS Mannheim

We study how participants' orientation to task-based orders of practical activities affects the sequential order of (verbal) interaction. We focus on remote responses that have been made conditionally relevant by requests, but do not occur adjacently, but only later when they are due relative to the progression of the task-execution.

Risk, Vulnerability and Uncertainty: Mis/Trusting in Telephone Helplines & Social Work

Jun 27. 13:30 - 15:00 J102

Panel Organizers Ann Weatherall University of Bedfordshire
Ann Merrit Rikke Nielsen University of Copenhagen

This panel explores interactional aspects of risk, vulnerability, uncertainty, potential harm, and other social phenomena that make relevant the local negotiation of mutual trust and trustworthiness in the institutional setting of telephone helplines and social work.

Session 1. Self-descriptions and diagnostic categories: How 'vulnerability' is established as the basis for support in a housing helpline

Marc Alexander Heriot-Watt University
Derek Edwards Loughborough University
Elizabeth Stokoe London School of Economics and Political Science

In the UK housing sector, there is a greater prospect for receiving local council support if one is considered 'vulnerable'. However, what counts as 'vulnerable' is not straightforward. In this paper we identify, describe, and share how mental health concerns (e.g., depression, anxiety) become relevant to securing social support. Our corpora are audio recordings of 82 telephone calls from members of the public to a UK housing charity helpline. Using the combined analytic resources of discursive psychology and conversation analysis, we investigate the interactional practices through which callers and/or call-takers disclose or ask about callers' mental health and 'vulnerability'. Regarding callers, we found that they a) disclosed vulnerabilities to strengthen claims of entitlement to support, or b) self-ascribed mental health categories as part of the preamble before articulating their reason for calling (e.g., receiving an eviction notice). Call-takers asked about callers' mental health a) as part of a series of 'scripted' information-gathering questions and b) to scaffold and thus support the caller's entitlement to support. Our findings show that and how mental health and 'vulnerability' formulations are produced, organised, and negotiated at the interactional (and institutional) boundaries of subjective experience and 'formal' medical diagnosis. By approaching such formulations as situated, outcome-oriented discursive accomplishments, rather than objective medical categories, the actual practices involved in securing support can be better identified in ways that transform our understanding of a social psychological phenomenon.

Session 2. Risk, vulnerability, and uncertainty in calls to the police during covid lockdown

Emma Tennent

Victoria University of Wellington

Ann Weatherall

University of Bedfordshire

In New Zealand, the early days of the pandemic were characterised by immense uncertainty but high trust in government. Despite strong public support, lockdowns radically reconfigured relations between individuals and institutions. We examine such relations in the context of family violence. Lockdowns reduce the risk of virus transmission but increase the risk of violence and make it more difficult to seek help. We analyse what happens when people do seek help for family violence during lockdown. Our data are 100 calls to police emergency and non-emergency lines recorded in April 2020. Using conversation analysis, we identify how orientations to covid lockdown were demonstrably consequential for the interaction. Callers oriented to risks associated with help-seeking, such as calling when a perpetrator is present and call-takers oriented to risks associated with help-provision, such as the risk of infection to attending officers. Our analyses highlight how risk, harm, and uncertainty are negotiated in institutional interactions in times of crisis.

Session 3. "Risky Business" Exploring practical trust in talk about substance use, drinking and other risk behaviors

Ann Merrit Rikke Nielsen

University of Copenhagen

This paper investigates risk talk in encounters between people with dual diagnosis and social workers. Based on a large data corpus of audio recordings from a social psychiatric housing facility we explore interactional strategies and practices employed by social workers and citizens when talking about (potential) risks and risk behavior.

Session 4. Trust(in) the future – future talk in social work settings

Sabine Ellung Jørgensen

University College South Denmark

In this paper we explore how social workers and citizens talk about future actions, possibilities, and outcomes in social encounters in contexts of unpredictability and uncertainty. Based on audio/videotaped encounters we explore how the future is interactionally managed in social work encounters and discuss how trust as an observable interactional social phenomenon becomes relevant.

Touch, affect and embodiment in Healthcare: an EMCA perspective

Jun 27. 15:30 - 17:00 J118

Panel Organizers	Juhana Jaakko Matias Mustakallio	Tampere University
	Enhua Guo	Ocean University of China
	Johanna Ruusuvaori	Tampere University

The influence of touch, affect and embodiment in health care interactions from the EMCA and intercorporeal perspective

Session 1. Affect and embodiment in treatment plan negotiations of neurological consultations

Juhana Mustakallio	Tampere University
Johanna Ruusuvaori	Tampere University

Study explores how affect and embodiment take part in the decision making processes of treatment plans in neurological consultations, where patients diagnosed with MS-disease and epilepsy have to negotiate their future treatment plans with the neurologist.

Session 2. Touching and description of time scales: Conversation analysis of physical assessment in medical acupuncture sessions

Eri Sakai	University of Tokyo
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Study shows how participants in acupuncture sessions use multimodal resources and the patient's body to describe different trajectories of illness. Using different resources, the professionals attempt to influence patients with pessimistic expectations of their illness to have a more positive outlook.

Session 3. Touching Transformation: The interactive stims of two sensorially-contrastive non-speaking Autistic children

Rachel Chen	Nanyang Technological University
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The study explores how non-speaking autistic individuals during stimming are joined by their parents to the action with and other multimodal resources, creating an interactive sensory experience that brings pleasure to the autistic child.

Session 4. Accountability in Touching a Distressed Patient in Pediatric Dentistry

Enhua Guo

Ocean University of China

Julia Katila

Tampere University

Presentation explores the accounting practice of the pediatric dentist who is performing procedure to the child patient and inadvertently sometimes hurting them in the process. The study shows how touch and other multimodal resources work as a prominent resource in these situations.

What is the “Craft” of Ethnomethodology?

Jun 27. 15:30 - 17:00 J102

Panel Organizers	Iuliia Avgustis	University of Oulu, Finland
	Francesca Williamson	University of Michigan
	Phil Hutchinson	Manchester Metropolitan University

This panel explores aspects of the “craft” of ethnomethodology. Rather than promoting a singular or definitive stance on what constitutes the craft, panelists will reverse engineer their existing or ongoing studies to provide insights into their methodologies, decision-making processes, and underlying principles for conducting studies.

Session 1. Negotiating “Access” to Research Sites

Francesca Williamson University of Michigan

“Access” is a core aspect of the “craft” of ethnomethodology to consider before conducting a study. Drawing upon multiple examples from research in learning environments, this paper describes various practices and modes of access as an occasioned craft of initiating studies.

Session 2. During [fieldwork]: Gathering “data” in phenomenal fields

Mlynář, Jakub HES-SO Valais-Wallis University of Applied Sciences and Arts Western Switzerland

The paper will focus on what goes on during fieldwork, highlighting that “adequate data” is always setting-specific. Rather than being the actual matter of EM, ethnographic fields are vehicles to access phenomenal fields. This underlines the importance of locating and apprehending the identifying features in and of the investigated “field”.

Session 3. Working in the afterlife: What to do with the craft of EM’s ‘results’

Stuart Reeves University of Nottingham

This paper offers an account of how the legacy of the hybrid studies programme in EM – in this specific case as encounters between EM and technology design oriented communities like human-computer interaction – intersects with challenges inherent in ‘leaving the field’.

Critical Studies and EMCA

Jun 27. 17:00 - 18:30 J118

Panel Organizers Phil Hutchinson Manchester Metropolitan University
 Francesca A. Williamson University of Michigan

In this panel we will hear from four panellists and respondent about the way in which they conceive of and conduct critical studies which are informed by, draw on or are ethnomethodology. We hope that this will stimulate wider discussion about the prospects for ethnomethodological approaches to critical research.

Session 1. Ethnomethodological Approaches to Disability Justice and Child-Centered Care in Neurodevelopmental Disability Clinics

Darcy E Furlong Indiana University

Drawing upon EMCA and committing to disability justice frameworks, this dissertation studies communication practices in clinical settings with children and youth who have neurodevelopmental disabilities. Specifically, EMCA is used to study how children receive adaptive and patient centered communication care across clinical interactions, specifically during diagnostic conversations.

Session 2. EMCA, ordinariness, and inequality: The discursive construction of misinformation as 'ordinary' in viral YouTube videos

Natasha Shrikant University of Colorado Boulder

In this presentation, I explore how the construction and understanding of 'ordinariness' is connected to inequality. I analyze YouTube videos identified by community fact-checking organizations as viral sources of 'misinformation'. I draw connections between the EMCA notion of "ordinariness" and critical research concerns with reproduction of or resistance to inequality.

Session 3. Ethnomethodology, Critique and Indifference

Michael Mair University of Liverpool

Drawing on my own studies of governmental failure in a UK housing estate and airstrikes which killed large numbers of civilians without sanction, in this presentation I will examine how the tension between critique and description is encountered in the course of doing studies in ethnomethodology and navigated through them.

Session 4. Where is Race in the Totality of Circumstances? On Analyzing Absent Presences with Ethnomethodological Indifference

Patrick G. Watson University of Toronto

How do ethnomethodologists speak about Race when Race isn't explicitly addressed in situated interaction? Following Sacks, I propose Race is omni-relevant to police trials, especially when the victim is racialized. I argue that ethnomethodology uniquely facilitates capacities to meet Alexander's call to critique court processes used to produce colour-blind outcomes.

Individual Papers

Individual Papers

June 25th

J202: Embodiment

Koyuki Mitani: University of Hawai'i at Moana

The Use of Imagined Insurance Brochures for Training Novice Insurance Agents

This study explicates how trainers at an insurance company construct and utilize imagined insurance brochures to train novices. The trainers deploy imagined insurance brochures to offer negative assessment and corrections of trainees' roleplay training performances. In addition, they also employ imagined objects to explain insurance-related objects unfamiliar to trainees.

Jun 25. 9:00

Sofian A. Bouaouina: University of Basel
Guillaume Gauthier: University of Basel

Disentangling the entanglement of bodies

We address how participants co-operatively assemble partner-acrobatic figures through intertwining their bodies in order to establish balance. We focus on how two initially independent bodies emerge into one acrobatic figure, and will show how sensoriality, especially sensing each other, is fundamental to the practical achievement of acrobatic figures in action.

