
Mr. Mahmoud Aljamal

1University Of Auckland, New Zealand

Biography:
Mahmoud Aljamal is from Jordan. He got his BA degree in English Language and Literature from Al-albait University in Jordan in 2006. He first worked as a Foreign Language Teaching Assistant at Humboldt State University in California in 2007/2008. Alamal got his MA degree in Applied Linguistics from Jordan University of Science and Technology in late 2009 where he lectured for one year. He also worked as a full-time lecturer of English for six years at King Khalid University and Umm Al-Qura University, Saudi Arabia from 2010-2016. Mr. Aljamal has joined the Ph.D. program in June 2016 and his topic is about the speech act of warning in Jordanian and Modern standard Arabic.

This paper presents the empirical facts of the linguistic patterns (syntactically and semantically) used while expressing the speech act of warning in the formal setting by some Jordanian government organizations, officials and authoritative figures. As being face threatening acts, brown and Levinson’s classical theory of politeness was applied to the warnings in this setting to check its applicability.

A body of two hundred and fifty examples, mainly produced by seven governmental authorities and five authoritative figures was collected. The governmental authorities are: The Public Security and Civil Defence Directorates, Ministry of Foreign Affairs, and Ministry of Education, while the authoritative figures are religious advisors, political officials, and health specialists. Warnings in these settings are made to the public face, regardless of the addresses’ educational, economic, and social status, or gender.

It was found that in these formal settings, the performance of the speech act of warning is mostly done by the use of MSA (Modern Standard Arabic) as appeared in (96%) of the total examples, but also occasionally in JA (Jordanian Arabic) as appeared in (4%). Most of the warnings (81%) were expressed indirectly (implicitly) while only (19%) directly (explicitly). Semantically: the speech act of warning was expressed via other speech acts such as requesting, advising, threatening, suggesting, and reminding. It was also expressed by other strategies such as appealing to religion through using direct quotations from the Quran (the religious book of Muslims) and the prophetic sayings. Proverbs were also used due to the cultural influence. Syntactically, the speech act of warning was expressed by the declarative, imperative, rhetorical question, and interrogative forms respectively. As for the mitigation devices, most of the warnings (60%) were mitigated by positive politeness strategies while only (21%) by negative politeness strategies. This finding does not completely fit into Brown and Levinson’s politeness theory in which warning is an act which only threatens the addressee’s negative face. The findings also suggest It is also clear that the speakers are highly influenced by the teaching of the Islamic religion and their cultural heritage while expressing warnings.
Inequality is very invisible and very hard to fix; Weaving the 'political' into the 'interactional' in critical sociolinguistic research.

Professor Jo Angouri

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Biography:
Jo Angouri is Professor and Director of Undergraduate Studies in Applied Linguistics at the University of Warwick, UK and a Visiting Distinguished Professor at Aalto University, School of Business, Finland. Her research expertise is in sociolinguistics, pragmatics and discourse analysis. She has carried out research in a range of corporate and institutional contexts and has published extensively on language and identity, teamwork and leadership. Her current work includes a multidisciplinary project on migration and access to the labour market.

In this talk I draw on ongoing and recently completed work and discuss the relationship between ‘language’, ‘equality’ and ‘work’. All three terms are commonly used in academic work and everyday life. All three, however, are complex and can afford a range of meanings. I am interested in problematising them particularly in relation to the way in which they are operationalised in socio/linguistic work and policy discourse. I engage with data from two different research agendas, one on gender in institutional discourse and one on migration and resettlement. I discuss how interactional sociolinguistic research (can) connect the situated moment to the wider political context and close the paper with implications for future research and my take on the need for renegotiating the political impetus of our research agendas.
Multimodal Engagement in the Differentiation of Targeted Audience in Smithsonian's American History Museum, "The Price of Freedom" Exhibition

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Biography:
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The Smithsonian National Museum of American History’s exhibition, The Price of Freedom: Americans at War opened in 2004 in Washington, D.C. The exhibition chronicles U.S.-involved wars from the French and Indian War of 1754 to the War in Iraq in 2003 (which the museum frames in the past tense), making use of multimodal displays including artifacts, print images, audio/video, and interactive components. However, these multimodal displays in the different war sub-exhibits do not appear to uniformly have the same audience in mind. The Revolutionary War -- called the War of Independence in this exhibition -- is made more accessible to young visitors than are later conflicts. The Price of Freedom: Americans at War uses disproportionately child-focused displays and interactive media in its presentation of the Revolutionary War that are not used in the presentations of other conflicts. In the following study we will make the argument that these differences in the target audience in The Price of Freedom exhibition are due to a lack of primary source artifacts for early wars as well as to the social setting of the museum, which includes visiting veterans and children of veterans of recent wars. From a museum studies perspective, this study brings into consideration how museum exhibits are constructed with the age of their visitors in mind.
Asylum seekers’ discursive construction of communicative breakdowns

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1
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Biography:
Axel Bohmann is an Assistant Professor in the Department of English at Albert-Ludwigs-Universität Freiburg. He holds a Ph.D. (2017) from the University of Texas at Austin and has published on English-German language contact in German hip hop culture, dialect leveling in Texas English, the role of prescriptivism in written English relativizer choice, ideological debates around hyper-correct language in Jamaica, and linguistic innovation on Twitter.

Linguistic processes in the context of asylum are receiving increasing attention, often under the theoretical perspective of language and super-diversity (Jacquemet 2015; Blommaert & Rampton 2011). One important focus has been on asylum hearings and decisions (e.g. Maryns 2016; Guido 2012; Jacquemet 2011). Less attention has been given to the everyday linguistic experiences of refugees whose access to the majority language is limited (although see Goglia 2009). Against the backdrop of a mismatch between normative expectations and emerging practices (Blommaert 2013), it is important to analyze quotidian interactions as well as contexts in which the tension between institutional norms and actual linguistic performance surface. This paper focuses on such conflict situations in the accounts of recently arrived asylum seekers in Germany. 20 interviews of approximately 60 minutes each have been orthographically transcribed and qualitatively investigated for accounts of communicative problems experienced by participants. I discuss the general communicative strategies (cf. Goglia 2009) employed and the reasons why in the situations under discussion these strategies were felt to be insufficient. The paper asks how responsibility for communicative breakdowns is discursively constructed and what explicit or implicit ideological claims are made about a) one’s own linguistic competence and responsibility, b) the responsibility and motivations of other parties involved in communication, and c) the relationship between linguistic competence and legitimate participation.

The study shows participants to be adept communicative problem-solvers who draw on diverse strategies to maintain conversations in situations where little linguistic and pragmatic common ground can be assumed. Where issues are reported, participants’ explanations differ depending on at least three factors: their level of competence in German and/or viable lingua francas (typically: English), their interlocutors’ willingness to accommodate to their communicative strategies, and participants’ recognition of an inherent connection between the political-territorial entity Germany and monolingual German usage. Among the frequently mentioned sites of communicative breakdowns are situations involving pronounced power asymmetries, such as medical consultations or interactions with state officials. This suggests a discrepancy between everyday communication, which is mastered despite adverse conditions, and these institutional encounters, in which linguistic gatekeeping is experienced.
The socioeconomic characteristics of multilingualism in New Zealand

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Biography:
Louisa holds a senior lecturer position in the School of Cultures, Languages and Linguistics at the University of Auckland. She teaches a master’s level course on Sociolinguistics and she supervises PhD students in the fields of Sociolinguistics and Discourse Analysis.

Geopolitical changes over the last two decades have led to greater numbers of people migrating or living transnationally, and greater diversity in immigrants’ countries of origin. For New Zealand, one impact of this increasingly diverse human flow has been the significant change in the linguistic composition of large urban centres, evidencing both a diversification of languages spoken and an increase in the number of speakers of non-official languages. Auckland, in particular, has become one of the world’s most ethno-linguistically diverse localities. Evidence of this is available in the Statistics NZ longitudinal database.

Employing data extracted from four censuses between 1996 and 2013, this study explores the socioeconomic characteristics of groups of speakers. I firstly focus on speakers of non-official languages, grouped according to the extent of their reported multilingualism. Subsequently, I explore the socioeconomic differences of speakers of some of the most commonly reported non-official languages. The longitudinal perspective allows insight into changes in the socioeconomic status of speaker groups over this 18-year period.

Despite interest in specific ethnic groups or particular languages (e.g., Friesen, 2008; Ip & Friesen, 2001; May 2005), no ‘big picture’ longitudinal studies with a quantitative focus have been previously conducted on New Zealand’s changing linguistic profile. This dataset enables insights into the relative vitality and the social attributes of particular languages. Such information can have practical value with respect to resourcing decisions in the health and education sectors, and inform current work on a national languages policy (Languages in Aotearoa...,2013).

“I am a Survivor”: A Transitivity Analysis of Victim Impact Statements at the Larry Nassar Sexual Abuse Sentencing Hearing

Tanner Call

Biography:
Tanner Call received his undergraduate degree in Linguistics and is currently in his second year at Georgetown University in the Masters of Language and Communication program. He has presented original research at numerous conferences, including the International Association of Forensic Linguistics conference in Portugal, Georgetown University Round Table, and the Translation and Translanguaging conference in the United Kingdom. His work has been published in various scholarly journals and other platforms, such as the Center for Plain Language. He currently works as a medical discourse analyst, where he is able to apply diverse linguistic frameworks and theories to improve doctor-patient communication.

This paper uses a Systemic Functional Linguistic approach (SFL) to analyze how sexual abuse survivors construe their experience and identity after such traumatic events. My data come from official statements made by ten of the women who survived the sexual abuse of Larry Nassar, a USA Gymnastics national doctor who was convicted of seven counts of criminal sexual assault in early 2018. Specifically, I consider how Transitivity shapes each of the ten statements, and I argue that material, mental, and attributive relational processes (Martin, 2010) all work together to highlight Nassar’s negative character, emphasize long-term consequences of his actions, connect his abuse to larger social commentary, and reveal how the women currently see themselves. My study builds off of prior research that explores the language of traumatic events (Labov, 2013) and how language is used to shape and construct reality (Hasan, 1996). In a broader sense, this paper shows how a Transitivity analysis can be applied to sexual abuse reports and what insights SFL can bring to this social context.
“These girls are Italian! And not only because they won!!”. Exploring linguistic behavior and identity construction in Italian Facebook posts.

Valentina Concu
1Purdue University, West Lafayette, USA

Biography:
I grew up in Serramanna, a small village in the South of Sardinia, Italy, and I received my first M.A. in German and Spanish from the University of Cagliari, Italy. I have lived in Germany for 7 years and taught Italian in Düsseldorf and Cologne. Since Fall 2013, I have been a Graduate student and a Teaching Assistant for German at Purdue University, IN, (USA). In July 2015 I got my second M.A. in German Linguistics and now I’m currently seeking my doctoral degree in the same field.

My research interests focus on but are not limited to historical linguistics, cognitive grammar, complexity theory, complex network science, applied linguistics, and pragmatics. My dissertation focusses on the application of network science on historical linguistics for the representation and analyses of the development of periphrastic constructions with werden in German.

This paper focuses on the way online platforms draws users into cultural discussions around national identities. Specifically, it draws attention to the meaning construction and representation of Italian national identity in social media, investigating linguistic behaviors and patterns that are common in Facebook posts on sport-related achievements of the Italian national athletics team.

The analysis of around 200 comments on different posts from athletic competitions that took place in the Summer of 2018 shows two distinct behaviors: while users tend to express and share positive comments on male and female athletes with names and physical appearance that can be recognized as white-Italian, conflicts and negative comments arise around those posts that depict successful athletes (male and female) that have recently immigrated to Italy from other countries (mostly African countries or countries in the Middle East) or have born in Italy but with immigration backgrounds.

In the latter case, users that post negative comments tend also to actively engage in conversations around their intended meaning of Italian identity with other users. The majority of them define their Italian identity using the opposition between the color of the skin (white-Italian vs. non-white Italian) and places of birth (born in Italy versus naturalized Italian). For instance, users frame frequently their discourse with questions such as "Italians?? Are you kidding me?" and "Italians with black skins??". Some users complain about how non-white athletes fail to represent Italy: "Beautiful but I don't feel well represented here with naturalized Italian athletes"; "Good results but I don't think they represent the real Italian physical strength". Others claim how, because of such non-white athletes, white Italians have been unfairly represented in the media: "Great, but didn't we win other medals or gold and white doesn't look good??". This study, showing how Italians construct their national identity in online platforms, stresses how social networks enable cultural dialogues that reflect existing social practices, highlighting in particular how users perceive themselves as members of a nation in opposition to "the others".
How weaving together multiple strands in one transdisciplinary cross-cultural discourse study can lead to innovative applications in future research projects

Dr Jen Cope

Macquarie University, Sydney, Australia

Biography:
Dr Jen Cope currently holds an honorary postdoc appointment at Macquarie University, and works as an academic researcher in the Institute for Learning Sciences and Teacher Education at the Australian Catholic University, Sydney. Her PhD thesis was a cross-cultural media discourse study which examined the inter-relationship between blame and responsibility communication, and positioning, in opinion texts authored by influential people on the Global Financial Crisis. Jen has published several articles and book chapters and is the author of a forthcoming book to be published by Multilingual Matters in their Language at Work series. She has presented extensively at conferences around the world, and recently gave an invited presentation to a research network event at Ghent University, Belgium. Her research interests include critical and positive discourse analysis; blame and responsibility communication strategies; multimodal discourse; critical literacy skills; multimodal and digital literacy; factual and fictional representations of political rhetoric.

