ALAPP 2018

8th International and Interdisciplinary Conference on Applied Linguistics and Professional Practice

Cardiff, Wales, U.K. | 17 - 19 September 2018

BOOK OF ABSTRACTS

8th International and Interdisciplinary Conference
on Applied Linguistics and Professional Practice

Cardiff University, Wales, U.K.

17 - 19 September 2018

sponsored by:

eQUINOX

Publishers exhibiting at/sponsoring conference:

Contents   page

Welcome

The International and Interdisciplinary Conference on Applied Linguistics and Professional Practice (ALAPP) was first held in 2011 at Cardiff University to bring together scholars from different disciplinary backgrounds. We are delighted to bring the conference back to Cardiff.

The disciplinary backgrounds of the presentations at the conference feature language and communication research and professional specialities including: business; education and training; forensic linguistics; healthcare; journalism; law; media studies; organisation studies; police work; social care and welfare; and translation and interpreting.

This year's conference consists of plenary lectures; panels; oral presentations; work-in-progress presentations; a workshop and poster presentations. The three day conference is followed by a one day Masterclass delivered by Prof. Srikant Sarangi.

ALAPP is closely linked with *Journal of Applied Linguistics and Professional Practice* (JALPP) (Equinox), with a view to bringing seminal research to a wider readership.

We hope you find the ALAPP conference in Cardiff a stimulating and thought-provoking experience and we wish you a pleasant stay in the Welsh capital.
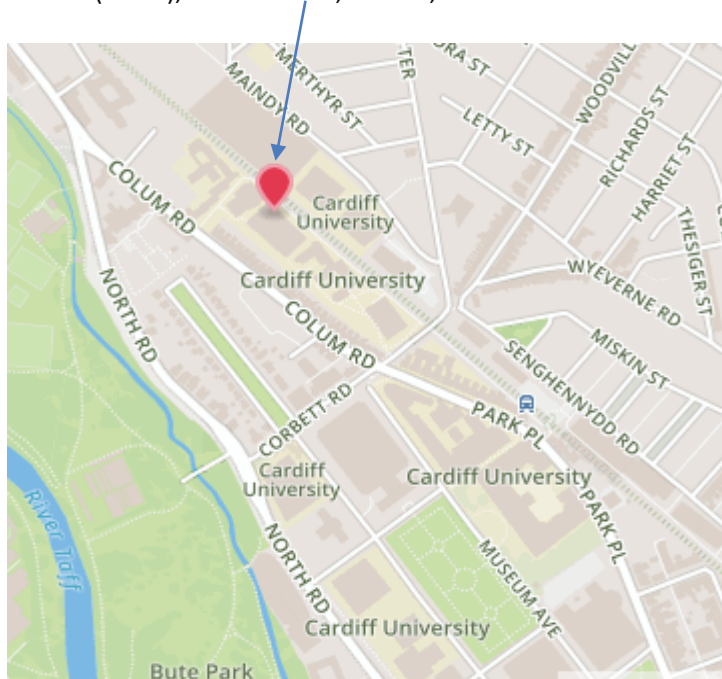
Local organising committee:
Virpi Ylänne; Teresa Spilioti; Frances Rock; Michael Handford; Tom Bartlett and Michelle Aldridge at Cardiff University
with
Srikant Sarangi and Bettina Jensen at Aalborg University, Denmark

Local information

Conference venue: Cardiff Business School Postgraduate Teaching Centre (PGTC), Colum Drive, Cardiff, CF10 3EU

The venue is reachable by foot from Cardiff city centre in about 20 mins. At the end of Park Place, enter through the red gate (next to Hoffi Coffi cafe) onto a path past the Arts and Social Studies Library and follow the signposts to the conference. The closest local train station to the venue is Cathays station (off Park Place, marked by a train on the above map); catch the train from Cardiff Central or Queen Street station. Buses 21, 23, 24 and 27 run along North Rd. Get off near the Royal Welsh College of Music and Drama (stop after Corbett Rd, then proceed along Corbett Rd to Park Pl/Colum Rd) or the next stop by Blackweir Tavern pub and turn back towards Colum Rd.