Jun 25. 9:30

Raquel Abi-Samara: University of Macau
Ricardo Moutinho: University of Macau
Richard Fitzgerald: University of Macau

The coordinated expertise of eating with chopsticks: exchanging turns and exhibiting social order.

This study describes how members exhibit and orient to a social order while eating with chopsticks. It explores how practical norms are produced and followed on-the-go and how a turn taking system arises through participants' concerted orientation to these norms.

Jun 25. 10:00

Esa Lehtinen: University of Jyväskylä
Piia Mikkola: University of Jyväskylä
Elina Salomaa: University of Jyväskylä

Guiding the activity and directing attention: Using computer mouse for accomplishing activity shifts in workshops

In this presentation, we focus on using a computer mouse in face-to-face workshops where the agenda is projected on a screen. We aim to investigate, firstly, how the mouse is used in initiating and anticipating activity shifts and, secondly, how the affordances of the mouse are utilized for these purposes.

Jun 25. 13:30

Phill Hutchinson: Manchester Metropolitan University

Gestalt Principles, Functional Significance and Rule Following: From Gestalt Psychology to EMCA's Praxeological Gestalts

This talk traces the development of Gestaltism from the Berlin School Gestalt psychologists, through Aron Gurwitsch's writing on Gestaltism, to Garfinkel's respecification in his praxeological Gestalts. The move is from establishing principles, to identifying functional significance, to disclosing the functional significations produced by the members of Gestalt contextures.

Jun 25. 14:00

Lorenza Mondada: University of Basel

Calibrating mutual sensorial access in micro-sequential adjustments

Grounded on multimodal EMCA, this paper deals with micro-sequential adjustments, i.e. responses continuously adjusting to a previous action while at the same time shaping this very action's trajectory. It focuses on what makes them possible: the mutual constant monitoring and sensorial access participants sustain towards each other.

Jun 25. 14:30

Hosoma Hiromichi: Waseda University

How latency in communication over computer networks affects conversation

In the interaction analysis of computer network such as zoom or skype, it is important how to deal with latency. In this presentation, we discussed how latency can lead to cognitive misalignments between each participant and affect turn allocation.

Jun 25. 15:30

Kreeta Niemi: University of Jyväskylä

The omni-availability of teachers to respond to student initiated inquires

This video-ethnographic study takes an EMCA-multimodal approach to investigate the methods and resources teachers use to establish instructional interaction in peer learning contexts. Of particular interest is how teachers display availability and responsiveness to students' inquiries through different modalities (talk, gestures, embodiments and bodily proximity, tactility).

Jun 25. 16:00

Leelo Keevalik: Linköping University

Achieving Togetherness

The paper studies how multiple participants using both voice and the body achieve being together and on time with each other.

Jun 25. 16:30

J204: Membership Categorization Analysis

Tianhao Zhang: University of North Carolina, Chapel Hill

Dealing with Issues of Generalizing: A Case Study on Generalizing about being "Asian"

At its current form, the paper mainly describes interactional practices adopted by participants to deal with potential interactional and moral troubles that may come with the act of generalizing. Moving forward, I plan to incorporate Jayyusi's (1984) discussion on the category-generated features and category-tied features into the analysis.

Jun 25. 9:00

Tomoko Endo: University of Tokyo

Negotiation of membership and epistemics in Japanese extended family conversation

This study uses videotaped natural conversations between members of extended families and explores how family membership and epistemic status are negotiated. Three patterns will be reported: reciprocal and symmetric relationship as "parents" generation, asymmetric relation between "grandmother" and "mother", and indirect targeting of "grandmother" to modulate parents' epistemic.

Jun 25. 10:00

Atsushi Nakagawa: Utsunomiya University

Recommending Distant Child's Involvement in Elderly Parent Care: Partitioning the Population into "Family" and Outsiders

When care professionals make an elderly caregiving involvement recommendation to a distant child, they should legitimize it. The practice of partitioning the population into "family" and outsiders is used to do this, and reflects the culture of allocating caregiving responsibilities between family and Care Professionals in contemporary Japan.

Jun 25. 9:30

Ann Tai Choe: Hawai'i Pacific University
Jia Kang: University of Hawai'i at Mānoa

Use of Scales for Assessing Personal Appearance in Korean Variety Shows

This study investigates the assessment of personal appearance as a multimodal and scalar achievement in Korean variety shows. It identifies three scales—pre-existing, contingent, and interactive—used in guest introductions, demonstrating how these practices create humor and memorable impressions of the guests for the benefit of the audience.

Jun 25. 13:30

Drew Spain: University of Tsukuba

Haruka Abe: University of Tsukuba

"Speaking as your mother": Okaasan as a non-pronominal self-reference term in Japanese-language mother-child complaint sequences

This presentation investigates the usage of the non-pronominal self-reference term *okaasan* in Japanese-language complaint sequences occurring between mother and child. It identifies two features of the term, contrast and the ability to evoke responsibilities vis-à-vis the child, that contribute to framing the complaint as one from mother to child.

Jun 25. 14:00

Philippa Amery, Susan Danby, & Margot

Bereton: Queensland University of Technology and the Australian Research Council Centre of Excellence for the Digital Child

"I'd never get anything done for myself": First-time mothers' accounts of everyday mobile phone use

In this presentation we examine first-time mothers' interview talk about their everyday digital practices through the lens of feminist Ethnomethodology and Membership Categorization Analysis. This lens enables mothers' category and device use to be examined, giving insight into how mothering identities and motherhood are produced.

Jun 25. 14:30

J204: Methodology, Legal Interaction & Other

Iuliia Avgustis: University of Oulu, Finland

Rachel Chen: Nanyang Technological University

Terry Au-Yeung: Cardiff University

Natural Seeing in Unnatural Data

This paper discusses the concept of naturalistic data in EMCA. It argues that natural occurrences are constructed by analysts, highlighting three data sets where participants and researchers orient to producing good quality data. It suggests that natural seeing, prioritizing intuitive seeing from participants' perspectives, is key to understanding research interactions.

Jun 25. 15:30

J209: Interactional Linguistics

Ann Tai Choe: Hawai'i Pacific University

Shu-Yu Huang: Wake Forest University

Emphasizing instructional points with 'Honh' in Taiwan Mandarin Interaction

This paper examines the interactional import of honh, a Taiwan Mandarin particle, as an emphatic device in instructional settings. Findings revealed that such instances of honh are used to underscore procedural knowledge and mark pedagogically significant moments, often accompanied by embodied conduct and recycled elements from prior turns.

Jun 25. 9:00

Li Chen: Kanda University of International Studies

Daisuke Yokomori: Kyoto University

Interactional Functions of 'to'-ending formulations in Japanese conversation

This article provides a conversation analytic description of interactional functions of 'to'-ending formulations of others' talk in Japanese conversation based on their sequential positions and constitutive features. The article shows that 'to'-ending formulations are used for preemptive completions, to display understanding, or as a vehicle to perform other actions.

Jun 25. 9:30

Elwys De Stefani: University of Heidelberg

Volition displays in interaction: The Italian format "(non) voglio X" / "I (don't) want X"

This paper examines the Italian resource "(non) voglio X" / 'I (don't) want X' as documented in a video-recorded corpus of over 100 hours of ordinary, institutional and service interaction. The analysis uses conversation analysis and interactional linguistics and proposes a multimodal study of the target resource.

Jun 25. 10:00

Yasuyuki Usuda: Shizuoka Institute of Science and Technology

Haruka Amatani: Kanagawa Institute of Technology

Understanding enough: a hearer's procedure to induce the next step in storytellings in Japanese

This study investigates an action of the hearer to induce the further steps in the storytelling. The utterances of the hearer in the data hhaere can be seen as a practice of inducing the progress of the telling that the hearers display the understanding of the topic or objects.

Jun 25. 13:30

Haruka Amatani: Kanagawa Institute of Technology

Recipe telling with style upshifts in Japanese conversation

For conversational recipe telling, the speaker switches from narratives using some linguistic properties. I inquire these in Japanese. One possibility is using honorifics and another avoiding a final particle. In the cooking data, honorific expressions were used slightly more with recipe telling while final particle appearance did not lesson.

Jun 25. 14:00

Ayana Hatsuda: Akita International University

Japanese tara doo desu ka: a canonical advice form. Or is it?

This paper examines a Japanese set expression, tara doo desu ka 'why don't you X,' and argues that, although it is generally known as an advice form, when analyzed from interactional perspectives, it tends to be used in contexts where advice is not necessarily relevant.

Jun 25. 14:30

Sue Yoon: Columbia University

An analysis of turn-final 'yes' in Korean talk-in-interaction

Adopting the methods of interactional linguistic frameworks, this study examines the occurrences of turn-final 'yes' preceded by a full unit of talk (e.g., reformulation, repetition, or elaboration of prior talk).

Jun 25. 15:30

Takeshi Fukuda: University of Tokyo

Commenting on what was said: Self-repair through 'noun + NE' construction by Japanese L2 speaker

The 'noun + NE' chunk is frequently used by Japanese L2 speakers, unlike L1 speakers. This study analyzes how this chunk implements self-repair in a socially organized way. It reveals that, when used meaningfully in interaction, non-standard expressions contribute to L2 speakers being perceived as competent as L1 speakers.

Jun 25. 16:00

Jessie Chen: Macquarie University, Australia

Competitive points in Mandarin-speaking multiparty interaction

This study investigates the incoming speaker's points at the current speaker when the current speaker's turn is in-progress. It illustrates that the incoming speakers use these points to facilitate self-selection for speakership. The turn introduced by the point also conveys competition in epistemic authority and addresses the prior turn's problems.

Jun 25. 16:30

J219: Human-Machine Interaction

Maximilon Baddeley: NZQA

Designing with Functional Significance in Mind: Integrating Ethnomethodological Analysis with Observational UX Data

The paper investigates the integration of UX tools, notably Hotjar, with ethnomethodological analysis. It explores translating real-time user behavior insights into UX solutions, emphasizing collaboration. Grounded in ethnomethodology, it uncovers nuanced user behavior understanding. Hybrid studies combining ethnomethodology with UX data offer unique insights for enhancing digital product conception, emphasizing a holistic approach to user experience in the digital landscape.