Discourse studies are often underpinned by one theoretical or analytical framework. The weaving together of multiple levels of analysis and application of traditional and non-traditional analytical tools from different disciplines can, however, greatly enrich a study. The inclusion of participants from multiple professional backgrounds and cultural settings can broaden the contexts and enhance the analysis of discursive interactions which therein take place. The weaving together of such strands can result in theoretical, methodological and practical contributions, and create opportunities to apply them to future research projects.

This paper will demonstrate the inter-weaving of multiple strands in a cross-cultural, transdisciplinary linguistic and media discourse study (Cope, 2016; 2018; forthcoming). The study analyses and uniquely differentiates between how blame and responsibility are communicated for the Global Financial Crisis in two types of newspaper – a specialised financial and general quality – in three countries. In each setting, opinion texts are individually authored by expert writers from varying professional backgrounds. Analyses took place on the contextual and textual levels in the main study, while the intertextual level is currently under analysis. Each level of analysis adapts and extends frameworks and tools from various disciplines. These include, for instance, van Dijk’s context model (2009) from his sociocognitive approach to critical discourse analysis, and Benoit and Pang’s (2008) image repair theory from the business communications field. This has resulted in an innovative integrated framework.

The paper will then review the study’s theoretical, methodological, practical and pedagogical contributions. For example, a Positioning Model has been created from analytical results which can be applied in future research, while a pedagogical approach enables language learners to develop their critical literacy skills with implications for greater understanding of, and participation in, the discourse. The paper will conclude by highlighting how the richness evident in this project, brought about by weaving together various strands, presents opportunities to apply similarly blended approaches to future research studies.
Reclaiming the pleasure of desire: Contributions from a lens of embodied sociolinguistics

Shannon Couper

Victoria University of Wellington, Wellington, New Zealand

Biography:
Shannon is currently pursuing a Masters in Linguistics at Victoria University of Wellington. Her interests lie in the discursive negotiation of sexuality, queer linguistics and gender. Her thesis considers how the language of sexual pleasure can be used to challenge the expectation of gendered sexual violence and reclaim agentive bodily autonomy. This work is informed by her work in the sexual violence prevention sector where she teaches sexuality education in high school classrooms.

In the ongoing combat against entrenched rape culture, sociolinguistic conversations around the language of consent are more necessary than ever. Communicating and recognising a ‘no’ also requires the ability to do the same for an enthusiastic “YES”. Affirmative consent refutes the notion of consent as the acquisition of the bare minimum of permission and advocates instead for a culture that values genuine female sexual pleasure. This focus is potentially more destabilising and contestive than focusing on sexual violation as it directly challenges hetero-patriarchal culture’s hostility toward women’s agency. There is no inevitability to the sexual danger script when we channel the political power of pleasure.

I propose that the lens of embodied sociolinguistics affords insight into the discursive construction of sexual embodiment and gendered subjectivity. Sexual experiential embodiment entails reflexively constructed understandings of sexual pleasure and desire. Employing an intersectional lens allows for the queering of normative sexual practices and disrupts normative gender discourses by centering agentive feminist voices. I demonstrate how an interactional sociolinguistic informed approach to social constructionism can foreground in-talk negotiations between young women about embodied sexual pleasure. I focus on conversations in intimate female friendships that serve as identity construction sites, characterised by agency and interdependent self-authorship. This data is particularly rich given the challenges of navigating various discourses in the pursuit of self-definition. I will show how centering young women’s intersectional voices in an embodied sociolinguistic approach can afford a contribution to empowering sexual scripts. In this presentation I will demonstrate the value in harnessing the linguistic negotiation of pleasure as politically powerful.
“And where are your parents from?”: Negotiating nationality during study abroad

Ms Shelley Dawson

1Victoria University of Wellington, Wellington, New Zealand

Biography:
My recent PhD study investigates the discursive negotiation of identities in study abroad settings, examining how university exchange students in New Zealand and France use language to enact, reflect on, and problematise social identities (nationality and ethnicity, and gender and sexuality). My work is strongly interdisciplinary and weaves together concepts from applied linguistics, SLA, study abroad, sociolinguistics, discourse analysis, and pragmatics, as well as speaking to the field of gender and sexuality and feminist theory in general terms.

Negotiating nationality during study abroad is often a challenging process. For those who affiliate strongly with their national identities and are visibly part of an ethnic minority, there is added complexity in having this identity ratified in the new setting. This study adopts a bidirectional approach to examine how nine university exchange students (French and Francophone participants in New Zealand and New Zealanders in France) negotiate social identities (nationality and ethnicity, and gender and sexuality) during study abroad. Applying a social constructionist lens, I uncover the micro-processes involved in using language to construct identities and examine these in light of wider Discourses and ideologies. Data collection spanned a period of sixteen months, and the resulting material includes recordings of naturalistic interactions supported by an ethnographic component comprised of interviews, ‘deep hanging out’ and activity on social media accounts.

This presentation focuses on the experiences of Persephone (a New Zealander in Paris) and Victoria (a Caledonian in Wellington) as they negotiate their respective nationalities in the host contexts. I show how for both participants their visible ‘ethnic’ identities of Indian and Vietnamese cannot be disentangled from these negotiations and from the interactive positioning they encounter. Further to the conference theme of connections, the analysis reveals the strength of underlying Discourses and ideologies in participants’ identity work (with ideologies of Frenchness and standard French language being a common thread). I argue that for participants, the study abroad setting spurred a deeper reflection on their national identities and that the data collection process allowed for a safe space within which to explore, reconcile, and make meaning of their intersectional experiences. I make the wider point that close-up analysis of interactional data is a valuable portal to access the workings of ideological structure, and to enhance understandings of the structure and agency relationship.
‘When you asked me to draw, it went straight to the emotion’: negotiating meaning through drawing in research on multilingualism

Dr Julia de Bres
Massey University (from Feb 2019), Wellington, New Zealand

Biography:
I am a sociolinguist specialising in discourse relating to minority languages in multilingual contexts, and language and minorities more generally. My research projects use discourse analysis to investigate language ideologies, policies and practices in Luxembourg and New Zealand, in contexts including workplaces, government policy, advertising, news and social media, politics, visual culture, and everyday literacy practices.

This paper discusses the methodological potential of reflective drawing (Molinié 2009) for exploring how research participants negotiate meaning with regard to emotions about multilingualism. This method asks participants to draw their language experiences and reflect on these in interview, and is said to particularly elicit the personal, imaginative, subjective and emotional aspects of people’s relationships to language (Busch 2012).

Data collected in 2017-2018 using this method with 12 Filipino migrants in New Zealand and 12 Anglophone migrants in Luxembourg provides ample evidence of participants referring to emotions about multilingualism. The Filipino participants’ drawings represented positive emotions of ease and enjoyment in relation to activating multilingual resources, while the Anglophone participants’ drawings depicted negative emotions of linguistic insecurity and stress. Drawings at the beginning of the interviews opened the door to discussing emotional aspects with the interviewer early on, to a degree perhaps less likely in traditional interviews. This led to a rich combination of visual and verbal data on emotion, the meaning of which was negotiated in interaction with the interviewer.

In themselves, such results suggest the value of using drawing to elicit emotions about multilingualism in interviews. But questions remain as to what it is precisely about drawing that fosters such ready disclosure of emotions. To pursue this line of inquiry, this talk turns to moments in the interviews above when participants explicitly reflected on the link between the drawing activity and their personal disclosure of emotions. Insights from the participants’ perspective on how they responded emotionally to the drawing task offer the potential to contribute to our understanding of how participants negotiate meaning with regard to emotions in metalinguistic research.


Celebrating New Zealand: A panel on discourse use in rugby

Kieran File

University of Warwick

“It’s your team, what do you guys want to do?” Coach identity, power and issues in the construction of inclusive team structures.

Recent research into highly successful professional sports teams has suggested benefits arising from a move towards more inclusive team structures where players are encouraged to take ownership of decision making (Hodge, Henry, & Smith, 2014), often at times when a coach or manager might traditionally be expected to. Such a shift raises questions about the position of power associated with the professional identity/role of a coach and how, or indeed whether, they (can) downplay this power when using language during coaching interactions to help construct a more inclusive coaching environment.

Such an issue can be usefully unpacked and explored through the help of a sociolinguistic-informed discourse analysis of coaching in action. In this study, I analyse coach-player talk in a range of team interactions from a professional New Zealand rugby team and use this data to present insights into the way in which a coach’s power is co-constructed in the discourse by players and the coaching staff. In particular, I focus on the way question-answer sequences play out in this context, as these sequences are commonly considered to be tools for creating inclusive decision making in teams.

The findings of this analysis suggest that coaches may struggle to negotiate an inclusive team structure owing to the deep and subtle ways their identities as powerful persons are constructed in team interactions, even in exchanges that could be seen as aiming to encourage inclusivity. As will be demonstrated, a coach’s identity is defined by their power and this impacts the interpretation of and orientation to their talk when engaged in professional communication tasks. Some suggestions for future research are considered to examine this issue further in sport and other professional domains where inclusivity is a sought-after value but may prove complex to achieve.
The Right to a Platform: Testing the Parameters of Free Speech in Aotearoa

Dr Anthony Fisher
Massey University, Wellington, New Zealand

Biography:
Tony Fisher is a lecturer in Linguistics at Massey University in Wellington. His current research interests include political campaign discourse, the discursive strategies of far-right groups and individuals, and discourses surrounding freedom of speech as a site of political struggle and cultural identity.

In August 2018, a series of events played out in New Zealand that were seen by some as a test of the country’s ability to contain hate speech, and by others as a failure to uphold the principles of democracy. Just days after the cancellation of a talk in Auckland by visiting ‘Alt-Right’ activists Stefan Molynaeux and Lauren Southern, Massey University hit the headlines when it cancelled an event at which controversial former politician Don Brash had been due to speak. While the former cancellation found broad support in the NZ news media, the latter was greeted with near universal condemnation. That these two episodes elicited such contrasting responses suggests that they represent a moment of struggle over the meaning of free speech in New Zealand. It also raises important questions about the ‘paradox of free speech’ (Dreher & Griffiths, 2018), as universities and other institutions face the necessity to address often conflicting demands for freedom of expression and protection from oppressive discourse.

This study presents an analysis of interview and focus group data, in which respondents talk about the events described above, and about their understanding of categories such as free speech and hate speech more generally. A particular focus relates to the culturally situated nature of free speech, and the possibility that the permissive understandings of this concept evident in the NZ media may be at odds with its conceptualisation in Māori and Pasifika cultural contexts (Jackson, 2018). The study considers the achievement of positionality and stance in the interview data, while also drawing on the insights of Membership Categorization Analysis in seeking to account for the ways in which freedom of expression is discursively constructed as an index of national and cultural identity in contemporary, multicultural Aotearoa.

References

Managing rapport at the level of the company.

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Rapport management (Spencer-Oatey, 2000, 2008) is commonly associated with interaction between people of different cultures. It is also however a way of analysing interaction between different groups in organisations. Weaving together concepts and issues from organisational studies and linguistics, this study applies the framework at the macro level of the company. It takes a broadly socio-linguistic approach in exploring how two companies in quite different industry sectors, establish and maintain rapport with their employees, whilst making a workplace reality of such abstract concepts as a climate of care and wisdom.

The discourse of many if not most companies, espouses the value of their employees, describing them in such ways as: our greatest asset, most important resource, or, engine of productivity. Employees though, seldom report feeling valued in such glowing terms. In the almost two decades since researchers in strategic management identified wisdom in management, and a climate of care, as key to organisational sustainability (Von Krogh et al, 2000), employees are more likely to report feeling overworked, undervalued, even exploited, and with unsatisfactory conditions. In the hypercompetitive environment of 21st century business, the concepts of wisdom and care do not sit easily alongside such corporate considerations as ‘stakeholder interests’ and ‘the bottom line’. But what happens when managers view stakeholder interests and the bottom line from a quite different perspective?

In comparing these two long standing but quite different companies, the study finds that in their discourse and in practice, care and wisdom are not about some warm fuzzy feeling ephemeral to realities of the business. Rather, that the management of rapport with employees, demonstrates how each of Von Krogh et al’s dimensions of a climate of care (mutual trust; active empathy, access to help, lenience in judgment and courage) are given accountability in action, by managers who could justifiably be described as wise.
‘We are in-between’. Interweaving dominant discourses of race and gender in the constructions of South African colored femininity

Ewa Glapka

University of the Free State, Bloemfontein, South Africa

Biography:
Ewa Glapka is a post-doctoral research fellow in the Department of English Studies at the University of the Free State, South Africa. She has published on the issues of gender and discourse, critical discourse analysis, media discourse and media reception, including a book, Reading bridal magazines from a critical discursive perspective (2014, Palgrave). Her current research focuses on the discursive constructions of the body, beauty and gender in South Africa.