Jun 25. 9:00

Nils Kloweit: Paderborn University

Maria Erofeeva: Free University of Brussels

Patricia Jimenez: Paderborn University

Affordances in Action: Theoretical Insights from an AI Experiment

Through a multimodal conversational analysis of video-recorded interaction between humans and artificial intelligence, we explore the place of affordance theory in EMCA. By distinguishing instrumental and structural affordances in situ, our analysis aims to develop a granular vocabulary to address the renewed interest in affordance theory and its alternatives.

Jun 25. 9:30

Kristian Mortensen: University of Southern Denmark

Offers as reason for the encounter in human-robot interaction

This paper investigates human-robot interaction, and looks at a Wizard-of-Oz setup in which the robot approaches a human participant and offers a glass of water. The paper analysed the social practices used for normalising the situation.

Jun 25. 10:00

Yukio Ideno: Tokiwa University

Teppe Terashima: Tokiwa University

Yoko Sakamoto: Hakuoh University

Takshiro Mitsumata: Tokiwa University

Shaping Digital Citizenship Education: Integrating Machine Translation and Generative AI with Conversation Analysis

In this presentation, we propose foreign language education that using machine translation tools with the aim of "learning and using a foreign language". We will present conversational analysis of "conversations with machine translation" conducted in this foreign language education.

Jun 25. 13:30

Jonas Ivarsson: University of Gothenburg

Oskar Lindwall: University of Gothenburg

*From Charming to Challenging:
Unpacking Human-Robot Interactions
in the City*

The study explores the dynamics of human interactions with mobile robots in urban environments. This presence of robots in public spaces is relatively new, and the study examines how people perceive and interact with these robots, underscoring the complexity of integrating robots into shared public spaces.

Jun 25. 14:00

Silvia Kunitz: Linköping University

Ali Reza Majlesi, Gustav Lymer: Stockholm University

Pablo Gonzalez Oliveras, Olov Engvall:
KTH Royan Institute of Technology

*Experiments with trust in human-robot
interactions*

This study explores how students react to a robot's incorrect suggestions as they collaboratively solve a mathematical problem. Specifically, we analyze the students' affective stance, their management of accountability in relation to mathematical knowledge, and their orientation to the robot's epistemic and social identity.

Jun 25. 14:30

J219: Politics & Gestures

Kristella Montiegel: University of Colorado

Invoking Time Limits for Managing Responses in US Senate Judiciary Committee Lower Court Nomination Hearings

I use Conversation Analysis to explore interaction in US Senate Judiciary Committee lower court nomination hearings, focusing on the ways Senators strategically invoke the hearing's time limits while questioning judicial nominees. Data is drawn from 13.36 hours of Q&A rounds across 12 hearings during 2020 and 2022.

Jun 25. 15:30

Burak S. Tekin: Ankara Yıldırım Beyazıt University

The situated order of service in district markets

This paper examines the openings of market interactions, concentrating on how and whether clients and sellers initiate encounters. It considers the distinctions between unfocused and focused interactions in markets and provides insights to reflect on the organizational properties of market interactions, as well as on participation, membership categorization and multiactivity.

Jun 25. 16:30

Reihaneh Afshari Saleh: Ulster University

Multimodal Resources for Pursuing a Preferred Response in the Face of Resistance

This study explores multimodal resources that participants may use in pursuing an interactional outcome.

Jun 25. 16:00

Individual Papers

June 26th

J202: Service Encounters

Yani Liu: The Chinese University of Hong Kong

The Assistance Inside Taxis: Collaboration between Passengers and Drivers

This study investigates collaborative interactions between passengers and drivers through assistance. Blurred service boundaries and shared journey spaces present unique challenges. Naturally occurring video data reveal how passengers and drivers deal with non-driving related difficulties, shedding light on the cooperative organization through social intricacies of assistance in service encounters.

Jun 26. 9:00

Mika Ishino: Doshisha University
Makoto Hayashi: Nagoya University

"I will tell/ask him": Action Ascription in Remote Foreign Language Interpretation Services in Japan

This study examines how participants ascribe actions to a particular type of utterance, an announcement of future action, "I will tell/ask him," observed in an interpretation service encounter. Discussing several sources of ambiguities in the service institutional interaction, we contribute to the ongoing debates on ambiguities in action ascription.

Jun 26. 10:00

J202: Media Studies

Korenaga Ron: Rikkyo University

How sports broadcasts introduce "fun in games": Examining the use of Japanese deictic expressions

This study examines the usage of Japanese deictic expressions, such as *kore* (this) and *koko* (here), by announcers and commentators to highlight specific plays and players during live football match broadcasts. It elucidates how particular plays and players become game-meaningful events to the audience, enhancing the viewing experience.

Jun 26. 14:00

Carmen Amalia Del Río Villanueva:

Pontificia Universidad Católica del Perú,
Lima, Perú.

*The interactional creation of "facts":
From the political interview to headlines*

What interviewers does (conversational practices) in political interviews radically affects their results, e.g. others attributing to interviewees sayings that did not properly come from them. This, in turn, questions interviewees' status as "sources of information": from whom comes the "news" that are "co-created" in political interviews and, afterwards, widespread circulated?

Jun 26. 14:30

J202: Art and Performance & Atypical Communication

Suzuki Minato: Rikkyo University

Multimodal perception in the contemporary music making interaction

This study explores the multimodal aspect of artistic perception by analyzing the interactions between participants when they create contemporary musical art performances. It mainly focuses on the practices in which participants describe their sounds with concepts other than auditory ones(e.g., hardness).

Jun 26. 15:30

Lin Chen: University of Hawaii at Manoa

Teaching with Material Artifacts in Tea Ceremony Lessons

Using multimodal conversation analysis, I examine the longitudinal processes in which a symbolic referential practice to objects emerges. The data corpus consists of 50 hours of audiovisual recordings of tea ceremony lessons in the US. Findings reveal that tea practitioners utilize the accumulated symbolic meanings afforded by objects in instructions.

Jun 26. 16:30

Giolo Fele: University of Trento, Italy

Tactile Territory: Object Interaction and Cooperation in Visually Impaired Tasting Sessions

This paper examines the collaborative achievement of object manipulation involving visually impaired people participating in learning how to taste wine sessions with instructors. The focus is on tasks involving the manipulation of objects on the table. Using a multimodal EMCA perspective, it delves into the co-operative achievement of task accomplishment.

Jun 26. 17:00

Yasusuke Minami, Mitsuhiro Okada: Seijo University

Hiro Yuki Nisisawai: Musashino Art University
Rui Sakaida: Future University Hakodate

How specialists achieve recipient design in interactions among people with asymmetries in perceptual modality

We investigated how specialists provide information to the blind in training sessions, an interaction with asymmetric perceptual modalities. In the basic projective recognition sequences, the blind was asked to provided confirmation. The visual information was just received. With echo location, the specialist used the word "feeling" to ask for confirmation.

Jun 26. 17:30

J204: Medical Interaction

Yue Chung Grace Lai, Kang Kwong

Kapathy Luke: Nanyang Technological University

James Alvin Yiew Hock Low: Khoo Teck Puat Hospital, Singapore

Age categorisation in end-of-life discussions

This study looks at how age is being used to do categorical work in medical interactions (end-of-life discussions) where patients and healthcare professionals use "old" and "young" as justifications for their end-of-life treatment preferences.

Jun 26. 9:00

Shuya Kushida: Osaka Kyoiku University

Two approaches to delivering potentially disappointing normal test results and patients' responses

This study describes how doctors' approaches to delivering potentially disappointing normal test results shape patients' responses. One approach foregrounds the "no problem" diagnosis, and is met with resistance to the test results. Another approach foregrounds the diagnostic indeterminacy, and is met with resistance to the treatment policy.

Jun 26. 13:30

Xixi Chen: Guangzhou University of Chinese Medicine

Liang Ruwang: School of Foreign Studies, Guangzhou University

Negotiating Rights and Duties: A Positioning and Conversation Analysis of Medical Encounters in Chinese Clinics

This study analyzes negotiations of rights and duties in Chinese medical encounters through positioning and conversation analysis. It explores 36 medical interactions, patient narratives, and social media to reveal mismatches in expectations between doctors and patients and a link between master narratives and micro-level interactions.

Jun 26. 9:30

Song Hee Park: Chung-Ang University

The delivery of bad diagnostic news in clinical performance examinations

This study uses the methodology of conversation analysis to examine how medical students deliver a cancer diagnosis to standardized patients during clinical performance examinations. We show two different ways in which medical students deliver a cancer diagnosis and discuss their interactional consequences. Findings have implications for medical education and practice.

Jun 26. 14:00

Dorothy Quek, Ni Eng Lim, Kang Kwong

Kapathy Luke: Nanyang Technological University

James Alvin Yiew Hock Low: Khoo Teck Puat Hospital

Clinicians' Presentation of End-Of-Life Preferences as Discrete or Boundless Options in Advance Care Planning (ACP) Sessions in Singapore

Patients' understanding of End-of-Life (EoL) medical possibilities in Advance Care Planning (ACP) and the interactional environment afforded for decision-making is largely shaped by the clinician-led trajectory of option presentation. This highlights a need for clinicians to work around the ACP document to better provide for patients' voicing of their preferences.

Jun 26. 14:30

Carolina Fenner: Leibniz Institute for the German Language (IDS)

Silence after patients' narratives in psychodynamic psychotherapy

I will show how therapists treat silence after personal narratives by patients in psychodynamic psychotherapy. In most cases, they end the silence by giving a hint as to what they were waiting for during the silence. Thereby, they indicate that they consider the previous silence to be dispreferred.

Jun 26. 15:30

Hiroki Maeda: Rikkyo University

Yumi Nishimura: Tokyo Metropolitan University

Design of questions and confirmation requests by outpatient nurses to explain hospitalization to patients

The study aims to describe the work by nurses at an outpatient department in a hospital by analyzing interaction between nurses and patients. Focusing on activities to confirm patients' lifestyle habits in the setting, we clarify how nurses designed their questions and their confirmation requests.

Jun 26. 16:00

Daniella Rafaely: University of the Witwatersrand

"Black tax": Face-work in talk about financial care arrangements among families of migrants

This study examines various patterns of co-construction of illness and treatment in doctor-patient interactions, integrating Conversation Analysis and Goffman's Participation Framework. It focuses on interaction dynamics, discourse identities, multiple voices in discourse, and meaning co-construction in dialogues, revealing how medical realities are collaboratively shaped in a Chinese hospital clinical setting.

Jun 26. 16:30

Michie Kawashima: Kyoto Sangyo University

Patient crying during decision-making process; conversation analytic study on emotional expression during Japanese primary-care consultations

This study analyzes how a doctor deals with the patient's emotions while simultaneously promoting the decision-making process, especially in the decision-making process of discussing a treatment plan. The analysis is based on 98 consultations at a Japanese university hospital's primary care department.

Jun 26. 17:00

Ni Eng Lim: Nanyang Technological University

Co-constructing moments of joint understanding and fellowship in Traditional Chinese Medical (TCM) Consultations

The clinical pathology of Traditional Chinese Medical (TCM) provides the framework to negotiate everyday lived experiences in doctor-patient interaction, thereby levelling the epistemic gradient, and create spaces for co-constructing moments of joint understanding and fellowship. This illustrates how patient-centred care is not a unilateral performance, but an interactionally co-constructed process.

Jun 26. 17:30

J209: Technology & Interview/Focus Group

Keirah Comstock: University of Rochester

*From Acceptance to Reflection:
Ethnomethodology in the Age of
Generative AI Education*

This study explores the impact of Generative AI, particularly ChatGPT, on pedagogy, using ethnomethodology and conversation analysis in Upstate New York, USA. It introduces the ChatGPT Teaching Model's five phases and analyzes how educators incorporate AI into teaching, reshaping educational interactions and informing curriculum integration.

Jun 26. 9:00

Yuri Nunokawa: Takasaki University of Health and Welfare

*Managing Membership Categories
Affecting Interaction in Research
Interviews Between Adult Interviewers
and Teenage Interviewees*

Analyzing research interviews in Japan between adult interviewers and high school students, this presentation reveals how identities not directly related to the interview topic can become relevant and affect the ongoing trajectory of interaction. It also explores how participants manage these situations using their knowledge of membership categories.

Jun 26. 9:30

Ruey-Ying Liu: National Chengchi University, Taiwan

*Becoming Americanized: The
generational shift of Chinese
Americans' orientations to their ethnic
categories*

This study examines how Chinese Americans orient to their ethnic categories in focus group discussions. The analysis reveals that Foreign-born Chinese Americans tend to portray Chinese people as a homogeneous entity, whereas their US-born counterparts consistently highlight personal perspectives, orienting to group heterogeneity. This distinction suggests a generational shift within the Chinese-American community. Data are in English and Mandarin.

Jun 26. 10:00

J209: Psychotherapy & Applied Linguistics

Yoshifumi Mizukawa: Hokusei Gakuen University

Akane Kamozaawa: Doho University

Sumiko Oshima: Hokusei Gakuen University

Yuri Izumiya: Akiawa Memorial Hospital

Formulation as the Sharing of Experiences Without Storytelling of Experiences in the Practice of Group Psychology

This study examines the practice of formulations in group psychotherapy, using ethnomethodology/conversation analysis, following the works of Sacks(1966, 1992) and Perakya et al. (2008). The aim of this study is to reconceptualize group psychotherapy, particularly System-Centered Therapy (SCT), to demonstrate an alternative method to the storytelling of experiences.

Jun 26. 13:30

Jiwon Hwang, Eriko Sato: Stony Brook University

Leveraging Interactional Competence in Compensating for Limited Linguistic Proficiency

This study examines interactional competence development in novice second language learners. While traditional L2 assessments or instruction often overlook interactional skills, novice learners, despite limited linguistic abilities, effectively employ interactional resources. The findings highlight the importance of authentic conversation exposure and supportive learning environments that encourage learners' co-construction of interactions.

Jun 26. 14:30

Nadja Tadic: Georgetown University

The Interactional Competence of Engaging in Improprieties in Adult Second Language Classrooms

This paper examines the interactional competence of co-constructing adult second language learners' potential improprieties as acceptable in the classroom. The analysis shows that students' improprieties are simultaneously treated as innocent and potentially offensive through laughter, smiles, and gaze aversions, and mitigated through invocations of cross-cultural differences and language learning goals.

Jun 26. 14:00

J209: Classroom Interaction & Applied Linguistics

Philippe Sormani: Zurich University of the Arts / University of Siegen

Is "computational thinking" a phenomenon? Of interfacing, instructing, and interacting

This paper pauses on the local production of "evidence-based educational research." For this purpose, the paper examines a single episode of interaction which displays "computational thinking" by the filmed students, as they formulate a projected robot trajectory. The paper thereby engages with programmatic interests in "instructed action" and "human-machine interfacing."

Jun 26. 15:30

Hee Chung Chun: Rutgers University of New Jersey

Optimizing Student Engagement: Teachers' Preemptive Practices in Designing the Initiating Turn in Lower-level Language Classroom

This paper examines how teachers in the online lower-level Korean classroom employ a range of interactional practices to preemptively manage projected troubles from students during their initiating turns. The analysis shows that these practices serve as preparatory measures, equipping students to successfully hear and understand the forthcoming question.

Jun 26. 17:00

Yan Huang: Sogang University

Leading the Teller in Nonnative Storytelling

The presentation elucidates a case study of how nonnative English teller and recipients interactionally and collaboratively achieve intersubjectivity in the storytelling when misunderstandings arise. By tracing contingent choices they make and methods they deploy, this case study shows how the problems are occasioned and addressed to build up the storyline and maintain the topical flow.

Jun 26. 16:00

Yi Wang: Stony Brook University

Agnes He: Stony Brook University

Locating Chinese L2 Interactional Competence in Turn Management

Based on sequential analysis of data from oral tests of beginner learners of Chinese in the U.S., we argue that intercultural communicative competence resides in interactional competence, and that the management of turns both defines intercultural engagement and differentiates success from failure in interactional engagement.

Jun 26. 17:30

J219: Conversation Analysis in General

Naoki Itakura: University of Hawai'i at Mānoa

Audience Members as Language Brokers in a Live Streamed Gaming Session

Extending previous studies of digital interaction, this study aims to examine the role of audience participation in resolving an L2 speaker's lack of competency in online gaming live streaming. Findings show that live chat messages play a role in language brokering and resolving linguistic gaps in situ.

Jun 26. 9:00

Kaoru Hayano: Japan Women's University

Portraying a child as the benefactor/beneficiary: The use of Japanese auxiliary verbs of giving and receiving in teacher-parent interaction

This paper investigates how nursery-school teachers use Japanese auxiliary verbs for adopting benefactor/beneficiary stance when they report on a child's behavior to their parents. The analysis reveals that, using the auxiliary verbs, teachers portray a child as the benefactor or beneficiary to disambiguate their evaluative stance toward the child's behavior.

Jun 26. 10:00

Kyung-Eun Yoon: University of Maryland

Offer sequences in Korean interaction

This study examines offer sequences in Korean using conversation analysis (CA), focusing on linguistic practices in offering and responding, along with sequence organization. The study also aims to provide sociocultural implications for how politeness and solidary relations are managed in the context of offering and responding in Korean culture.

Jun 26. 9:30

Min Gyeong Choi: Seoul National University

Who calls it a day in monotopical calls, and how? : 'alkeysssupnita(I see)' as an interactional resource for closing in Korean conversation

This study explores how the Korean response token "alkeysssupnita" ('I see') closes topics and conversations, revealing its dual role in both concluding ongoing discussions and initiating conversation closure in monotopical discourse.

Jun 26. 13:30

Rika Mutiara: Esa Unggul University

Claiming insufficient knowledge as an epistemic hedge in Jakartan Indonesian

The data for the study was collected in 2023. It is a preliminary study in the topic of insufficient knowledge in Jakartan Indonesian. The data collection can be gathered from more recordings in the future.

Jun 26. 14:00

Mary Kim: University of Hawaii at Manoa

Retracting turns and actions in progress: Exploring offer sequences in Korean conversations

This study explores turn and action retractions in offer sequences, unveiling the process of undoing ongoing actions. It illuminates an understudied facet of turn management, a crucial mechanism for real-time adaptation amid emerging contingencies. The analysis reveals speakers retracting turns when recognizing pending matters, resulting in withdrawals or reversals of initial actions.

Jun 26. 14:30

Matthew Butler: University of York

Elizabeth Holt: University of York/
Huddersfield

The interactional generation of non-seriousness in news interviews

This paper explores the relationship between serious and non-serious talk. We report on moments when interviewees respond to questions with two responses: one ironic or non serious and a subsequent one that is serious. It is shown how IEs exposes issues within a question and this affords them the opportunity to produce a non serious response.

Jun 26. 15:30

Satsuki Iseki: Rutgers University

Managing Recipient Orientation Within A Turn: Speech Perturbations in Japanese Conversational Storytelling

This study analyzes storytelling sequences in everyday Japanese conversation and the use of mid-clausal speech perturbations. Findings revealed that mid-clausal pauses and sound stretches draw attention to a specific word and solicit the recipient's display of understanding to establish the groundwork needed for proceeding in the telling.

Jun 26. 16:00

Seung-Moo Jung: Seoul National University

Elicitation Strategies for Self-Correction in EFL Writing Conferences

The current study investigates the teacher's elicitation strategies for the student's self-correction in EFL writing conferences held in after-school English writing class. The data were coded by Conversation Analysis and the findings can contribute to understanding the teacher's elicitation strategies and developing writing conferences as part of regular English class.