This paper presents part of a discursive study of the constructions of body and beauty by young South African women of diverse cultural backgrounds. The discussion focuses on the participants who identified themselves as ‘colored’. The colored people of South Africa are perceived as the most ambiguous of the country’s ethnic groups (Erasmus 2001, Petrus and Isaacs-Mortin 2011). The ambiguity is demonstrated in the interviewees’ identity work. In this paper, examining the participants’ use of the socio-culturally available means of self- and sense-making, I focus on one (the most prevailing) pattern of (inter)weaving that was identified in the study. Specifically, I show how the colored interviewees negotiated the ‘colored self’ by shifting between the dominant white and black femininities, i.e. between interpretative repertoires and subject positions related with the hegemonic gender discourses (Baxter 2003, Kamada 2010, Wetherell 1998). Examining the shifts, I consider the inter- and intra-sectional approaches to identity and their relevance to the data. The central questions pursued are following: In weaving the available discourses of race and gender, do the women reach the ‘third space’ of “neither the one nor the Other” (Bhabba 1994, p. 10)? That is, does the ‘hybrid’ subjectivity the women establish in talk bring them to the point where the ‘binaries are cut’ (Bhabha 1994, p. 234)? Do the interviewees’ subjectivities subvert the hegemony of the gender discourses drawn upon? Or do they reproduce the symbolic power of the discourses by simply incorporating and juggling their inherent repertoires of the self in their identity work?

References


Women’s affective-discursive practices of fitness – the discursive relocations of the body and self from the surveilling ‘gaze’

Ewa Glapka

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Biography:
Ewa Glapka is a post-doctoral research fellow in the Department of English Studies at the University of the Free State, South Africa. She has published on the issues of gender and discourse, critical discourse analysis, media discourse and media reception, including a book, Reading bridal magazines from a critical discursive perspective (2014, Palgrave). Her current research focuses on the discursive constructions of the body, beauty and gender in South Africa.

This paper is driven by the interest in affect and its applications in critical discourse studies. Following the recent ‘affective turn’, discourse and affect ‘happen’ on separate, mutually irrelevant levels (e.g. Blackman and Venn 2010; Thrift 2008). This paper is informed by an opposing conceptualization of affect (e.g. McAvoy 2015, Wetherell 2012, 2013), and it seeks to analytically operationalize the notion of ‘affective-discursive practice’, which underscores the proximity signification and feeling processes (Wetherell 2012, 2013). The discussion is based on a contextual analysis of women’s talk about their fitness practices. In feminist debates, the empowering potential of fitness practices has been the object of an unconcluded debate. While this paper does not aim to conclusively solve the dilemmas of agency and power in fitness, it demonstrates how pursuing the questions is reinforced via the discursive analyses of affect underlying the practices in question. In the analysis of interview data, individuals are found to construct their experiences of fitness on two levels – affective/somatic and symbolic/socio-cultural. Re-positioning themselves between the levels, the interviewees construct their bodies either as aesthetically accountable or as the loci of lived (sensory and affective) experiences. As a consequence of the shifts, the subjectivities negotiated by the participants are ambiguously related with the hegemonic discourses of the body and beauty. The findings demonstrate the applicability of discourse analysis in research on the body and affect, and the importance that examining affect has for questions in critical discursive studies as well as feminist research. In particular, the paper argues against sidelining affect/emotion in the analyses of power relations, which, the paper suggests, poses a hindrance to an appropriately nuanced understanding of the relations.

References


Disempowering Discourses: Former refugees’ navigation of employable identities

Ms Emily Greenbank1
1Victoria University of Wellington, Wellington, New Zealand

Biography:
Emily Greenbank has recently submitted a PhD in Linguistics at Victoria University of Wellington. Her study focuses upon the obstacles that former refugees face in their attempts to enact locally-valued employable identities in New Zealand. Taking an Interactional Sociolinguistic approach to exploring how identity is (co)constructed through discourse, Emily’s research sheds light on the social structure that former refugees must agentively navigate in the labour market, including the migration of social and cultural capital, subtle and overt discrimination, and social Discourses of refugeehood. Emily’s research interests include language and power, identity in language, and addressing social inequality.

As numbers of refugees will continue to grow over the coming decades, receiving nations worldwide will continue to face myriad challenges involved with accommodating displaced persons. The field of interactional sociolinguistics, particularly through examining identity negotiation, can shed light on the obstacles former refugees themselves may face along their resettlement journeys. Securing and maintaining stable, desirable employment in host nations is a critical area of refugee resettlement. In particular, the development of a contextually-appropriate employable identity presents challenges for newcomers to any society, and particularly so for forced migrants. The current research takes an interactional sociolinguistic approach to exploring this issue, examining the New Zealand labour market experiences of three former refugees, exploring their employable identities, as negotiated through discourse produced in ethnographic interviews as well as authentic workplace interactions.

In particular, I explore the ways in which former refugees navigate social Discourses surrounding refugeehood. Such Discourses can frame former refugees as traumatised victims, as well as indexing an expectation of perpetual gratitude – or a performance thereof – towards the imagined community of the host nation. These Discourses suggest diminished agency and a lack of self-determination and can limit the available subject positions that former refugees can access in discourse. Thus, navigation of these expectations can have implications for a sense of self as employable and resilient, and an ability to successfully negotiate belonging in a new environment.

Support and acceptance from host communities are imperative to successful resettlement. Exploration and examination of former refugees’ negotiation of employability from a discourse-identity perspective, as well as deeper understanding of refugees’ navigation of discursive agency, allows insight into the struggles and successes of these uniquely-placed migrants. A linguistic approach to this important issue can positively contribute to refugees’ experiences of employment success, as well as to the host societies that welcome them.
“It’s a bit like, am I doing enough? Can I ever do enough? Exploring the positioning of Language and Learning Advisors in Australian tertiary education.

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Biography:
Dr Vittoria Grossi is Team Leader of the Academic and Peer Support Services at Deakin University (Division of Student Life). Her research interests encompass the teaching and learning of academic English as a global language, intercultural communication and discourse analysis.

Dr Laura Gurney is a Lecturer in Te Hononga School of Curriculum and Pedagogy, University of Waikato. Her research explores transnational, sociocultural and geopolitical issues in language teacher education and professional development, language teaching practice, and the status and use of languages in higher education.

A feature of contemporary workplaces, including in tertiary education, is the need for close collaboration between diverse groups of professionals to achieve articulated and integrated practice (see for example Iedema & Scheeres, 2003). Collaboration across professional roles has potential implications – both positive and negative – for individuals’ workplace identity formation. Within the Australian tertiary education sector, policies to strengthen internationalisation and increase the participation of students from non-traditional backgrounds have instigated increased collaboration between academic teaching teams and other education specialists, including Language and Learning Advisors (LLAs). Although collaboration between discipline academics and LLAs has potential to generate comprehensive integrated support to improve students’ academic literacy skills and enhance teaching and learning practices (Maldoni, 2018; Wingate, 2006, 2018), the negotiation and provision of such support present numerous challenges to LLAs, who experience the systemic restraints of a hierarchical academic system through their ongoing marginalisation (Macdonald, Schneider, & Kett, 2013; Strauss, 2013). However, while systemic challenges have been well documented, little is currently understood about how LLAs position themselves within the sector, and how they endorse or resist the marginalised subject positions they experience. In this presentation, we draw on Positioning Theory (Davies & Harré, 1990) to explore a case study of one recently-appointed LLA employed in an Australian university, highlighting both how the advisor positions herself in her new role and how she perceives she is positioned within the institution. Data are drawn from a transcript of a semi-structured interview, which provided the participant with opportunities to construct images of herself (Miglbauer, 2012) within her employment context and in relation to her colleagues and students. We discuss the potential of Positioning Theory to contribute to more comprehensive understandings of LLA identity, and to capture how individual agency intersects with systemic barriers and opportunities.

Key words: Language and Learning Advisors, workplace identity, Positioning Theory, higher education
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“The great Australian pastime”: (Meta)pragmatic perspectives on “taking the piss”

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Biography:
Michael Haugh is Professor of Linguistics in in the School of Languages and Cultures at The University of Queensland. His research interests include politeness and offence, indirectness and conversational humour. He has published a number of volumes, including Im/politeness Implicatures (2015, Mouton de Gruyter), and is co-Editor in Chief of the Journal of Pragmatics.

Lara Weinglass is a confirmed PhD candidate in Linguistics at the School of Languages and Cultures at the University of Queensland. The working title for her PhD project is Humour and Laughter in Australian Workplace Interactions, and she is currently analysing data for her project. She is particularly interested in conversational humour, conversation analysis, and interactional pragmatics.

Australians are claimed to delight in baiting others (Davis 2009), puncturing pretensions (Goddard 2009), or knocking authority and mocking pomposity (Bellanta 2012), or what is colloquially known as “taking the piss”. While it is acknowledged that “taking the piss” occurs in other Anglo varieties of English, including amongst British and New Zealand speakers of English (Plester and Sayers 2007; Plester 2016), it is claimed that not only does Australian culture license its equal application to “friends or strangers, equals or superiors” (Davis 2007: 24), but that amongst Australians “hidden rules decree that when the victim rejects the baiting or ‘doesn’t get it’, by definition the joke has succeeded” (Davis 2009: 38). Yet despite its apparent importance in both public and private life in Australia, there has been surprisingly little empirical study of actual instances of it.

In this paper, we analyse data drawn from recordings of everyday interactions amongst Australians as well as Australian online discussion boards in which there are explicit, metapragmatic references by users to themselves or others “taking the piss”. We first consider the ways in which references to “taking the piss” may involve treating it as a reflexive object of talk, thereby accomplishing particular identities and relationships amongst those users, or as a discursive resource to further particular interactional or interpersonal agendas on the part of individual users. We then consider what users are accomplishing through construing what they or others are doing as “taking the piss” (or by denying that is what they are doing), and how in some cases users appear to deliberately leave open the question of whether or not they are indeed “taking the piss”. We conclude that since a metapragmatic perspective inevitably brings together semantic and pragmatic perspectives on language use, it allows us to explore both the interactional and moral consequences of categorising the talk and conduct of others as “taking the piss” (as opposed to something else).
Email Literacy of Iranian Students Studying in England

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**Biography:**
Abbas Zare-ee is associate professor in TEFL at the University of Kashan, Iran. He completed his Ph.D. in Iran with research attachments at the University of Reading, University of Malaya, and the University of Sheffield. His research interests are issues in SLA, L2 writing and Teaching English language skills.

S. Yahya Hejazi is currently a visiting scholar at the Victoria University of Wellington (New Zealand) and a PhD candidate of TEFL at the University of Tehran (Iran). He has taught various undergraduate and a few post-graduate courses as a visiting lecturer in the University of Tehran (Iran) and the University of Kashan (Iran) for eight years. His main research interests are English for specific/academic purposes, materials development and evaluation, teacher education, and language skills.

This study aimed to analyse a corpus of emails written by Iranian students studying in England. The corpus contained 996 emails that were investigated based on Chen’s (2006) framework to find common patterns in their discourse. Another aim of the study was to find how two request acts, namely, ‘want statements’ and ‘query preparatory’ were used in the emails. The findings revealed that the ‘want statements’ were usually used in informal emails sent to the peers while ‘query preparatory’ request acts were mainly used in formal emails which were sent to professors and authorities. In addition, the corpus was investigated to see how two sorts of ‘supportive moves’, namely, ‘aggravating and ‘mitigating’ were used in emails and whether ‘aggravating supportive’ moves were mostly used in emails sent to peers while ‘mitigating supportive’ moves were mostly used in the emails that were sent to professors and authorities. The findings also indicated that the participants of this study mainly use an inductive approach for email writing that is in sharp contrast with expected email writing behaviours prevalent in English academia.

Keywords: Email writing, Query preparatory, Want statement, Inductive email writing, Deductive email writing, Mitigating supportive moves, Aggravating supportive moves.
“There is a potential danger there”: Talk about death and dying in genetic counselling consultations for Sudden Arrhythmic Death Syndrome

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Biography:

Mr. Lok Chung Hui (Andy):
Mr. Hui is an MPhil candidate at School of English, the University of Hong Kong (HKU). Andy obtained his undergraduate degree in Biochemistry at HKU and worked as a research assistant at School of English with a focus on health communication. With an interdisciplinary background, Mr. Hui works on the triadic communications between genetic professionals, parents and children in genetic counselling for Sudden Arrhythmia Death Syndrome (SADS) in Hong Kong. Mr. Hui uses theme-oriented discourse analysis to explore various focal themes emerged and examines different discourse strategies employed by participants in authentic genetic consultation sessions.

Dr. Olga Zayts:
Dr. Olga Zayts is an Associate Professor, School of English, the University of Hong Kong (HKU). She is the Director of HKU Research and Impact Initiative on Communication in Healthcare (RIICH) that brings together researchers in health communication, social sciences, education and medicine. Dr. Zayts’ interdisciplinary research agenda focuses on language and communication issues in various healthcare settings, including prenatal screening, genetic counselling, and more recently mental health. Dr. Zayts has published widely on intercultural healthcare encounters. She is the author of “Language and Culture and Work” (Routledge, with S. Schnurr).