Jun 26. 16:30

Esther González-Martínez: University of Fribourg

Barbara Fox: University of Colorado Boulder

When asking where someone is is not a request for information or assistance

The paper concentrates on cases in which a nursing staff member, in the presence of at least one other coworker, produces a declarative utterance with the form "elle/il est où X," literally "she/he is where X" in French, referring to an absent coworker or patient.

Jun 26. 17:30

Yujin Shin: Sogang University

Joining an ongoing talk in multiparty voice chat interactions and its turn-taking challenges

This presentation examines how new participants are managed in multiparty voice interactions. It contrasts cases where the new participation is either delayed or facilitated, and investigates how voice interactions manage multiple participants without causing schisming. The findings have implication for understanding technological constraints and the sequential affordance multiparty voice chat displays.

Jun 26. 17:00

Individual Papers

June 27th

J202: Workplace Studies

Nguyen Hue: University of Macau

*Person reference practices in Vietnamese:
A case from a professional meeting*

Nguyen Thi Xuan Hue is an English lecturer at An Giang University, Vietnam National University-Ho Chi Minh City, Faculty of Foreign Languages. She is in her second year of the Ph.D. program in Applied Linguistics (English) at the University of Macau, Macau SAR, China. Her research interests are intercultural communication, educational, professional and social interactions. Conversation Analysis is substantially used to explore the practices of references between teachers and students, supervisors and supervisees, trainers and trainees or children and parents. The children's acquisition of references and the interaction in LGBTQ+ community in Vietnam are her current research interests.

Jun 27. 9:00

Yuki Kawamura: Matsuyama University

Collaborative medication adjustment involving multiple mental health professionals

This paper focuses on liaison psychiatry in which multidisciplinary professionals work together and describes the practical methods that enable their teamwork. The analysis identifies several methods of collaborative medication adjustment that incorporate the observations of different professionals and considers the burden placed on the nurses responsible for actual care.

Jun 27. 9:30

Kenneth Liberman: University of Oregon

Differences in the Work of Professional Tasters and Sensory Scientists

Recently, coffee purveyors have turned to sensory science to provide them more objective assessments of the flavors of coffees they purchase and market. In doing so, they have demoted the status of professional coffee tasters. We identify overlooked practices of professional tasters that are vital for understanding tastes of coffee.

Jun 27. 10:00

Götz Hoeppe: University of Waterloo

Measure and mud: Observing work practices in paleoceanography

Researchers in paleoceanography collect and analyse marine sediments to examine past climate changes using proxy indicators. Inspired by Sacks's (1992) observations on members' measurements, this paper probes into measures and measurements, broadly conceived, in coordinating this work at sea as well as the subsequent analysis of the samples collected.

Jun 27. 13:30

Yuki Yoshikawa: Atomi University

Assessment and sequence organization of a piano performance: studio conversations during a Glenn Gould recording

This paper analyzes conversations during Glenn Gould's 1955 Goldberg Variations studio recording sessions to elucidate ways of assessing studio performances. It shows that repeating or changing recording pieces reveals the assessment of a performance. The findings offer insights into recording studio works and performance assessment.

Jun 27. 14:00

Kristina Humonen, Adam Brandt, Spencer

Hazel: Newcastle University

Public L2 writing in video-mediated workplace meetings

The study examines monthly steering committee meetings within a Finnish startup. The analysis shows the nuanced manner in which participants manage to avoid topicalizing L2 writing competence (e.g., by utilizing laughter tokens) and underscores the technological capabilities facilitating this (e.g. through the ability for synchronous contributions to live documents).

Jun 27. 14:30

J202: Discursive Psychology & Intercultural Communication

Mitsuhiro Okada, Yasusuke Minami: Seijo University

Daigoro Ebata: Niigata Seiryō University

Masafumi Sunaga: Otaru University of Commerce

Yuki Kawamura: Matsuyama University

Reporting one's current state and recovery at a support facility for recovering drug addicts

We analyzed an exchange during the first part of a cognitive-behavioral therapy meeting among drug addicts. Participants are supposed to report their "current state". One addict was noted to start speaking before the previous speaker had finished. This conduct was objectivated as the basis for facilitating withdrawal from drug use.

Jun 27. 15:30

Sabine Hoffmann: University of Palermo (Italy)

How National Identities emerge in International Videoconferencing

This presentation aims to explore how national identities emerge in international videoconferences with German teachers from three European countries. The multimodal conversation analysis focuses on the use of place/country names, both by the moderator and by participating teachers dealing with possible identity-forming functions, compared to those that may be found in face-to-face meetings.

Jun 27. 16:30

Samira Ibnelkaid: University of Oulut

Migration and empathy in the digital era: Changing sensoryscapes

This presentation focuses on a single-case study drawn from a video-based research on the lived experience of high-skilled racialized migrants in Finland. It centers on an artistic residency organized by a migrant in his home country. It explores the technobodily resources the participants developed in their meaning-making and creative process.

Jun 27. 17:00

Nicola Nasi, Frederica Ceccoli: University of Bologna

Children's multimodal negotiation of peer participation frameworks during group work with i-Theater, an interactive storytelling device

The study investigates children's multimodal negotiation of local participation frameworks during their shared use of i-Theater, an interactive device for multimedia storytelling. It is argued that the digital device provides children with a material ecology that they ingeniously exploit to negotiate access to and exclusion from the ongoing activity.

Jun 27. 17:30

J204: Multimodality

Mao Chida: Chiba University

Using smartphones to manage the flow of a topic in conversation

This paper focused on everyday conversations more than half of the participants engaged with their smartphones while conversing. Analysis of 37 instances revealed that using individual smartphones often began after the conclusion of a topic, serving as a process to return to the initial topic of conversation.

Jun 27. 9:00

Sean Hughes: Teachers College, Columbia University

The role of art in an online transgender coming-out narrative

A transgender individual came out to classmates in an online class by using art as a means of narrating "the other." She used the art as a means of launching a personal narrative about her own life via a series of analogies to the respective art.

Jun 27. 9:30

Li Zi Leong, K. K. Luke, Rachel S.Y. Chen: Nanyang Technological University

Multimodal instructions and learning of board game rules

This study analysed the multimodal interactions between experienced and novice players during the instruction of a board game with a variety of game pieces. The analyses demonstrated that interactants centred their instruction and learning around the game pieces, which engages the players' various senses as they inspect and handle them.

Jun 27. 10:00

Carolyn Park: University of California, Los Angeles

Communication accommodation, multimodality, and habitus in a Koreatown kitchen

This paper seeks to contribute to existing conversation analytic research on workplace interactions and to integrate the political economic dimensions that inform a given ethnographic context into the analysis. More specifically, prosody, gaze, gesture, social proxemics, and semantic cues will demonstrate Korean and Spanish speaking restaurant workers' awareness of social hierarchies. The study will also consider evidence of communication accommodation as markers of social intimacy and distance.

Jun 27. 13:30

Guillaume Gauthier, Sofian A. Bouaouina:
University of Basel

*On the Accountability of Breathing
– The Case of In-breaths in Yoga
Lessons*

This paper examines the situated accountability of breathing in social interaction by demonstrating how, during yoga classes, instructed in-breaths are oriented to as 'doing breathing'. Thereby, it not only elaborates on how in-breaths can become sequentially implicative but also on how breathing can emerge as accountable multimodal and multisensorial conduct.

Jun 27. 14:00

Mariia Erofeeva: Université Libre de Bruxelles

Nils Klowait: Paderborn University

Mikhail Belov: University of California, Los Angeles

Teaching sign languages in immersive virtual reality

This study presents findings from a multimodal investigation of sign language classes on the VRChat virtual reality platform. It examines how the activity of teaching is multimodally organized in markedly asymmetric environments where participants have differential physical and virtual bodily capabilities as well as linguistic and technological skills.

Jun 27. 14:30

Jianhong Lin: Osaka University

Choreographing children's learning and transferring content from picture books in parent-child shared book reading.

Looking into parent-child shared reading interactions, this study explores how Chinese and Japanese parents employ multimodal resources to enact the content of picture books, make their enactments observable to their children and attempt to elicit children's following enactments. This process involves parents' continuous monitoring and calibration on children's actions.

Jun 27. 16:00

Mizuki Koda: University of Basel

Emergence of a collective appreciation of a dish during dining together

A finely granular, sequential analysis shows how in Japanese dinner-conversations, the re-doing of a response cry permits participants to invite the collective appreciation of a dish, by establishing the sequential implicativeness of their initial action that has not been oriented to by their co-participants.

Jun 27. 16:30

Koichi Shimahara: Tokyo University of Foreign Studies

Looking at the projection screen during the classroom group discussions

The study analyses the video recordings of classroom group discussions between Japanese and international university students, focusing on how "looking at the projection screen" is employed as a resource of action formation, while constructing a turn.

Jun 27. 17:30

Satomi Kuroshima: Tamagawa University

Doing being ambivalent towards the decisions of a political action: Practice of quasi-justification in the armed resistance

In this presentation, we analyze how former protesters utilize various conversational practices of displaying ambivalent stance to decide and justify their personal involvement in armed political protest in recounting their past actions. By doing so, we demonstrate how they perceive their controversial decisions and reconcile themselves with the predictable outcomes.

Jun 27. 17:30

J209: Classroom Interaction & Applied Linguistics

Haruka Kikuchi: Osaka University
Yi-Ju Lai: University of South Carolina

Co-establishing Explanatory Sequence of Classroom Instruction Through Return Gesture

This paper exemplifies classroom interactions where the use of return gesture demonstrates students' embodied understanding of the instructions. Students who engage in RG are not merely the recipients of instruction, but agentive participants who co-establish the progressivity of the explanatory sequence of classroom instruction.

Jun 27. 9:00

Annukka Pursi: University of Helsinki

Joint waking activities in early childhood education as collaborative configurations of care

This study explores practices around waking up in institutional interaction. Taking an ethnomethodologically grounded approach in the use of a video-observation method, I investigated how young children (1–5 years) and adults participate in joint waking activities after nap time in early childhood education (N= 72 video-recorded waking up situations).