In healthcare settings, discourse and conversation analytic studies consistently show that talk related to death and dying is treated with ‘interactional caution’ by both physicians and patients (e.g. Lutfey and Maynard 1998; Rodriguez et al. 2007). In their systematic review, Parry, Land and Seymour (2014) found recurrent themes of indirectness, allusive language, distancing techniques, shifting to the positive and non-verbal behaviours interpreted as conveying sensitivity to the seriousness of the situation. In this paper we extend existing research to the context of genetic counselling consultations for Sudden Arrhythmic Death Syndromes (SADS) in Hong Kong. SADS is an umbrella term for conditions that lead to sudden unexpected death without an observable cardiac structural defect in childhood and adulthood (Vavolizza et al, 2015). Although potentially fatal, SADS is treatable, with genetic diagnosis contributing to 80% success rate of detection (Wilde and Bezzina, 2005). Drawing on a corpus of 40+ consultations with clients and family members diagnosed with or at risk of SADS and employing theme-oriented discourse analysis (Roberts and Sarangi, 2005), we explore how genetic professionals broach the topic death and dying in these consultations. Consistent with previous research, talk about death and dying is indirect and mitigated through the use of generalization strategies, hypothetical scenarios and allusive language. This talk is initiated by genetic professionals and may occur at the stages of disclosure of genetic test results, family history-taking, or explanation-giving about the condition. While sensitive in nature, it serves important functions of facilitating clients’ decision-making regarding further (cascade) testing of other family members and ensuring clients’ adherence to recommended preventative measures. As such, talk about death and dying contributes to ensuring clients’ and family members’ well-being in the future.
Thai EFL Teachers’ Perceptions of Culture in English Language Teaching: A Survey Study at an International university in Thailand

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Biography:
Dr. Rusma Kalra, is a full-time lecturer under the Department of Business English, Faculty of Arts, Assumption University, Thailand. With over 8 years of teaching experience at tertiary level, she has covered a wide range of areas in her teaching including English for specific purposes and business communication writing. Her research includes classroom-based research and English for specific purposes.

Abstract
This study is conducted to explore the Thai teachers of English’s opinion and perceptions of cultural aspects in English language teaching as well as incorporating cultures into their classrooms. Yet, the need to integrate the cultural information into the EFL classroom context is not a new debate and has been long highlighted in countless studies. However, this study particularly tries to answer two questions: (a) how do Thai teachers of English define culture? (b) what are the Thai teachers of English’s attitudes towards assimilating cultural aspects into their language classroom? To address the proposed questions, two survey instruments were used to elicit the information from 35 participants. Final result revealed that teachers have a positive attitude towards blending cultural information side by side with their language instruction. Regarding the benefits of learning about culture, attending the culture class has raised cultural awareness in ELT students concerning as confirmed by the participants.
A Brief ‘Kōrero’ or Talk on Māori Discourse

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Biography:
Peter was born and raised in Taranaki (West Coast, North Island, New Zealand). He has been living in Auckland (New Zealand) since December 2000.

He pepeha (tribal proverb)

Ko Pirongia te maunga
Ko Waipa te awa
Ko Waikato-Maniapoto te iwi
Ko Ngati Apakura te hapū
Ko Pūrekireki Wiwi te marae

Peter teaches in the School of Māori and Indigenous Education, Faculty of Education and Social Work, University of Auckland. He has a background in linguistics and assessment/measurement. Peter undertakes research on Māori language and Māori and indigenous education.

A brief ‘Kōrero’ or talk on Māori discourse. This talk begins by describing discourses as currently used in a modern, yet traditional Māori whānau (extended family). Kōrero ‘talking, discourse, discussion, speech, story’ is a key component of Māori, indigenous and many other cultures. Practices are changing due to factors including language change and shift, urbanization, social media and demographics. The talk then discusses research being undertaken on Māori language discourse and discourse practices in the wider Māori community. It concludes by noting current barriers to further research and suggest strategies to overcome them.
Language and bodily autonomy: Diagnostic naming practices and biomedical hegemony

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University Of Hong Kong, Pokfulam, Hong Kong

Biography:
Dr. Brian W. King is a critical sociolinguist who received his PhD from Victoria University of Wellington, New Zealand and an MA from University of Leicester, UK (both degrees in Applied Linguistics). Prior to coming to HKU in 2018, he was a faculty member at City University of Hong Kong. He researches the discursive performance of identities and embodiments at the intersection of ethnicity, gender and sexuality. His work also examines sexuality education, second language socialization, computer-mediated communication, and the social construction of space/place. Focusing primarily on language at the level of semiotics, his work is located within discourse analysis. Methodologically he draws on a number of traditions, including interactional sociolinguistics, corpus linguistics, and linguistic anthropology. His teaching career has spanned more than 20 years across three continents and multiple sectors, with time spent teaching in Hong Kong, New Zealand, Canada, and Korea.

This study focuses on perceptions and attitudes of intersex-bodied people concerning medicalized language and intersex experience. ‘Intersex traits’ are statistically uncommon body traits that do not meet medical and social norms for genital and/or chromosomal arrangements. Terminology, and especially its use in society, is at the heart of coping and agency in intersex-bodied experience, for naming and classification systems have material consequences in relation to general access to health care but also mental wellbeing; therefore, research into the terminological preferences of people with intersex traits is critical. Historically, activists appropriated the term intersex from biomedicine, demedicalizing it and claiming it as a positive embodied difference. The institution of medicine’s response was to abandon the term, adopting ‘Disorders of Sex Development’ (DSD) as a new tool of diagnostic categorization in 2006. Since its adoption the term DSD has had mixed reception among people with intersex traits, deemed useful for speaking to doctors but vexing in its requirement that people with intersex traits see themselves as having an abnormality. Contrastingly the medical community has adopted it wholeheartedly, reasserting authority over bodies and reasserting their role as the ones who manage those bodies, fix them, and “bring them into line with the expected rather than the unexpected” (M. Holmes, 2009, p. 6). The result has largely been a re-silencing of those marked by the diagnosis (M. Holmes, 2011). Data for this study is taken from Google Hangout discussions of the Intersex and Language Research Group (USA) and supplemented by face-to-face ethnographic interactions. Specifically, the data comprise a critical discussion about the medical nature of most English terminology for describing intersex bodies and realities. The collaborators discuss the power of biomedicine to shape language, and thus knowledge, about intersex bodies while ignoring the subjective embodied experience of intersex people themselves and explore possible strategies for resisting biomedical ‘regimes of the normal’ through creative language use dependent on contexts that vary from educational to social to intimate encounters. The analysis focuses on the collaborators’ metadiscursive awareness, providing valuable insight into how discourse functions in their social lives as they work to reclaim bodily autonomy.
Meaning making in the academic discipline of TESOL: International Chinese students’ reading for writing experiences

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Biography:
Irena Kuzborska is a lecturer and programme leader for the PhD TESOL at the Department of Education, University of York, UK. Her research and teaching interests include second language academic literacy, language teacher education and English for specific purposes. She has published papers on the learning and teaching of second language reading and writing and teacher cognition.

In the academic discipline of TESOL, where this study was conducted, reading for writing purposes is a high-stakes task. Students are required to integrate multiple texts, to recognise different perspectives embodied in texts, to be aware of their own perspectives and to share those perspectives with others following established conventions and expectations. However, while much has been studied to understand reading as an isolated activity and the processes involved in comprehending a text, little is known about reading as a situated act and performed for specific purposes. Thus, to contribute to a better understanding of the nature of meaning making in a specific academic community, this study focused on seventeen international Chinese students engaged in reading for writing practices in the master’s programme of TESOL in a UK university. The focus on Chinese students who increasingly form a large part of higher education in the UK and other countries and who have different reading experiences from their overseas institutions is particularly important to shed some light on the meaning construction that results from different cultures coming together. The study employed a mixed-methods case study design and used concurrent think-aloud protocols to investigate the meanings that students formed when reading for writing purposes. Students were asked to read two short argumentative text excerpts from second language academic journal articles and to respond to a prompt in writing. In addition, to gain close insights into students’ perceptions of their criterial reading for writing tasks and their interest and familiarity with the tasks, retrospective think-aloud protocols were utilised. Students’ constructive processes were analysed using Haas and Flower’s (1988) rhetorical reading strategy taxonomy. The findings revealed that students’ building meaning from texts mostly centred around an understanding of text content, text organisation, and single words, with little attention paid to divergent perspectives present in the texts and little elaboration of their own perspectives. Reasons for particular ways of students’ meaning building are also discussed.
Discourses of forced migration: The case of Venezuelan doctors in Chile

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Biography:
Mariana Lazzaro-Salazar is a research associate of the Language in the Workplace Project, Victoria University of Wellington, New Zealand. She is also a Postdoctoral Fellow, a member of the Ethics Committee and a lecturer in the PhD Programme of Education and of Psychology at Universidad Católica del Maule, Chile. Mariana’s research has focused on intercultural and healthcare communication, including nurses’ construction of professional identity, an evaluation of doctors’ feedback and the co-construction of narratives in the doctor-patient interview. Her current research project focuses on intercultural communication among local and migrant physicians in the public healthcare system of Chile.

Migrating is often a highly stressful experience that requires individuals to adjust to new situations, norms and behaviours. This experience may be even more difficult and traumatic for those who felt that they were forced to migrate in search of a socially and politically stable country that would not endanger the lives of their loved ones. Making sense of their migration experience is at the heart of acculturation processes undergone by a group of migrant doctors in Chile as they embrace but also sometimes resist cultural adaptation. In this process, social and cultural identities face challenges as the ‘old’ self and the new culture collide, forging new identities or aspects of these as new experiences are gained. As the migrant doctors in this study strive to adapt (and sometimes even integrate) to the new host culture, they share their experiences and stories in private online spaces with other country fellows who are going through similar sense-making and identity reconstruction processes. This paper explores how migrant doctors re-conceptualize and negotiate their identities as a way to make sense of their migration experience by focusing on dominant discourses of forced migration.

To achieve this, the paper draws on data collected between October 2016 and July 2018 in a Whatsapp® group of migrant doctors, focusing particularly on Venezuelan doctors, who are the most active in this group. The corpus comprises over 700 thousand words. The detailed linguistic analysis of migrant doctors’ identity negotiations as a way to make sense of their migration experience will be guided by the principles of interactional sociolinguistics and supported by the use of the analytical package NVivo 10. In particular, this study contributes to the field of intercultural studies by considering the phenomenon of forced migration from a new socio-cultural angle, i.e. exploring the identity construction of professional migrants who enjoy improved living conditions in the host country, unlike most research on forced migration that focuses on the precarious living conditions of refugees and other stigmatized migrants. Finally, the study reflects on the use of Whatsapp® as a socialization and sense-making tool for these migrant doctors.
Relational Acts & Interactive Features by Chinese Celebrities on Social Media: A Comparison of Hong Kong & Mainland China

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1The Hong Kong Polytechnic University, Hong Kong,

Biography:
Dr. Elva Minfen Lin is a Social linguistics Scholar, Teaching Instructor at the Hong Kong Polytechnic University, Lecturer at Fuzhou University, at the same time a Professional MC. Her main research interests cover Discourse Studies, and New Media Communication.

The paper attempts to investigate speech acts and features used by Chinese celebrities to build public persona on social media, with a comparison between the Chinese mainland (on Weibo) and Hong Kong (on Facebook) and a revisit of Chinese politeness theories. Three months of postings by twelve most-followed Weibo and Twitter celebrities from the Chinese mainland and Hong Kong have been retrieved and analyzed. It is found that the prevalent relational acts commonly used by both Weibo and Facebook celebrities include sharing information, retweeting information, inviting response, and expressing stance, etc.; and the commonly prevalent interactive features include the use of picture or emoji symbols, orality, humor, and codemixing, etc. Nonetheless, differences also exist in that while Weibo celebrities tend to use more acts of directives and expressing stance, Facebook celebrities use more acts of retweeting information and online video sharing; Weibo celebrities tend to use more netspeak and humor whereas Facebook celebrities use more literate, poetic style and codemixing. Using English only also appears on the posts of Facebook celebrities. Finally, the paper concludes with a discussion and explanation of the commonalities and differences between Weibo and Facebook celebrities.

Keywords: Face & Politeness Theories; Relational Acts; Interactive Features; Weibo, Facebook; the Chinese mainland, Hong Kong
Performing identity online: meaning negotiation through intertextual analysis

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Biography:
Kai Liu is a PhD student at the School of Linguistics and Applied Language Studies of Victoria University of Wellington. His research interests are focused on identity construction and negotiation in the context of computer-mediated communication (CMC).

Past research on identity has had an increasing focus on bi/multilingualism, language learning and teaching, and language in society, to name a few, over the past fifteen years (e.g. Bucholtz & Hall; Norton, 2013; Pavlenko & Blackledge, 2003; Seals, 2017). Yet the investigation of identity and linguistic interaction in the context of computer-mediated communication (CMC), particularly in online comment boards, still has not been widely examined in spite of mushrooming online participation from users. Identity is continuously developed through social interactions, and the identities that people develop during interactions can be negotiated and are subject to change. The ways that language use and choice can be used for negotiating meaning through online interaction and further constructing identities online deserves further investigation.

This presentation seeks to contribute to the above through a discourse analysis of approximately 3,000 comments collected from news articles of three different online news websites: Stuff in New Zealand, and The Guardian and Mail Online in the UK. The comments were all collected from a total of 40 articles, which are in response to news topics focusing on same-sex marriage and travel (a more ideological and less ideological topic, respectively). There were all collected within a one-week period following the news article’s appearance. By employing Intertextuality Theory (Bakhtin, 1981) as the framework and following Sclafani (2008), Seals (2012), and Thetela’s (2001) analyses, this study focuses on three discursive aspects: constructed dialogue, lexical choice and semantic presupposition, to examine how meaning is negotiated by commenters through an intertextual analysis and how this negotiation, in turn, affects their online identity co-construction and negotiation while interacting with other commenters.

Findings from this study show that there is an inseparable relationship between interactional meaning negotiation and CMC identity construction. Additionally, participants are able to perform their online identities through the negotiation of diverse meaning (e.g. social, political, ideological and other meanings) in online interactions. This study thus contributes to research of language and identity as well as CMC studies.

Keywords: Computer-mediated communication; Intertextual analysis; Identity construction; meaning negotiation
PLENARY SPEAKER

Weaving voices in online communal TV watching of K-drama: English as a lingua franca, relational work and identity construction

Professor Miriam Locher

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Biography:
Miriam A. Locher started her position as Professor of the Linguistics of English at the University of Basel in 2008. She teaches in the BA English, MA English and the MA Language and Communication and is a member of the eucor Hermann-Paul School of Linguistics for PhD students.

Her research is on interpersonal pragmatics, linguistic politeness, relational work, the exercise of power, disagreements, advice-giving (in health contexts) and computer-mediated communication. She supervised the research project Life (Beyond) Writing: Illness Narratives (SNF 2009–2012) and Language and Health Online (SNF 2012–2016), and worked on a project on Relational work in Facebook.

Her publications comprise monographs, edited collections and special issues as well as a numerous article in journals and collections. Her collaborators are Jo Angouri (Warwick), Brook Bolander (Hong Kong), Derek Bousfield (Manchester), Sage Graham (Memphis), Franziska Gygax (Basel), Andreas H. Jucker (Zurich), Andreas Langlotz (Basel), Holger Limberg (Flensburg), Martin Luginbühl (Basel), Barbara Pizziconi (SOAS), M.-T. Rudolf von Rohr (Basel), Jürg Strässler (Zurich) and Franziska Thurnherr (Basel). She is active in giving talks at conferences and workshops.

She administers the SWELL (Swiss Works in English Language and Linguistics) mailing list, which is used for the networking of all Swiss doctoral and habilitation researchers.

This presentation reports on an ongoing project which explores how international fans of Korean TV drama translate and talk about the fictional artefacts in the interactive streaming platform www.viki.com (Dwyer 2012, 2017). The study is situated in the interface of the field of interpersonal pragmatics, the pragmatics of fiction and audio-visual translation studies (Díaz Cintas & Nikolić 2018; Locher & Graham 2010; Locher & Jucker 2017). It is interested in English as a lingua franca, the renditions of relational work and (im)politeness in the English fan subtitles of Korean dramas, as well as viewer comments on the artefacts and fan positionings per se. Exploring the aspects of the Korean wave (K-Pop, K-drama; Lee & Nornes 2018) with an English linguistics lens is of interest from a number of perspectives.

First, the English language is increasingly employed as a lingua franca to make the cultural ‘other’ in Korean wave artefacts accessible. While early dissemination of Korean pop culture focused primarily on East Asia and relied on professional dubbing and subbing for TV (Chua & Iwabuchi, 2008; Kim 2014; Lee 2015), the global audience has dramatically increased since the early 2000s and nowadays relies to a large extent on English subtitling on streaming platforms done by professional and fan translators alike. In the streaming platform of interest to this study, English is the first translating language, followed by many other languages. The English translation is thus pivotal and together with the Korean original both function as the master languages for the subsequent translations.
Second, a pragmatic lens on fictional data in its own right is a fruitful path to gain insights on language ideologies. Story lines are a crucial aspect of TV drama and the indexical potential of language is used (among others) for character positioning, character development, relationship development and (indirectly) reflection of cultural norms and expectations (e.g. Bednarek 2017; Locher 2018; Planchenault 2017). Fictional data is thus a particularly rich source for studying linguistic ideologies about relational work. Korean drama poses challenges for translators due to the Confucian ideology and strong societal hierarchies. In particular, the Korean language dynamically indexes relationships through a complex system of grammaticalized politeness forms (adj/verb morphemes) and a set of honorific morphemes and vocabulary (influencing factors are hierarchies, seniority, age, social distance; see, e.g., Brown 2015; Koh 2006). These Korean nuances cannot be translated in their complexity because there is no straightforward correspondence to indexes of politeness in the target languages. In addition, subtitling space may not be sufficient to go into detail. Despite this, the English subtitles give access to an abundance of foregrounded relational work moments. The project studies these moments and explores the paths the subtitlers take to give their target audience access to some of the nuances of the original.

Third, in addition to the original voice of the fictional artefact and the voice of the translators (see Dynel 2011 and Messerli 2017, for a discussion of the levels of communication involved in fiction), the streaming platform viki gives viewers the opportunity to add their own voices to the artefact. These timed comments are tied to the streamed videos themselves and are publicly accessible without subscription to the platform. Writing and reading these comments turns viewers into active co-constructors of the fictional text. The viewers engage in a range of activities, which can be roughly grouped into (1) comments about the artifact per se and (2) viewer community-oriented comments (Locher & Messerli 2018). The comments display a rich array of voices which reveal cultural knowledge (e.g. displayed in comments on intertextuality) and curiosity about and criticism of Korean culture and language (e.g. comments on gender expectations, Schulze 2016). While the comments are primarily supportive of the artefacts and the group of viewers, there is also conflict (e.g. about complaints of absent subtitles or overly zealous fans).

From a theoretical point of view, the project stresses that it is worthwhile to pursue further the link between research on relational work and the study of identity construction (e.g., Garcés-Conejos Blitvich 2013; Locher 2008, 2015). The fictional texts are rich in making the source languages cultural expectations accessible and the fan translations and viewer comments display a rich tapestry of voices in a computer-mediated context.

References


Weaving the weaver: managing the analyst's paradox in a study of branding

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Biography:
I am a lecturer in Applied Linguistics and Communications, teaching across a variety of courses including introductory linguistics and branding/marketing communications courses. I am a member of the Research Centre for Languages and Cultures at the University of South Australia. My main research interests are how language matters in contexts of professional practice, organisations and mobility. In particular, I am interested in how brands are communicated to diverse audiences, and the impact brands have for employee identity and organisational culture.

The paper reports on a study which sought to investigate how employees of a multinational organisation linguistically accomplish branding. To answer this question, a two-fold challenge presented itself for the research design: how to focus on employee and management perspectives, and how this focus could be relevant to them in their professional practice. The design drew on principles of theme-oriented discourse analysis (Roberts & Sarangi, 2005) and linguistic ethnography (Rampton, Maybin, & Roberts, 2015). The aim was to be guided by a “concern with the strategic and dynamic deployment by participants of their discursive resources, often in a co-constructed and collaborative way” (Candlin, 2002, p. 2). Sarangi (2002, 2007) identifies as a central challenge here as the ‘analyst’s paradox’. The paradox lies in the dilemma posed in seeking interpretations of what people mean when, as a researcher, we do not share their expertise. The risk is that the researcher either becomes a faux participant or draws conclusions which are potentially irrelevant. The paper will explore how in acknowledging and managing the potential for the analyst’s paradox, the study sought to align the participants’ and the researcher’s perspectives. This required both a flexibility and reflexivity on the part of the researcher to be a methodological weaver and simultaneously a part of the weave.

Candlin, C. N. (2002). Research and practice in professional discourse. Hong Kong: City University of Hong Kong Press.


‘Thanks for asking …’: repositioning interviews in workplace interactional sociolinguistics research

Ifigeneia Machili
1
1 University of Macedonia, Greece, Thessaloniki, Greece

Biography:
Ifigeneia Machili works at the University of Macedonia, as an EAP instructor for students of economics and political science. Her main research interests lie in workplace communication practices, workplace discourse, professional and academic writing, and qualitative methodologies. She has published work on multilingualism at work, language use and language policy and workplace writing. Her current work includes a study on the role of the researcher and participants in qualitative analysis of data.

The use of audio or video stimulus in ethnographic interviews has been widely acknowledged in a variety of fields mainly thanks to the rich insights they provide into the informants’ decision-making processes. This makes them particularly useful for studies engaging in workplace discourse analysis seeking to place ongoing construction of oral and written interactions within their immediate interpersonal and wider situational context. However, the use of actual instances of the discourse produced by the participants as a stimulus for reflection remains rare in Interactional Sociolinguistics studies, most of which have limited input from the participants to the analysis.

Adopting a critical view of work discourse-based interviews, this paper will focus on the role of the researcher and the participant in co-constructing the workplace experience through talking in relation to pieces of reality collected in the course of a project. I am going to specifically focus on issues of power and hierarchy and show how by working with the participant throughout the project we can get into a relationship of partnership. The paper will show how allowing the participants to engage in all stages of the project from data collection to the thematic analysis can change the balance in the power relationship between the two parties and ultimately lead to more layers of meaning. The gradual building of the rapport, the sensitivity and perceived importance of topics of discussion and the different types of input researcher and participant can provide in the different stages of the procedure render the interview a dynamic and complex experience that is co-constructed by two equally contributing partners.

The aim is to contribute to the scholarship for Interactional Sociolinguistics studies to engage more with interview data and address them as other types of interaction which have attracted more attention in the field. Aligning with a critical ethnographic stance that views the researcher as part of the analysis, the paper makes a case for a more multi-faceted positioning of ethnography.
Stance and Identity on an Activist Facebook Page – an APPRAISAL Approach

Miriam Malthus

Victoria University of Wellington, Wellington, New Zealand

Biography:
Miriam Malthus is a PhD student at Victoria University of Wellington. Her research interests include impoliteness; computer-mediated communication; social media discourse; evaluation and stance; and how people construct socio-political identities in discourse – especially how speakers/authors use stances on science in constructing political identity. Her PhD project investigates how anti- and pro- community water fluoridation activists construe identity, authority and truth in their organisations’ Facebook postings.

Community water fluoridation (CWF) is a policy topic on which public opinion is emotive and polarised but not along typical left-right lines – rather, opposition typically comes from those with libertarian or environmentalist beliefs (e.g. Hersch and Pelkowski 2014). Positions on CWF appear to be tied to moral worldviews and are highly resistant to change (Block 2009).

In this presentation I report on a qualitative analysis of a thread of interaction on the Facebook page of a pro-CWF activist group, using the APPRAISAL framework (Martin and White 2005). The analysis will demonstrate how participants use APPRAISAL resources to express stance and position themselves interpersonally in relation to their interlocutors and in relation to the ideational content of their own comments.

In doing so I will also evaluate how useful APPRAISAL analysis might be for analysing polylogic interaction. Although it draws on Bakhtinian heteroglossia, where all texts or utterances are in a form of dialogue with those that came before or in anticipation of dialogue to come, APPRAISAL analysis to date has largely been restricted to monologic texts such as those produced in journalism (Martin and White 2005) or student writing (Lee 2007), or in spoken narrative (Page 2006). Further, there is only a small amount of work using APPRAISAL analysis with CMC (e.g. Drasovean and Tagg 2015; Baumgarten 2017) and these have been quantitative corpus studies rather than analysing sequential interactions. Therefore, this study should add to the body of research on APPRAISAL and its possible applications to varying types of discourse.
From research to practice: Translating workplace analysis into action

Maria Stubbe, Nicky Riddiford, Ewa Kusmierczyk, Meredith Marra

1Victoria University of Wellington, New Zealand, 2University of Otago, Wellington, New Zealand

In the mid 1990s when workplace discourse analysis began to emerge as a distinctive area of research, practical applications were a key motivator in research agendas. As the field has taken hold globally, the focus on “impact” and on “action” has not only continued but has arguably become a more central goal. In this colloquium we will discuss ways in which research has been translated into practice, and actively designed for this specific purpose. The three presenters will each speak for 15 mins to offer insight into the kind of work undertaken in the local Wellington context. The remaining time offers a chance to compare their experience with other settings, other contexts and to discuss potential priorities for applications of our scholarly work.

‘From the ground up’: building ‘practical relevance’ into health communication research.
Maria Stubbe
Applied Research on Communication in Health (ARCH) Group
University of Otago. Wellington

Applying LWP research to real world issues: the skilled migrant programme at VUW.
Nicky Riddiford
Workplace Communication for Skilled Migrants, School of Linguistics and Applied Language Studies
Victoria University of Wellington

Breaking the mould, bridging the gap: embedding employability into the curriculum through research as evidence for action
Ewa Kusmierczyk (sometimes Kusmierczyk-O’Connor)
Senior Advisor, Employability Research and Implementation
Careers and Employment, Victoria University of Wellington
Mediating meaning across aural-visual language modalities

Rachel McKee

1Victoria University of Wellington, Wellington, New Zealand

Biography:
Rachel is an Associate Professor and Programme Director of NZSL Studies in the School of Linguistics and Applied Language Studies at Victoria University of Wellington. A professional background in sign language interpreting motivated an academic career in applied sign linguistics. Rachel has established academic programmes for sign language interpreters, Deaf teachers of NZSL, and second language learners of NZSL. Her research on NZSL spans micro to macro topics, including documentation of grammar and lexicon, sociolinguistic variation, ethnography, analysis of interpreted interaction, and language policy and planning for sign languages.