Jun 27. 9:30

Satoshi Imai: University of the Ryukyus
Shinichiro Sakai: Rikkyo University

An Invitation to Eurythmics: Balancing Toddler Students' Self-Motivation and Pedagogical Objectives

This study examines how Dalcroze eurythmics early childhood educators manage the challenges of encouraging the self-motivation of a toddler while also meeting the pedagogical objectives of music education. Our fieldwork with individual lessons in an eurythmics classroom provided the data for the study.

Jun 27. 10:00

Motoko Igarashi: Hokkai-Gakuen University

Designing instructed actions: embedding standardized guidelines

This study explores Japanese classroom instruction, focusing on how teachers guide students to perform specific actions in a standardized way. Using EMCA, the research reveals distinctive features through continuous fieldwork and video data collection. Teachers employ Sacks' "Measurement System" in their demonstrations, presenting it as standardized guidelines. Students learn to use the system for correct actions and practice adjusting their actions independently.

Jun 27. 13:30

Amon Ogata: The University of Tokyo

The discursive construction of script in teaching a child with ASD to use a sewing machine

We analyzed an interaction between a boy with ASD, using a sewing machine, and a female teacher, supporting him. Some troubles over the instruction occurred, and repairs were initiated by the teacher in various ways. As a result, the script of sewing a certain section of the cloth got relevant.

Jun 27. 14:00

Akie Fukushima: Kio University

Exploring high school student strategies when discussing values: Argumentative discourse in educational debates

This study investigates student strategies in educational debates, exploring how participants employ questions and responses to assert positions. Findings reveal that participants strategically reuse opponents' examples, ensuring responsiveness, prompting reconsideration, and creating an obligation to respond. Leveraging opponent-provided resources emphasizes consistency and alignment, fostering critical thinking in education.

Jun 27. 14:30

Dai Wei (Shirley): Sogang University

The function of evaluative words in the closing position of non-native storytelling

After analyzing the closing of nonnative speakers, I discover their preference for evaluative remarks. Instead of being predetermined, these words are produced contextually with discourse strategies. By doing so, tellers can not only deal with the two tasks of closing storytelling, but also handle sense making and intersubjectivity.

Jun 27. 15:30

In Ji (Sera) Chun: University of Hawai'i at Manoa

Teacher mobility during small-group instructional rounds for young EFL learners: Display of task progression and contingent assistance

This study delves into the linguistic features and functions within the opinion sections of reputable online newspapers, Washington Post and VnExpress. The research results offer insights into the impact of sociocultural factors on language and attitudes in different countries to address ethical concerns surrounding media access and utilization.

Jun 27. 16:00

Yujin Mun: Pusan National University

Error correction in sentence analysis: creating learning opportunities in the EFL reading classroom

This study investigates the practices of teachers and students in fostering learning opportunities through error correction in sentence analysis. Data for this study is collected from EFL intensive reading classes, where each student is assigned sentence analysis tasks related to interpretation and grammatical structures. Additionally, students are guided to pose questions about the presentation on sentence analysis.

Jun 27. 16:30

Amanda Hoskins: Linköping University

"Is there a right answer to this?": Accountability in EFL task-based interactions.

EMCA study focusing on task-based instructions and task design of speaking tasks used in EFL classrooms in Swedish upper secondary schools. The analysis centres on the students' accounts of what it entails when doing the task "right", and how these accounts are made observable in their task-based interactions.

Jun 27. 17:00

Jia Kang: University of Hawaii at Manoa

Hanbyul Jung: Seoul National University

Eunkyung Yi: Ewha Women's University

"Giving Instructions in Online Language Experiments": Interactional Dynamics emerging from Asymmetrical Epistemics

This study addresses various interactional dynamics of instruction giving in online language experiment. Analyzing video recordings of an online language experiment setting, the research examines instruction giving practices of researchers, in an attempt to ensure participants' comprehension and ability to participate in the experiment to be initiated. The findings contribute to the understanding of interactional shapes of instruction giving in online experiment settings.

Jun 27. 17:30

Minseok Choi: University of Louisiana at Lafayette

Empowering Student Voices: How Teacher Feedback Shapes Design Stories in College Studios

Investigating how instructor feedback shapes design narratives of second-language students in a college architectural studio. Examining desk crits' impact on student narratives, this study highlights the role of teacher discourse and its influence on students' creative expression and alignment within design endeavors.

Jun 27. 18:00

J219: Conversation Analysis in General

Shiyu Zhang, Kang Kwong Luke: Nanyang Technological University

Person Reference Forms and their Special Interactional Uses in Shangyu Chinese

Previous CA studies provide some understanding of how person reference work can be done in conjunction with membership categorization. This paper aims to add details to a fuller picture of this topic by presenting three previously unreported interactional uses of pronominal personal reference in Shangyu, a Wu dialect in China.

Jun 27. 9:00

Tetsuri Toe: Kobe College

Analyzing how an eight-year-old Japanese girl urged her family to play a card game

This paper examines how an eight-year-old Japanese girl urged her family members to play a card game together at home during the COVID-19 pandemic. She is observed to employ a variety of turn design and other interactional resources, including pretending to be a little child for persuading the other members.

Jun 27. 9:30

Hyun Sunwoo, Galina Bolden, Hee Chung Chun, Satsuki Iseki, Alexa Hepburn, Alexandr Shirokov: Rutgers University

When one is not enough: The case of multi-unit initiating actions

This study explores multi-unit initiating actions, specifically focusing on where the current speaker selects next in the first TCU and then continues speaking by adding one or more TCUs. Our analysis shows that such multi-unit turns can be used to address sequential placement and action formation problems.

Jun 27. 10:00

Dong Boyu: Qingdao Agricultural University

Legitimizing a Solicitude: The Conversation Analytic Perspective

The corpora this study are all recordings of family calls. Based on 175 instances, this paper presents the study of the projection between the solicitudable and the solicitude. We claim that the solicitudable legitimizes the solicitude. The interactional import of the solicitude among family members is delivering care.

Jun 27. 13:30

Olivia S. Mata, Alan Zemel: University at Albany

Marked and unmarked attention in interaction

In multiactivity settings, participants must manage how they give attention to particular things in their interactive field. By marking some features of the interaction as notice-able and leaving others unmarked, participants display that they are giving attention to a particular course of action and not others.

Jun 27. 14:00

Christian Greiffenhagen: The Hong Kong Polytechnic University

Stuart Reeves: The University of Nottingham

Avoiding Finding Fault: Transforming Informings into Announcements in Directing a Mixed-Reality Performance

How do people choose between different linguistic formats (directives, reminders, encouragements) to tell others to do something? By adopting a 'comparative methodology', we study transformations of informings inside a control room to announcements going out of the control room. These display an orientation to avoid being heard as finding fault.

Jun 27. 14:30

Galina Bolden: Rutgers University

Correcting errors of conduct in other-initiated other-repair sequences

Drawing on ordinary conversational materials, the paper examines practices and actions of "other-correction" via other-initiated other-repair sequences and demonstrates how other-correction can serve as an interactional mechanism for patrolling and enforcing social norms, rules of language use and conduct, thus grounding an interactional analysis of larger social issues.

Jun 27. 15:30

Matthew Butler: University of York

Catherine Tam: University of the Witwatersrand

Repetition of figurative expressions

We explore self-repetitions of figurative expressions within a turn, arguing that they can be interactional tools for hyperbole/making an expectation absurd. We demonstrate how intersubjectivity is both a resource for, and an outcome of, these interactions as repetition reveals both a shared common-sense knowledge and the contextual relevance of (mis)use.

Jun 27. 16:00

Miriah Ralston: Teachers College, Columbia University

*Ventriloquizing on the Internet:
Using Dogs to Manage Delicate
Conversations On TikTok*

This presentation delves into the trend of ventriloquizing dogs on TikTok, analyzing how creators use this technique to navigate delicate conversations. The presentation also discusses ventriloquizing's role in shaping online dialogue, emphasizing its impact on digital communication and social media interactions.

Jun 27. 16:30

Stephanie Kim: California State University, Northridge

*Open Class Repair Initiators in Korean
Conversation*

This paper examines Korean open class repair initiators and their division of labor in interaction. It enriches our understanding of how linguistic resources and cultural norms influence how we maintain and restore intersubjectivity with others.

Jun 27. 17:00

Clemens Eisenmann: University of Konstanz, University of Siegen, Germany

Jakub Mlynar: HES-SO Valais-Wallis, Sierre, Switzerland

Anne W. Rawls: Bentley University

*"Terse is as close as verbose":
Revisiting Etcetera in
Ethnomethodology and Conversation
Analysis*

Based on materials in the Garfinkel and Sacks archives, we discuss their treatments of etcetera and its relevance to their developing research, through analysis of their papers, notes, and discussions. We also consider the importance of detailed investigations of etcetera-work within contemporary EMCA, with a particular focus on embodied etcetera-work.

Jun 27. 17:30

Individual Papers

June 28th

J204: Ethnography, Ethnomethodology in General

Tatsuya Akutsu: University of Liverpool

The practical management of information: the case of an information service in a patient library

My research explores the concept of information ethnomethodologically, taking up a health information service in a Japanese patient library. Through a hybrid study of that information service, I describe how librarians conduct the practical management of 'information' and suggest another ('alternate') approach for studying 'information' in Library and Information Science.

Jun 28. 9:00

Tadashi Watari: Juntendo University

Mitsuhiro Okada: Seijo University

Takahiro Watanebe: Juntendo University

Video-based ethnography of wheelchair tennis lesson: Objectivating shared experiences through correction

In this study, we elucidate, the ordered phenomenon that "objectivates" multi-sensual experiences with a specific focus on wheelchair tennis lessons through video-based ethnography. During the lessons, "contrast pairs" (Weeks 1985) were often used to demonstrate good practices and errors in various situations. This was an instance of "objectivation" through "correction," giving tangible expression to shared experiences such as hitting techniques and sensations.

Jun 28. 10:00

J209: Materiality & Multimodality

Teodora Vukovic, Bubenhofer Noah:
University of Zurich

VideoScope: Multimodal Data Analysis Software and Services

VideoScope (University of Zurich) brings methodological innovation to multimodal interaction analysis by integrating computational and quantitative methods. This web application provides interface for analysing multimodal video data, automates processing of text, speech and embodied actions using AI tools. It facilitates multimodal pattern extraction with a specifically designed multimodal corpus query.

Jun 28. 9:00

Michael Smith: University of Linköping
Oskar Lindwall: University of Gothenburg

Bodies, mock-ups, maxims, and the practical work of surgical training on human cadavers

Examining instructional interactions in cadaver-based surgical training, we investigate instructors' use of maxims—phrases or saying expressing shared principles or rules of conduct—and argue that they function in contextualising situated instructions within the trainees' experience as practicing surgeons, providing guidance across current and future surgical scenarios.

Jun 28. 10:00

Fernanda Miranda da Cruz: University
Federal de São Paulo
Lorenza Mondada: University of Basel

Categorizing bones in the work of forensic anthropology: Bodies, materialities and sensoriality

The paper demonstrates how forensic experts establish the accountability, intersubjectivity and practical objectivity of their sensorial and scientific work grounding the categorization of bones they analyze. Data are videos recorded in a forensic lab identifying disappeared persons on the basis of human remains found after the Brazilian dictatorship.

Jun 28. 9:30

J219: Conversation Analysis in General

Hyun Sunwoo: Rutgers University

Relational Work in Korean Cellphone Opening Sequences

This study delves into the opening sequences in Korean cellphone conversations, specifically examining how the dynamics of participants' relationships are reflected. The analysis reveals that the structure of openings can showcase an intricate interplay between universality and cultural specificity.

Jun 28. 9:00

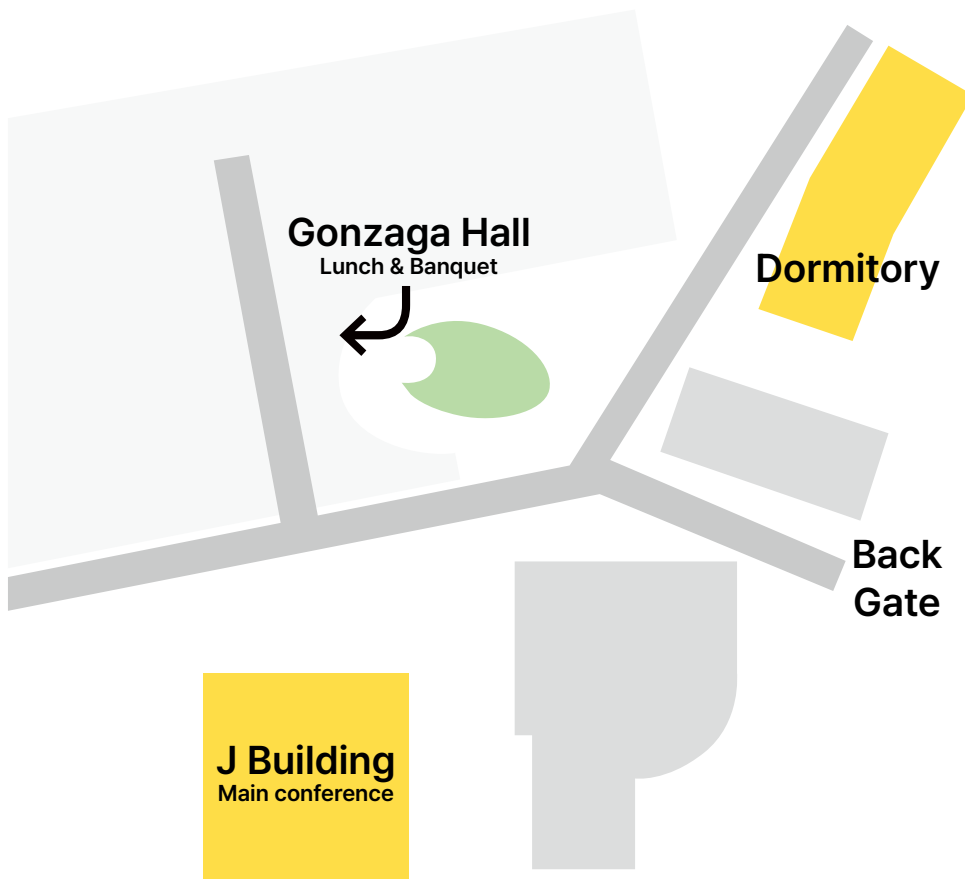
Innhwa Park: West Chester University

The accomplishment of closings in personal video calls

This study employs multimodal Conversation Analysis to examine video-mediated interaction, specifically focusing on how participants achieve collaborative closure in personal video calls. The analysis reveals that closing sections comprise of multiple extended pre-closing sequences that establish a shared affective stance among participants prior to and during a terminal exchange.

Jun 28. 9:30

Conference Buildings



J Building: Main events

Dormitory: Accommodation

Gonzaga Hall: Lunch(27th) & Banquet

FAQ

What are my transportation/parking options for getting to and from the event?

Attendees are responsible for their own transportation to and from Sogang University's campus. Three areas mentioned above are all within walking distance (15-20 minutes). Seoul's metro and bus systems are known for their easy access and convenience. With a transportation card, you can reach all the famous places in Seoul within 30-60 minutes. Taxi service in Korea is also affordable; with \$10-15, you can travel to various cultural sites.

How is Wi-Fi and connectivity managed at the conference?

Attendees will have access to complimentary Wi-Fi throughout the conference venue, and details regarding access will be provided later. Additionally, we are collaborating with partnered hotels to ensure reliable internet connectivity for our attendees during their stay. Technical support will be available during the conference.

Is the conference venue accessible to attendees with disabilities?

We are dedicated to ensuring the conference is accessible to all attendees. The venue is equipped with ramps, elevators, and accessible restrooms. If you have specific accessibility requirements, please inform us during the registration process. This will allow us to make the necessary arrangements to accommodate your needs.

Will there be guidance for cultural events and sightseeing in Seoul?

Yes, we are actively preparing for at least one cultural event, a 'temple stay.' A comprehensive guide to this event, including a list of recommended sites and detailed information on conference-organized tours, will be provided. Please stay tuned for a separate announcement regarding registration and participation in these exciting cultural experiences. Additionally, Seoul's transportation system is known for its excellent connectivity and easy access, with downtown areas being within a 20-30-minute travel distance.

What about Korean Standard Power Plugs and Sockets?

The standard voltage in Korea is 220 volts at 60 Hertz, and the outlet has two round holes. If you do not have a multi-voltage travel adapter, you may ask to borrow or purchase one.

Participant Directory

Name	Email	Pages
Abe, Haruka	a.haruka0407@gmail.com	64
Abi-Samara, Raquel	raquelabisamara@um.edu.mo	61
Afshari Saleh, Reihaneh	r.afshari-saleh@ulster.ac.uk	70
Akutsu, Tatsuya	Tatsuya.Akutsu@liverpool.ac.uk	95
Alexander, Marc	m.alexander@hw.ac.uk	51
Amatani, Haruka	amatani.haruka@gmail.com	66
Amery, Philippa Kate	pip.amery@hdr.qut.edu.au	64
Au-Yeung, Terry Shing Hung	au-yeungS1@cardiff.ac.uk	40, 42, 48, 50, 65
Avgustis, Iuliia	iuliia.avgustis@gmail.com	55, 65,
Baddeley, Maximilon	maximilonbaddeley@gmail.com	68
Bateman, Amanda	Amanda.bateman@bcu.ac.uk	38
Belov, Mikhail	mikaelbelov@gmail.com	87
Bolden, Galina	gbolden@comminfo.rutgers.edu	92, 93
Bouaouina, Sofian Adam	sofian.bouaouina@unibas.ch	61, 87
Burdelski, Matthew	mburdelski@yahoo.com	38
Buscariolli, Andre	andre.buscariolli@gmail.com	40
Butler, Matthew	Matthew.butler@york.ac.uk	81, 93
Clayman, Steven	clayman@soc.ucla.edu	19
Cekaite, Asta	asta.ckaite@liu.se	38
Chen, Jessie	jessie.chen@mq.edu.au	67
Chen, Li	tihlioku@gmail.com	65
Chen, Lin	linchen6@hawaii.edu	73
Chen, Mia Huimin	yb97702@umac.mo	39
Chen, Rachel S. Y.	rachelchen@ntu.edu.sg	53, 65, 86,
Chen, Xixi	chenxixi@gzucm.edu.cn	74
Chida, Mao	g2183119c@gmail.com	86
Choe, Ann Tai	ann28@hawaii.edu	63, 65

Name	Email	Pages
Choi, Min Gyeong	mingyeong@snu.ac.kr	80
Choi, Minseok	minseok.choi@louisiana.edu	91
Chun, Hee Chung	hc515@rutgers.edu	89, 102
Chun, In Ji (Sera)	ijchun@hawaii.edu	90
Comstock, Keirah	kcomsto2@simon.rochester.edu	77
Dai, Wei (Shirley)	shirleydw@sina.com	90
Danby, Susan	s.danby@qut.edu.au	38, 64
De Stefani, Elwys	elwys.destefani@rose.uni-heidelberg.de	56
Del Río Villanueva, Carmen Amalia	delrio.ca@pucp.edu.pe	72
Deppermann, Arnulf	deppermann@ids-mannheim.de	49, 50
Dong, Boyu	dongboyu6341@sina.com	92
Drew, Paul	paul.drew@york.ac.uk	23
Ebita, Daigoro	ebita@n-seiryu.ac.jp	85
Eisenmann, Clemens	clemens.eisenmann@uni-konstanz.de	94
Eiviler, Kristina	kristina.eiviler@gmail.com	34, 84
Endo, Tomoko	endotomoko@gmail.com	63
Erofeeva, Mariia	mariia.erofeeva@ulb.be	87
Fele, Giolo	giolo.fele@unitn.it	73
Fenner, Carolina	fenner@ids-mannheim.de	75
Fitzgerald, Richard	rfitzgerald@um.edu.mo	42, 44, 46, 61
Fukuda, Takeshi	takeshifukuda@ymail.ne.jp	67
Fukushima, Akie	a.fukushima@kio.ac.jp	90
Gauthier, Guillaume	g.gauthier@unibas.ch	61, 87,
Godarzani-Bakhtiari, Mina	m.godarzani-bakhtiari@tu-berlin.de	48
González-Martínez, Esther	esther.gonzalezmartinez@unifr.ch	82
Gubina, Alexandra	Gubina@ids-mannheim.de	49
Guo, Enhua	657648920@qq.com	53, 54
Hatsuda, Ayana	ahatsuda@aiu.ac.jp	66
Hayano, Kaoru	kaoru0530@gmail.com	80
Hayashi, Makoto	mkthayashi0418@gmail.com	71