Lately New Zealanders have seen an increased presence of NZ Sign Language interpreters in television reportage of political media briefings and public ceremonial events. Putting aside the ideological question of ‘why?’, their visibility prompts me to consider the likely gap between casual observers’ assumptions about the nature of sign language and the interpreter’s function, and a more pragmatically informed perspective on the work of mediating communication between users of spoken and signed languages. In this presentation, I will dig down from the ‘tip of the iceberg’ performance of interpreters to identify some fundamentals of how discourse and meaning are constructed in a visual-manual modality and consider some of the layers entailed in mediating meaning between languages and modalities in contexts of interaction.
Negotiating multiple identities in the Japanese classroom: National and global perspectives

Martin Mielick
Kanda University of International Studies, Chiba, Japan

Biography:
Martin Mielick has an MA TESOL from the University of Manchester in the UK having followed an Intercultural Education pathway. He has taught in the UK, Poland, Kazakhstan and Japan. He is currently a lecturer in the International Communication department at Kanda University of International Studies in Japan. His research interests focus on discourse and identity, and English as a global language.

The spread of English as a global language continues to affect many countries around the world, including Japan. Ideologies and beliefs about English are wide-ranging. On the one hand, its influence may be viewed positively as language and modern societies change. On the other hand, its influence may be viewed negatively as resistance to change and language traditions dissipate.

This presentation is a discussion of how the ideologies and beliefs of English as a global language may affect (Japanese) students’ identities who study English as their majors. The purpose of the presentation is to consider the complexity of students’ hybrid identities, in which they may exhibit both local and national traits, yet at the same time identify with global citizenry through English as the medium. This discussion of the struggle for meaning-making in distinguishing students’ identities may help practitioners to better understand their contexts and the effects of English as a global language in practice.
Identity construction of persons of Japanese descent in interview narratives: A case study

Dr. Kazuyo Murata

1 Ryukoku University, Kyoto, Japan

Biography:
Kazuyo Murata earned her Ph.D at Victoria University of Wellington in 2011. She is currently professor of the Faculty of Policy Science at Ryukoku University, Kyoto, Japan. Her current research interest is the relational aspects of communication and identity construction. She teaches English and sociolinguistics at both undergraduate and postgraduate levels.

Since 1989, when the revised Immigration Act went into effect, the number of foreign residents in Japan has rapidly increased to 2.63 million (Ministry of Justice, 2018). This law meant that third-generation persons of Japanese descent were granted "long term resident" status in addition to first and second-generation persons of Japanese descent. Since then, their children (fourth-generation) were born and raised in Japan. According to Aramaki et al. (2017), such young people with roots in foreign countries continue to encounter various hardships, especially from an educational point of view.

This study focuses on Japanese descendants, including Brazilian-Japanese, and explores how such immigrant young people construct their identities by qualitatively analyzing interview narratives (audio-recorded interview narratives about their experiences including their school life in Japan). The analytical framework I employ in this presentation is interactional sociolinguistics, which is concerned with how culture, society, and language influence each other (Holmes 2008). In addition, the notion of ‘identity’ referred to in this study is conceptualized not as a fixed attribute but as what is actively and discursively performed and carried out in social contexts (Marra and Angouri 2011). The aim of this study is to explore how Japanese descendants attune themselves to the communities where they belong through the construction and negotiation of various identities. The research questions are as follows:

1. What kind of identities do the interviewees construct for themselves and others in their narratives about their life in Japan?
2. How do they construct various identities in their narratives about their life in Japan?
3. How do they construct evaluative stances toward other characters in their stories?

The results of the analysis include that these descendants struggle with the issue of complex identities including Japanese and/or their ‘native’ (root) country and that the teaching and learning of their native languages and cultures play an important role in the construction of their own identities.
The sexual Other: Linguistic representation of migrant sex workers in New Zealand media discourse

Matilda Neyland
Victoria University of Wellington, Wellington, New Zealand

Biography:
Matilda Neyland is a current MA student in Linguistics at Victoria University of Wellington, working within critical discourse studies to complete a dissertation on media reporting around sex workers.

Sex workers comprise one of the most marginalised and stigmatised groups in society, framed historically as diseased, immoral criminals, or more recently as victims of violence and exploitation. New Zealand is one of only two jurisdictions worldwide with a decriminalised sex industry, a system shown to reduce harm and improve workers’ rights, and which may also be expected to reduce stigma and prejudice against them. However, people in New Zealand on temporary visas are excluded from the protections associated with this model, and face deportation if found to be involved in the sex industry.

Given this legal division between sex working New Zealanders and their migrant counterparts, the question arises as to differences in how the media treats these groups. In this paper I take a critical approach to the discursive construction of migrant sex workers in New Zealand print media, particularly in contrast to their non-migrant counterparts. I apply critical discourse studies (CDS), which aims to expose and counter the ‘discursive injustice’ (van Dijk 2009:63) that can arise in treatment of marginalised groups. Following other CDS scholars who have used newspaper corpora to ask similar questions of discourse around refugees (e.g. Baker et al 2008), I use a corpus of approximately 500 New Zealand newspaper articles relating to sex work, collected between 2017 and 2019. I apply a combination of quantitative and qualitative methods using corpus linguistics and the discourse-historical approach (Reisigl and Wodak 2016) to ask how the media perpetuates stigma and denies agency to migrant sex workers.

The preliminary findings suggest that migrant workers are constructed in a number of (conflicting) ways, fed by both anti-immigration and trafficking Discourses: as criminals taking work from locals and spreading disease in the community, or as passive victims forced into prostitution. By demonstrating that migrant workers are portrayed overall more negatively than their non-migrant counterparts and by linking the discursive trends that emerge in the corpus to wider stigmatising Discourses around sex work and migration, this study provides support for the current campaign to change the discriminatory law excluding migrant workers from decriminalisation.
Reconceptualizing oral communication strategies in academic English as a lingua franca

Ms. Thu Nguyen

1Macquarie University, Marsfield, Australia

Biography:

Thu Nguyen is a teacher of English with more than ten years of experience in teaching English to Vietnamese university students and currently a Ph.D. student at Department of Linguistics, Macquarie University, Australia. Her research interests include spoken communication in English, culture and language teaching, and English as a lingua franca.

Although the use of appropriate oral communication strategies (OCSs) has attracted considerable research attention, they have traditionally been seen as predominantly problem-oriented, a conceptualization which does not fully reflect the nature of strategic competence in authentic spoken communication contexts. Moreover, many previous studies have focused largely on English classrooms context, where the goal is language acquisition rather than its use to achieve other objectives and those which involve native speakers of English. However, in the current globalized world, English is increasingly used as a lingua franca (ELF) in a variety of setting. This is particularly the case in universities where students and staff alike often share English as an additional language. However, few studies have investigated how students use OCSs in their authentic communication in such context, especially in a truly ELF environment like Australian higher education.

In this paper, we draw on a subset of data from a larger study investigating the use of OCSs among international students with peers in Australia. The data comprise ten video-recordings of authentic group discussions between international students and their peers from different departments at an Australian university. The video recordings were transcribed with the support of ELAN (5.2) software and analysed qualitatively based on Björkman (2011, 2014).

Using ‘next-turn proof procedures’ from Conversational Analytic approaches, it was found that these participants used different pro-active strategies in order to negotiate meaning and fulfil their communication tasks. On the basis of these findings, we propose an expanded reconceptualization and suggest a taxonomy of OCSs that reflects their goal-oriented as well as their problem-orientated aspects and highlights the different functions they play in successful ELF communication in academic contexts. The presentation ends with some implications for the teaching of spoken English to international students preparing for study in similar environments.
Meaning making in multicultural New Zealand: The case of Indian Kiwi children

Mohammed Nofal¹
¹Victoria University of Wellington, Wellington, New Zealand

Biography:
Mohammed Nofal is currently a Doctoral student in Linguistics at Victoria University of Wellington. His interests include multilingualism, heritage languages and language policy.

Within recent sociolinguistics research involving the making of social meaning (i.e. indexicality), there have been three main trends. First, the little indexicality research done in the field of heritage languages has focussed on adults and their heritage speaker identities (Ahmad, 2007; Bassiouney, 2014). Second, research carried out on indexicality beyond the scope of heritage language has often focussed either on adults (Holmes, Marra, & Vine, 2011; Johnstone, Andrus, & Danielson, 2006; Johnstone & Kiesling, 2008; Wilson, 2011) or has focussed on approaching the relationship between linguistic forms and social constructions such as (gendered) identities (Bucholtz & Hall, 2005; Hazenberg, 2017; Johnstone et al., 2006; King, 2017; Ochs, 1993). Third, a few studies (Jaffe, 2016; Yoder & Johnstone, 2018) have paid attention to the indexicality of verbal signs used by adults beyond the breadth of this approach. However, there is a noticeable absence of research on heritage language speaking children’s indexing of non-verbal signs (e.g. colours). This presentation responds to this need.

The current research investigates how young heritage language learners (HLLs) of Hindi in a community language school in Aotearoa/New Zealand call up the associative contexts of their reported languages. Drawing upon Ochs’s (1993) concepts of direct and indirect indexicalities, this presentation explores how Hindi HLLs access the cognitive concepts of multiculturalism and multilingualism and use them in the process of meaning making through colour connections. To do so, I adopt Krumm’s (2001) linguistic identity portraits which allow the children to use an activity suitable to their age to weave the different cultures they have access to in meaning-making. Twenty Hindi HLLs (aged 5-17 with diverse social and linguistic backgrounds) take part in the drawing activity, and their metacognitive accounts of their choices are audio-recorded. The data show that they rely heavily on indirect indices when making HL-related meanings; mainly ‘shared knowledge indices’ and ‘embodied indices’
Discourse features of tutor talk in vocational education

Jean Parkinson

Victoria University of Wellington, Wellington, New Zealand

Biography:
Jean Parkinson teaches Applied Linguistics and TESOL at Victoria University of Wellington. Her research interests include written and spoken language use in science and applied science, corpus analysis and genre theory.

This presentation reports on a study of classroom discourse in vocational classrooms, a context that has received little previous attention. Specifically, the focus is teacher talk in automotive technology classrooms. Previous studies have focused on discourse in school and university classrooms and have identified a number of strategies used by teachers to foster interpersonal relationships with their students, and engage student interest. These include questioning (e.g. Dalton-Puffer, 2007), humour (e.g. Bell and Pomerantz, 2016), and use of small stories (e.g. Juzwick and Ives, 2010). In the vocational context, Fillietaz (2010), studying apprenticeship training of car mechanics, reported on the importance of humour. A similar finding is reported by Holmes and Woodhams (2013), in their study of building sites in New Zealand. The data in this study is discourse in the classrooms of eight automotive technology teachers. Over the period of a year, audio recordings were made of an equivalent number of theory and practical sessions. Discourse features promoting interpersonal engagement with students were the focus of analysis. The recordings were coded qualitatively, allowing themes to emerge from the data.

In addition to questioning, humour and use of small stories, which previous research has found to be common engagement strategies in classrooms, this study also identified the presence of features that appeared to stress the traditionally male-oriented nature of the automotive trade. These include swearing, and reference to gender stereotypes.

‘Sustainability’ and ‘development’ in the arts: Mapping Australian arts management using appreciative inquiry and critical discourse analysis

Dr Kate Power1
1University Of Queensland Business School, St Lucia, Australia

Biography:
Kate Power is an applied linguist, whose research and teaching focus on how meaning is made, identities and relationships constructed, and power wielded in diverse academic, organizational, and social contexts. Drawing on various discourse analytic methods, she routinely works across disciplines to address issues in which language use is a key component. Her current research addresses economic, religious, and academic discourses, with particular sensitivity to gender and sexuality.

‘Sustainability’ and ‘development’ discourses are prominent aspects of twenty-first century business communication (Allen, Walker, & Brady, 2012). These polyvalent terms (Barros, Sauerbronn, & da Costa, 2014) can be taken up quite differently, however, and put to diverse – even contrasting – uses in different contexts (Moore, 1995, pp. 2-3). Consequently, it is worth exploring their respective valences and affordances in various sociocultural locations. Within the extensive scholarly literature on business and organizational communication (e.g., Angouri & Marra, 2011; Grant, Hardy, & Putnam, 2011; Holmes, Marra, & Vine, 2011; Koller, 2004), some authors consider sustainability and development discourses in business contexts (e.g., Constance, Konefal, & Hatanaka, 2018; Han Onn & Woodley, 2014; Higgins & Coffey, 2016; Laine, 2005, 2010; Livesey, Hartman, Stafford, & Shearer, 2009; Livesey & Kearins, 2002). Yet, the communicative practices of non-profit organizations have garnered relatively little scholarly interest (as noted by Daff, 2014) – and the uptake of ‘sustainability’ and ‘development’ discourses by creative arts organizations has yet to be explored.

In this paper, I explore how notions of ‘sustainability’ and ‘development’ are recruited and reconceptualized by successful Australian performing arts organizations, with a view to better understanding business management and communication practices within the creative arts. More specifically, this paper presents initial findings from a larger study, which relate to public communication by The Queensland Ballet.

This study is an interdisciplinary research project – rooted in both applied linguistics and management studies. It uses two distinct but related analytical approaches – namely, Appreciative Inquiry (Barrett & Fry, 2005), and Positive Discourse Analysis (Macgilchrist, 2007, 2016; Martin, 2004; Power, 2015) – both of which focus on “what works,” albeit without relinquishing a critical perspective or orientation to change (Bartlett, 2012; Hughes, 2018).

In this respect, the present study works across – and weaves together – disciplines and frameworks to document a specific type of meaning-making by creative arts professionals. In doing so, it provides the first discourse analytic account of successful arts management communication in Australia; advances scholarly knowledge of communicative practices within the not-for-profit sector; and lays a foundation for effective communication by performing arts organizations.
From Chocolate City to Vanilla Village: Using Small Stories to Examine How Speakers in Washington, DC Construct Local Identities and Discuss Changes in the City

1983 Minnie Quartey¹
¹Georgetown University, Washington, United States

Biography:
Minnie Quartey is a sociolinguistics doctoral candidate at Georgetown University, and her dissertation explores how speakers of African American Language construct multifaceted local identities through storytelling as well as analyzes vowel centralization in the Washington, DC area. She serves as project coordinator for the Language and Communication in Washington, DC project (LCDC), and her research has been featured in the Washington Post, and she has been a guest on NPR.

Additionally, Quartey also examines the importance of linguistic diversity and awareness and its effects in various institutions. She conducts community workshops for nonlinguists on these topics.

This project examines how speakers of African American Language (AAL) in Washington, DC use small stories to construct local place identities and discuss the shift of demographics and the effects of the shift. DC has had the moniker of “Chocolate City” for several decades because of the predominant African American population, but within the last decade, there has been a shift in the demographics of the city with the African American population under 50% for the first time since the late 1950s with speakers referring to the city now as "Mocha Swirl" or "Vanilla Village." While there are two main contributing factors to the shift, gentrification and the exodus of the Black middle class, most speakers attribute the changes mostly to gentrification, and there are various perspectives on the effects of the demographic shift on the city. For many speakers, they believe gentrification is the root cause for relocation, displacement, and marginalization of the African American community in DC. The small stories analyzed in this paper come from two corpora: the LCDC and CORAAL projects. The Language and Communication in Washington, DC project (LCDC) is a corpus of nearly 300 sociolinguistic interviews from residents in the Washington, DC metropolitan area. The Corpus of Regional African American Language English project (CORAAL) is the first publicly accessible corpus of AAL, and it is comprised of sociolinguistic interviews from regional AAL speakers. Ultimately this project highlights the complex and multifaceted construction of local identities and how the effects of gentrification manifests itself through each speaker’s lived experience.
A critical discourse analysis of institutional racism in the UK Parliament

Mrs Rachel Rade

University Of Nottingham, Nottingham, UK

Biography:
After twelve years in the business world, Rachel decided to pursue a degree in linguistics. She obtained her master’s degree in Teaching English to Speakers of Other Languages at San Jose State University, San Jose, California and is currently pursuing a PhD in Applied Linguistics at the University of Nottingham. Her research title ‘A Longitudinal Critical Discourse Analysis of "Immigration" in the UK Parliament' reflects her interests in combating discrimination. Her long-term goals are to expand her research to immigration within ‘fortress Europe’. She and her husband currently reside in Bangkok, Thailand.

In this paper, I discuss the ingrained nature of xenophobia in the UK Parliament and its intersection with social class, utilising the lens of the discourse historical approach (DHA) of critical discourse analysis. I base my work on a multidisciplinary theoretical framework that draws on discourse analysis, argumentation theory, social cognition and sociological theories pertaining to xenophobia and social class.

The immigration-related laws in the UK between the turn of the twentieth century and the 1980s are widely considered to have been racist in nature. Acting in a racist manner is no longer deemed acceptable; however, immigration-related laws continue to be passed and at an accelerating rate. Since the 1990s, the stated aims of these laws have been to prevent abuse of the system and/or to target illegal forms of immigration. Researchers following the DHA are able to identify the ideological beliefs that underlie these laws and the continuity of these beliefs with earlier laws, the historical nature of these beliefs and the cognitive means by which they are maintained and used to manipulate the public (see van Dijk, 1998).

Analysing the debates of three immigration bills and one event, ‘Brexit’, covering the period between the General Elections of 1992 and 2017, I will show that institutional racism continues to play an active part in immigration policy in the UK. I will further show how this racism intersects with socio-economic class. I will explore examples from both Houses (Commons and Lords) that demonstrate the argumentation strategies Members of Parliament use to justify the exclusion of most categories of immigrant: asylum seekers, economic migrants, illegal immigrants, eastern Europeans and EU citizens, except those who provide vital services. Van Dijk (1998) states that societal elites, through their power and access to discourse, are able to manipulate the beliefs of the population. The results of the EU referendum and the outbreak of hate crimes against non-autochthonous residents in its immediate aftermath indicate just how successful this ‘mind control’ has been.

“I just couldn’t see myself fitting in there” - An exploration of power at the periphery in the workplace

Mr. Reuben Sanderson

Victoria University of Wellington, Wellington, New Zealand

Biography:
Reuben Sanderson is currently studying his Masters of Linguistics as Victoria University. This paper was completed during research conducted as part of the Summer Scholarship program under the supervision of Professor Meredith Marra.

In recent years, boundary crossing has been the focus of many workplace scholars and in particular, how newcomers negotiate their identity at these boundaries (Holmes and Marra 2017; Marra et al. 2017). In focusing on those peripheral members of a Community of Practice, we typically consider how they move towards the centre. In the pursuit of successful integration, there is an assumption that newcomers must learn and adopt the local norms and practices of the workplace. Building on arguments made by Kirilova and Angouri (2018; see also Jaffe 2009 on stance) we explore the terms ‘fitting in’ and ‘belonging’ which we conceptualise as stancetaking processes wherein interactants display an understanding of local norms and position themselves relative to them.

In this paper, we analyse examples of newcomers demonstrating their peripheral status. However, rather than the powerlessness that we might expect, these participants often have a great deal of power by staying at the periphery. In our analysis we adopt a social realist theoretical stance, recognising the influence of hegemonic ideologies like the gender and culture order (Connell 1987; Holmes 2018) amongst other constraints upon the successful negotiation of a newcomer’s chosen identity. Data is drawn from the Language in the Workplace Project (LWP) corpus collected using established ethnographic methodological techniques developed over the past 20 years (Vine and Marra 2017).

The goal of this paper is to explore the myriad ways in which power at the periphery may be realized in the workplace in order to challenge the problematic assumption that integration is necessarily the desired end goal for newcomers. We argue that there is power in not ‘fitting in’ and instead, in adopting a peripheral stance in interaction. This critical approach aims to empower newcomers, particularly skilled migrants and refugees, in successfully negotiating their chosen identities in the workplace. However, we recognise that there is a struggle inherent in this negotiation, particularly the notion of linguistic penalty which negatively impacts those who misalign in interaction. We reflect on the relationship between ‘fitting in’ and ‘belonging’ and the impact of this on newcomers in NZ society.
Language as a mediator. A study into the encoding and decoding the interpreters' notes in consecutive interpretation

Anna Sasaki
1Waseda University, Tokyo, Japan

Biography:
Anna Sasaki is a research associate at Waseda University. She studies bilingual language processing with reference to translation and interpretation.

The present study tackles the transcriptivity (Jäger, 2002) as a key factor in the process meaning making in consecutive interpretation. At first the interpreter perceives the aural language and encodes their ideas of the source speech in the interpreters' notes, then they perceive the written language by reading from the notes they've wrote a moment ago and reproduce the target speech combining their written notes and the information in their memory. The change in the medium is seen as a factor that applies certain restrictions to meaning making as aural information is not perceived the same way as a written information. This observation draws on the interpretation experiment with ten native Japanese speaking and ten native Russian speaking interpreter trainees. They were asked to make a consecutive interpretation of an English speech on a general theme into their mother tongues. The experiment shows that the language used in interpreters' notes reflects the cognitive activity during speech comprehension and reproduction, the teaching method, the previous experiences of an interpreter, the language distance between the source and target languages and has a high impact on a target speech production.
Shaping sociolinguist(ic)s through sharing expert knowledge beyond academia: Issues and case studies in forensic linguistics

Professor Natalie Schilling
Georgetown University, United States

Biography:
Natalie Schilling is a Professor of Linguistics at Georgetown University. She specializes in the study of language variation and change and how it is shaped by, and helps shape, social factors such as regionality, ethnicity and gender. She is particularly interested in stylistic (i.e. intra-speaker) variation and forensic linguistics. She directs the department’s ongoing sociolinguistic investigation of Language and Communication in the Washington, DC Metropolitan area (LCDC), as well as Smith Island Voices, a real- and apparent-time study of the endangered dialect community of Smith Island, Maryland.


Prof Natalie Schilling is an Ian Gordon Fellow and her attendance at iMean6 is supported by The Ian A. Gordon Fund and Victoria University Foundation.

Drawing on personal experiences with forensic linguistic case work and training sessions for a range of actors in the legal arena, I present an examination of how linguists and sociolinguists working in forensic contexts shape their scientific understandings differently for their different audiences. I also show how, at the same time, forensic linguists are shaped by the various audiences with whom they work, including legal professionals, law enforcement officers, witnesses, suspects, and incarcerated and exonerated individuals. For example, preparing expert reports and courtroom testimony with attorneys involves foregrounding one’s role as a highly qualified scientific expert, while working with law enforcement can involve emphasizing the practical applicability of analysis techniques. At the same time, forensic linguists following best practices learn to work within the limits of their expertise, and within their highly circumscribed role in legal proceedings: They are not criminal investigators or experts in crafting legal arguments, nor are they intended to serve as advocates for one ‘side’ or the other but rather as impartial scientific experts. Further, effective communication of scientific linguistic knowledge involves acknowledging the expertise of others: Legal professionals are experts in using and interpreting legal language, law enforcement officers negotiate on a regular basis the intricacies of intergroup communication, and exonerees and incarcerees are well aware that language and linguistic evidence can be (mis)used to obtain confessions, convictions, and prison sentences.

As linguists shape their identities in the course of applying findings and sharing knowledge beyond academia, they are confronted not only with practical issues in effectively conveying expert knowledge to non-experts but a host of deeper questions. For example, does playing the role of ‘impartial expert’ entail acceptance of the positivist view that there exist objective truths untainted by personal viewpoints and interests? Does impartiality rather than advocacy for persons caught up in legal systems fraught with
injustices implicate one in perpetuating inequities? In working for law enforcement, legal, security, and intelligence entities, how are forensic linguists, and indeed linguists of a range of sub-disciplines (e.g. computational linguistics), enmeshed in state and corporate systems of surveillance and control? And how do we as educators capitalize on the glamorization of ‘true crime’ in entertainment, media and popular culture to attract students to forensic linguistics and/or resist romanticization and ensure realistic accounts of our methodologically, theoretically and ethically fraught work?

This presentation is part of a larger conversation about science education and application beyond academia, as well as ongoing sociolinguistic examination of how storytelling serves to shape selves and subject matters as people spin different narratives for different audiences and weave their various stories into more and less coherent tapestries of self.
Negative and positive politeness strategies in the syntactic structures and hedging devices used in conversation in Bua Fiji Hindi

Mrs Romina Singh

University, Suva City, Fiji

Biography:
I am a native speaker of Bua Fiji Hindi. I was born and brought up in the village of Nakua, in the District of Lekutu in Bua, Vanualevu. In September 2018, I graduate with Master of Arts in Linguistics from the University of the South Pacific. The title of my thesis is: Sketch Grammar and Sociolinguistic Topics in Bua Fiji Hindi. I work at the Fiji National University as a lecturer with the department of Communication, Language and Literature. I can speak English, Standard Hindi and basic Bua Fijian. I studied standard Hindi in primary and secondary school and by listening and engaging in formal conversation. I can write both Standard Hindi and Fiji Hindi in Roman and Devanagari script. Although it may sound like an obvious statement, language is the center of my life and I enjoy studying the Sociolinguistic aspects of languages.

This paper investigates the negative and positive politeness strategies used in the syntactic structures and hedging devices in conversation in Bua Fiji Hindi. Studies on politeness in different cultures have received the attention of anthropologists and linguists. This research was based on Brown and Levinson’s (1987), and Lakoff’s (1973) models of politeness strategies. This work is innovative, since politeness has not been studied in Fiji Hindi, and based on recorded natural discourse. Thirty discussions were recorded and translated. The information was coded into several sentence level classes and after that examined. In this paper, analysis of six types of hedging devices in the conversation will be presented - subjectivity markers, performative hedges, clausal mitigators, downgraders, proverbs and politeness maxims. Together with this, syntactic strategies such as honorificity in pronominal use, plurality in verbs, use of particles, and syntactic structures in requests will also be presented. The analysis of the politeness strategies revealed remarkable divergences between male and female participants. The most significant difference found is that females tend to use subjectivity markers predominantly. The research, however, did not reveal any gender differences in using syntactic strategies. This research may inspire some new ideas concerning politeness strategies across different cultures in order to understand how cultural differences play a role in people’s politeness behaviour in conversations.