Name	Email	Pages
Hazel, Spencer	spencer.hazel@newcastle.ac.uk	33, 84
He, Agnes	agnes.he@stonybrook.edu	79
Heller, Vivien	vheller@uni-wuppertal.de	39
Hoffmann, Sabine	sabine.hoffmann@unipa.it	85
Hoskins, Amanda	amanda.hoskins@liu.se	91
Hosoma, Hiromichi	hhosoma@waseda.jp	62
Hou, Sihan	mc24033@connect.um.edu.mo	39
Huang, Yan	yankee810601@hotmail.com	79
Hughes, Sean	sh3936@tc.columbia.edu	86
Humonen, Kristina	kristina.humonen@newcastle.ac.uk	84
Hutchinson, Phil	p.hutchinson@mmu.ac.uk	55, 56, 62
Hwang, Jiwon	jiwon.hwang@stonybrook.edu	78
Ibnelkaid, Samira	samiraibnelkaid@gmail.com	85
Ideno, Yukiko	y-iden@tokiwa.ac.jp	68
Igarashi, Motoko	igarashi@hgu.jp	89
Ikeya, Nozomi	nozomi.ikeya@keio.jp	50
Imai, Satoshi	imais@edu.u-ryukyu.ac.jp	89
Iseki, Satsuki	satsuki.iseki@rutgers.edu	81, 92
Ishino, Mika	ishinotokyo@gmail.com	71
Itakura, Naoki	in33@hawaii.edu	80
Ivarsson, Jonas	jonas.ivarsson@gu.se	69
Jimenez, Patricia	patricia.jimenez@uni-paderborn.de	44, 68
Jo, EunKyoung	eunkyoung@sogang.ac.kr	37
Jørgensen, Sabine Ellung	sajo@ucsyd.dk	52, 85
Jung, Seung-Moo	seungmooj@snu.ac.kr	82
Kang, Jia	jiakang@hawaii.edu	63, 91
Kawamura, Yuki	kawamura.youki@gmail.com	83
Kawashima, Michie	kawashima411@gmail.com	76
Keevallik, Leelo	leelo.keevallik@liu.se	34, 62
Kern, Friederike	friederike.kern@uni-bielefeld.de	39

Name	Email	Pages
Kikuchi, Haruka	u659236d@ecs.osaka-u.ac.jp	89
Kim, Mary	maryskim@hawaii.edu	81
Kim, Stephanie	stephanie.kim@csun.edu	94
Kim, Younhee	younheek@gmail.com	39
Kitamura, Takanori	ken3282@keyaki.cc.u-tokai.ac.jp	47
Klowait, Nils Oliver	nils.klowait@upb.de	68, 87
Koda, Mizuki	mizuki.koda@unibas.ch	87
Komiya, Tomone	tmnkmy@gmail.com	47
Koo, Myoung-Wan	mwkoo@sogang.ac.kr	36
Korenaga, Ron	ronkore@rikkyo.ac.jp	72
Krämer, Hannes	hannes.kraemer@uni-due.de	35
Kramer, Jonas	jonas.kramer@uni-bielefeld.de	35
Kunitz, Silvia	silvia.kunitz@liu.se	69
Kuroshima, Satomi	blackisland1976@gmail.com	88
Kushida, Shuya	shuya.kushida@gmail.com	74
Lai, Grace Yue Chung	yuechung001@e.ntu.edu.sg	74
Lai, Yi-Ju	YIJU@mailbox.sc.edu	89
Lee, Yeji	yeji.lee@unibas.ch	48, 40
Lee, Yo-An	yoanlee@sogang.ac.kr	36
Lehtinen, Esa	esa.t.lehtinen@jyu.fi	61
Leong, Li Zi	lizi001@e.ntu.edu.sg	86
Liberman, Kenneth	liberman@uoregon.edu	83
Lim, Ni Eng	nelim@ntu.edu.sg	75, 76
Lin, Jianhong	jh911561172@gmail.com	87
Lindwall, Oskar	oskar.lindwall@gu.se	29, 69, 86
Liu, Ruey-Ying	rueyying@ucla.edu	77
LIU, Yani	yani.liu7@outlook.com	71
Luke, Kang Kwong	kkluke@ntu.edu.sg	74, 75, 92
Lynch, Michael	mel27@cornell.edu	26, 27, 41
Macbeth, Douglas	macbeth.1@osu.edu	24, 25, 26

Name	Email	Pages
Maeda, Hiroki	maedahrk@rikkyo.ac.jp	75
Mair, Michael	mdmair@liverpool.ac.uk	56
Mata, Olivia S	omata@albany.edu	93
Matsunaga, Shintaro	shintaro-matsunaga@nagano.ac.jp	50
Matvienko, Roman	r.matvienko@link.cuhk.edu.hk	48
Messner, Monika	monika.messner@uibk.ac.at	33
Minami, Yasusuke	yminami@seijo.ac.jp	73, 85
Mitani, Koyuki	kmitani@hawaii.edu	61
Mitsumata, Takahiro	tmit@tokiwa.ac.jp	68
Mizukawa, Yoshifumi	ymizukawa@hokusei.ac.jp	78
Mlynar, Jakub	jakub.mlynar@hes-so.ch	55, 94
Mondada, Lorenza	lorenza.mondada@unibas.ch	62, 96
Montiegel, Kristella	Kristella.Montiegel@colorado.edu	70
Morimoto, Ikuyo	ikuyom@kwansei.ac.jp	47
Mortensen, Kristian	krimo@sdu.dk	68
Moutinho, Ricardo Rodrigues da Silva	moutinho@um.edu.mo	44, 61
Mun, Yujin	squarepark7@naver.com	91
Mustakallio, Juhana	juhana.mustakallio@tuni.fi	53
Mutiara, Rika	rikamutiara1205@gmail.com	81
Nakagawa, Atsushi	nakagawa.atsushi.2600@gmail.com	63
Nasi, Nicola	nicola.nasi3@unibo.it	85
Nave, Carmen	carmen.nave@gmail.com	40
Nguyen, Hue Thi Xuan	yc17721@um.edu.mo	83
Nielsen, Ann Merrit Rikke	rikke.nielsen@hum.ku.dk	51, 52
Niemi, Kreeta	kreeta.niemi@jyu.fi	62
Nunokawa, Yuri	yuri.nunokawa@gmail.com	77
Ogata, Amon	amon.ogata@gmail.com	90
Okada, Mitsuhiro	okada@emca.net	73, 85, 95
Okazawa, Ryo	boiledend0320@gmail.com	46
Park, Carolyn	carolynpark@ucla.edu	86

Name	Email	Pages
Park, Innhwa	ipark@wcupa.edu	97
Park, Song Hee	psh2410@gmail.com	74
Pursi, Annukka	annukka.pursi@helsinki.fi	89
Quek, Dorothy	doro0010@e.ntu.edu.sg	75
Rafaely, Daniella	daniella.rafaely@wits.ac.za	75
Ralston, Miriah	mnr2137@tc.columbia.edu	94
Reeves, Stuart	stuart.reeves@nottingham.ac.uk	20, 21, 55, 93
Sakai, Eri	erisakai.017@gmail.com	53
Sakai, Shinichiro	shinichiro0912@gmail.com	89
Sakamoto, Yoko	y-saka@fc.hakuoh.ac.jp	68
Schmidt, Axel	axel.schmidt@ids-mannheim.de	33, 34, 50
Shimahara, Koichi	shimahara@tufts.ac.jp	88
Shrikant, Natasha	natasha.shrikant@colorado.edu	56
Smith, Robin James	smithrj3@cardiff.ac.uk	40, 42, 44, 46
Sormani, Philippe	philsorm@gmail.com	79
Spain, Drew	drewspain12@gmail.com	64
Sunwoo, Hyun	hyun.sunwoo@rutgers.edu	92, 97
Suzuki, Minato	minatosuzukiplaywright@gmail.com	73
Tadic, Nadja	nadja.tadic@georgetown.edu	45, 78
Tekin, Burak S.	burak.tekin@unibas.ch	70
Tennent, Emma	emma.tennent@vuw.ac.nz	52
Terashima, Teppei	terasima@tokiwa.ac.jp	68
Terjung, Clara	cterjung@uni-mainz.de	46
Tisserand, Lucien	lucien.tisserand@ens-lyon.fr	50
Toe, Tetsuri	tetsurit@gmail.com	92
Tuma, Rene	rene.tuma@tu-berlin.de	35
Usuda, Yasuyuki	usuda.yasuyuki@sist.ac.jp	66
Vukovic, Teodora	teodora.vukovic2@uzh.ch	96
Waring, Hansun Zhang	hz30@tc.columbia.edu	22, 45
Watari, Tadashi	t-watari@juntendo.ac.jp	95

Name	Email	Pages
Watson, Patrick G	patrick.watson@utoronto.ca	40, 57
Weatherall, Ann	ann.weatherall@vuw.ac.nz	51
Williamson, Francesca	frwillam@med.umich.edu	55, 56
Wong, Jean	jwong@tcnj.edu	28
Yagi, Junichi	yagij@hawaii.edu	34
Yokomori, Daisuke	yokomori.daisuke.2e@kyoto-u.ac.jp	65
Yoon, Kyung-Eun	kyoon@umbc.edu	80
Yoon, Sue	syy2121@columbia.edu	66
Yoshikawa, Yuki	yuki.yoshikawa.89@gmail.com	84
Zhang, Shiyu	shiyu004@e.ntu.edu.sg	92
Zhang, Tianhao	tiz410@live.unc.edu	63