Keywords: politeness, hedging devices, syntactic structures
The right tool(s) for the task: the importance of interdisciplinary methods in multilingual communities

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This talk addresses the importance of interdisciplinary methods in effective and ethical research on multilingual communities. Drawing on examples from my own research with Washington, D.C.-area Latinos, a highly diverse immigrant community in a global-city environment, I argue that a fluid mixed-methods approach integrating sociolinguistics, discourse analysis, and ethnography provided insight into changing language and identity across generations which a single approach would not have provided. I further argue that ongoing community conversation is both vital to the research process and an ethical obligation. The talk underscores the need for flexible integration of principled interdisciplinary methodologies to best capture the particularities of complex multilingual contexts and of polyphonic conversation rather than the imposition of a unidirectional “researcher gaze”.
Kei te pai: exploring the influence of norms and context on the identity construction of a Māori male leader in New Zealand

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Biography:
Janet Holmes is Emeritus Professor of Linguistics and Associate Director of the Wellington Language in the Workplace Project at Victoria University of Wellington. (www.victoria.ac.nz/lwp/). She has published on many aspects of workplace discourse and language and gender.

Bernadette Vine is Research Fellow with the Wellington Language in the Workplace Project at Victoria University of Wellington. (www.victoria.ac.nz/lwp/). Her research interests include workplace discourse, leadership and New Zealand English.

As a member of a majority group it is easy to take norms of behaviour and interaction for granted: majority group norms are by definition unmarked, so that it is members of minority groups who tend to be aware of differences. Typically, it is only when norms are challenged or contested that they become salient for majority group members (Holmes 2018). In New Zealand the predominant norms are those of Pākehā, with the egalitarian ethic and individualism being core components of the Pākehā culture order (Holmes 2018). The 'culture order', comprises the norms 'to which everyone in society ... orients and which constrain the ways in which individuals construct their ethnic or cultural identity' (Holmes 2018). Some core components of the Māori culture order are respect for hierarchy and an orientation to the whānau/family group.

In this paper, we outline the concept of the culture order and illustrate how this concept can help illuminate the norms and values underlying how a Māori male leader enacts his leadership role in the context of management team meetings. In one meeting our focus leader is present as a member of the management team, while in the next he takes on the role of chair. In a third meeting, he not only chairs but is also Acting Chief Executive. We examine the effect of these changing roles on his interaction patterns and explore the way cultural norms and values influence his interaction patterns in these different contexts.

Discourse analysis in a bi/multilingual world: Weaving strands of meaning, identity and community

Dr Ute Walker

Massey University, Palmerston North, New Zealand

Biography:
My research and teaching interests combine language learning, bilingualism and identity, with a current focus on discursive construction of identity and community in translingual online environments.

While discourse analytical concepts and tools have traditionally focussed on monolingual texts and practices, new approaches are emerging to help understand discursive practices in an increasingly multilingual world where digital technology, globalisation and mobility have enabled communication across linguistic, cultural and geopolitical borders. This is evident in a turn towards practice-based approaches to understanding computer-mediated discourse in second-language learning contexts and the essentially social nature of online communication (Barton & Lee, 2013; Vandergriff, 2016) in Web2 environments, which have not only afforded new ways of being and doing, but are also challenging ways of thinking about text, social interaction/participation, and even language (Jones, Chik & Hafner, 2015).

This paper draws on multiple constructs - positioning theory, social presence and translanguaging to examine bilingual discourses of groups of transnational language learners via computer-mediated discourse analysis (Herring & Androutsopoulos, 2015). It aims to demonstrate how discursive practices facilitated an expanded process of negotiation of meaning: making sense of ideas, tasks, ways of engagement and being in digital space through a co-constructed process marked by a dynamic interrelationship of emergent identity, sociality and community.

References
‘The [sexy|stupid] [Scouse|Geordie|Cockney] accent’: The construction of regional dialects on Twitter

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Biography:
My research sits mainly in the areas of sociolinguistics and phonetics. I use large scale databases of spoken and written language, called corpora, as well as experimental methodologies, to examine how language is used and perceived by speakers, and how language changes over time.

It is well established in language attitudes research that some language varieties are more readily recognised and more often negatively stereotyped than others. For example, in the UK, Newcastle English (“Geordie”) and Liverpool English (“Scouse”) are both highly recognisable (Montgomery 2007; Leach, Watson & Gnevsheva 2016) but in prestige rankings Geordie typically fares much better than Scouse, which is instead highly stigmatized (see e.g. Giles 1970; Coupland & Bishop 2007). While these seminal studies provide important large-scale insight about the relative prestige rankings of varieties, the results are also somewhat coarse-grained. We know little about how the varieties - and the people who speak them - are discussed or how their stereotypes are discursively constructed.

In this paper, we explore the representation of regional language varieties in a new corpus of Twitter posts (‘tweets’). We use a quantitative and qualitative approach to explore users’ stances in relation to wider language ideologies within a superdiverse world (Blommaert & Rampton 2011). Superdiversity has brought about an ever-evolving ideological climate concerning language variation, as a result of globalisation and increased social mobility (Blommaert & Rampton 2011). In this framework, we address the extent to which our corpus exhibits the “rise of the regional” (Mugglestone 2007) where regional speech is embraced and positively valued.

We analyse tweets containing one of the following words: 'Scouse', 'Geordie', 'Manc', 'Cockney', 'Brummie', 'Smoggie'. A preliminary analysis, based on a corpus of 70k tweets, shows, for example, that ‘Scouse’ occurs most frequently, followed by ‘Geordie’, and ‘Smoggie’ occurs least often. The strongest negative stereotypes are associated with 'Scouse', while 'Geordie' fares better, in keeping with the results from prior language attitudes work. We will expand on these results, using a larger corpus (data collection is continuing). Our qualitative analysis builds on the quantitative results, by focusing on selected tweets, examining the user stances and the discursive representations of the most negatively stereotyped varieties. We connect the results to widely recognised social values associated with these varieties and discuss how these texts constitute a platform that integrates with and actively shapes peoples’ socio-cultural practices (Agha 2011; Androutsopoulos 2014).
Weaving humour into deafblind interactions: Insights from tactile Auslan (Australian sign language)

**Dr. Louisa Willoughby**, Dr Shimako Iwasaki, Dr Howard Manns, Dr Meredith Bartlett

1Monash University, Australia

**Biography:**
Louisa Willoughby is a Senior Lecturer in Linguistics, School of Languages, Literatures, Cultures and Linguistics. She is a sociolinguist/ applied linguist interested in how people use minority languages in Australian society and issues people who speak these languages may face in education and health settings. She explores these issues as they pertain both to migrant groups and to Deaf/Deafblind people who use sign languages.

Humour is a prevalent feature of human interaction across languages, cultures and language modalities. People tease, joke, and “do humorous” in everyday life. The visual modality of sign language leads itself particularly well to humour, as signers can make use of enactment to caricature people or personify animals or inanimate objects to hilarious effect (Ladd, 2003; Sutton-Spence & Napoli, 2012). However, there remains scant research on the interactional mechanics of how humour woven into signed interaction, and virtually nothing on how humour is negotiated by deafblind signers who perceive interactions via touch.

This paper explores the complexities surrounding weaving humour into tactile signed interactions by drawing on video-recorded data of interactions between deafblind Australians who are fluent users of tactile Auslan (Australian Sign Language). In both spoken and (visually perceived) sign languages a humorous or playful stance is often displayed through non-linguistic resources, such as smiling, laughter, eye crinkles or exaggerated prosody. This makes humour challenging for deafblind signers who gain information through different sensory resources such as the tactile sense, touching and feeling. The options that deafblind signers have appear to be to create new conventions for marking humour, to recover humorous intent through inferencing (e.g. the use of absurdity) or avoid it as something that is simply too hard to negotiate. We see evidence of all three strategies in the data, with the most successful moments of joint humour seeming to rely on both fairly unambiguous humorous inferences and the use of new conventions. We further demonstrate that exaggerated sign prosody alone does not result in stories being interpreted as humorous and discuss the often multi-step process signers use to establish a humorous frame for their utterance. Our analysis shows some of the challenges that tactile signers face in meaning making as it pertains to humour, but also that tactile signers are resourceful and capable communicators who are developing a range of strategies to successfully negotiate these challenges.

References:
Comparing multimodal narratives of rugby injury across team and clinical contexts

Dr Nick Wilson

Macquarie University, North Ryde, Australia

Biography:
Nick Wilson is a Senior Lecturer in Linguistics at Macquarie University, where he teaches Sociolinguistics and Linguistic Anthropology. He is the co-author, with Janet Holmes, of An Introduction to Sociolinguistics, and has conducted research on intra-team discourse and interaction in rugby teams in Scotland, New Zealand and Australia.

One of the ways in which rugby players construct an in-group identity is by sharing injury stories (Wilson, 2011). Such stories demonstrate a player’s commitment to the team and their orientation to the norms of the sport, many of which are closely linked with gender identity, and index cross-sectional cultural norms and ideologies (Holmes, Marra, & Vine, 2011). This study investigates the way in which male and female rugby players construct narratives about injuries they have experienced and compares how these stories are constructed in a team-based context, with a simulated clinical context. The data presented was collected through focus groups and simulated clinical interviews with male and female players from a grassroots rugby club. There are two foci of the paper: 1) how gesture is used to multimodally construct injury narrative, paying particular attention to the gestural reinforcement of spoken narrative; and 2) how the context of interaction and the perception of addressee role influences the construction of the injury narrative, including an analysis of stance towards the ideology of injury and pain tolerance that is inherent in rugby. This last point is also considered from the perspective of gender identity and the norm-reinforcing activity of the team is discussed from a critical perspective, drawing upon excerpts from the focus group which highlight a critical awareness of how playing rugby and well-being exist in mutual opposition. The analysis thus takes a multidisciplinary approach drawing upon multimodal interactional analysis (Kendon, 1990), interactional sociolinguistics, and critical discourse analysis, in order to investigate a phenomenon of interest to sports sociologists and practitioners of sports medicine.

References
Understanding Directiveness of Advice-giving in Chinese Medical Consultations through the Lens of Relational Work

Jesse Wai Chi Yip

Hong Kong Baptist University, Hong Kong,

Biography:
Jesse Yip is currently a research student in the Department of English Language and Literature at Hong Kong Baptist University. His research interests include discourse analysis, health communication, language and identity and systemic functional linguistics.

Previous studies have revealed that most medical practitioners face a dilemma about giving or not giving advice to their patients in medical consultations and most practitioners tend to uphold the principle of non-directiveness when giving advice. The subjects of these studies are mostly Western healthcare providers, while studies shedding light on the advice-giving of Chinese medical practitioners are relatively rare. Also, regarding the interpretative approach of discourse studies related to culture, it makes researchers fall into the trap of over-generalizations or stereotyping easily. This study takes culture as a dynamic and discursive construct, describing how the participants in Chinese medical consultations co-construct the practitioners’ directiveness of advice-giving through the analytical framework of relational work. Three predominant means the Chinese medical practitioners employ to offer advice to their patients, namely imperative, co-construction of advice and advice with explanations, were investigated.
Theme Analysis of Doctor-Patient Interaction in Traditional Chinese Medicine (TCM) Consultation in Mainland China

Ms Chenjie Zhang

1HKBU, Hong Kong,

Biography:
My present study adopts a discourse analysis approach to analyse the authentic TCM consultation data. The analysis first involves a more macro phase analysis, followed by micro-analyses including investigation of the exchange units that may reflect the speakers’ initiation, the degree of patient participation, doctors’ reaction to patients’, control intention, and the holistic model of TCM communication. Conversations will be divided into moves, which are smaller basic ‘discourse units sensitive to interactive function’ (Eggins & Slade 1997, p. 184). The initiation and reaction of interlocutors will be analysed to explore the participation and control exhibited by the doctors and patients in consultations. A discourse analytic approach based on the speech functions in the systemic functional linguistics (SFL) framework has been adopted. It is expected to find that doctors’ reaction to patients’ expression of their ideas and feelings is positive and that they are willing to support the patients in expressing their ideas and feelings during consultations.

Previous literature suggests that TCM doctors have good interpersonal skills in communication with their patients and the TCM doctor-patient relationship is usually lasting (Gu 1996, 1999; Zhang 2007; Chung et al. 2009; Wang 2010; Zhang & Sleeboom-Faulkner 2011). While a number of previous studies have touched upon topics related to doctor-patient interactions in the TCM context generally (e.g., Gu 1996 on general communication skills, Cong 2004 on decision making, Zhao 1999 on asymmetry in the doctor-patient relationship, and Jin & Tay on the comparative study of TCM and WM), very few have looked into the details of linguistic features of these interactions. With the audio recordings of 60 TCM consultations lasting for 9 hours including 4 doctors and 15 patients for each doctor in Zhengzhou, the present study aims to explore how the different topics are proposed in doctor-patient interaction. First, through dividing the conversations into basic units of move, the present study uses the qualitative conventional content analysis (QCCA) to analyse and classify the themes involved in TCM consultations. Then, the softwares of THULAC and Nvivo are used to get quantitative results of the word frequency count to give support to the qualitative analysis. Finally, with the general profile of the themes occur in TCM consultations, the logic analysis of the themes based on in systemic functional linguistics is adopted to further analyse how the themes are delivered and transferred between doctors and patients. According to the QCCA and the results of THULAC and Nvivo, it is found that the non-medical topics related to the life world such as eating or social life occurs frequently (word frequency average = 8.9 times / per case) in almost every TCM consultations cases although they look irrelevant to the illness. In addition, the themes in doctors’ talk aligns and contributes to the underlying coherence of previous topics proposed by patients. It can be inferred that doctors are willing to follow the topics of the patients and discuss the issues that the patients care about. This may make the patients feel that they are understood.
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