Masterclass venue: Aberdare Hall, Colum Road, Cardiff, CF10 3UP

Monday evening Equinox drinks reception venue: Viriamu Jones Gallery, Main Building, Cardiff University, Park Place, CF10 3AT

Conference dinner venue: Principality Stadium, Westgate St, Cardiff CF10 1NS, entrance Gate 3

Host Department of conference: Centre for Language and Communication Research, Cardiff School of English, Comunication and Philosophy, Cardiff University. Tel: +44 2920 876049 (School office)

Conference website: https://www.cardiff.ac.uk/conferences/applied-linguistics-and-professional-practice

Conference email: alapp2018@cardiff.ac.uk

WIFI will be given at registration. Registration opens at 8.30 am on Monday 17th September in room 0.04 in the PGTC

Equinox app

There will be an app available for you to access the conference programme.
Please follow this link to get to download the Equinox app:

 https://guidebook.com/app/Equinox/guide/equinox-linguistics/

You will be sent a text link to the app; you may need to sign into your App Store. Click on Download the App. Once you have it downloaded, open the App.

The app contains three Equinox guides corresponding to 3 different subject areas. Please choose LINGUISTICS. Then click on 3 bars top left, choose Conferences — ALAPP 2018, then choose programme or whatever you like.

In addition to the programme, the app has free virtual issues on topics related to the conference theme and some free books to read, as well as discount offers exclusive to app users.

ADDITIONAL INSTRUCTIONS: Once you have the app, choose to 'check in'. This allows you to message with others who also checked in to message. Or, you can go to your app store (App Store or Google Play) and search for Equinox Publishing Ltd.

Conference twitter hastag: #ALAPP8

Certificate of participation: Please let the registration desk know if you need a certificate of participation/presentation.

Taxis from Cardiff airport can be prebooked via the website www.flightlinkwales.com or call + 44 1446 728500

Bus from Cardiff airport to city centre is service T9

Local taxis within Cardiff: +44 2920 333 333 or +44 2920 666 666

If you travel by car, please email encap-events@cardiff.ac.uk, and we will organise a parking permit for you for the duration of the conference (please give your car registration number).

Acknowledgements

We thank the international scientific committee who reviewed the submitted presentation proposal abstracts:

PROGRAMME AT A GLANCE

Monday 17 Sept 2018

08.30 - 09.45	REGISTRATION & TEA/COFFEE (ROOM 0.04)	
09.45 - 10.15	OPENING CEREMONY (LT 0.16)	
10.20 - 10.50	PARALLEL SESSIONS X 5	PANEL: RESEARCHING AND IMPACTING PROFESSIONAL PRACTICE: IN MEMORY OF CHRIS CANDLIN (PART 1)
10.55 - 11.25	PARALLEL SESSIONS X 5	
11.30 - 12.00	PARALLEL SESSIONS X 5	
12.00 - 13.00	LUNCH (0.04)	
13.00 - 13.30	PARALLEL SESSIONS X 5	PANEL: RESEARCHING AND IMPACTING PROFESSIONAL PRACTICE: IN MEMORY OF CHRIS CANDLIN (PART 2)
13.35 - 14.05	PARALLEL SESSIONS X 5	
14.10 - 14.40	PARALLEL SESSIONS X 5	

14.40 - 15.00	TEA/COFFEE (0.04)		
15.00 - 16.15	THE CANDLIN LECTURE: THERESA LILLIS (LT 0.16) THE CANDLIN RESEARCHER AWARD		
16.20 - 16.50	PARALLEL SESSIONS X 3	PANEL: MULTILINGUALISM AND MULTICULTURALISM IN AUDIO-VISUAL TRANSLATION	PANEL: RESEARCHING AND IMPACTING PROFESSIONAL PRACTICE: IN MEMORY OF CHRIS CANDLIN (PART 3)
16.55 - 17.25	PARALLEL SESSIONS X 3		
17.30 - 18.00	PARALLEL SESSIONS X 3		
18.30 - 19.30	EQUINOX WELCOME RECEPTION (MAIN BUILDING FOYER, Park Place) Launch of Special Volume of *Journal of Applied Linguistics and Professional Practice* (JALPP) in memory of Chris Candlin		

13

Tuesday 18 September 2018

09.00 - 10.15	PLENARY: ROGER SÄLJÖ (LT 0.16) PRESENTATION OF ALAPP 2019
10.15 - 10.45	TEA/COFFEE (0.04)
10.45 - 11.15	PARALLEL SESSIONS X 5
11.20 - 11.50	PARALLEL SESSIONS X 5
11.55 - 12.25	PARALLEL SESSIONS X 5
12.30 - 13.30	LUNCH (0.04)
13.30 - 14.30	POSTER PRESENTATIONS (ROOM 1.20)
14.30 - 15.00	PARALLEL SESSIONS X 5
15.05 - 15.35	PARALLEL SESSIONS X 5
15.40 - 16.10	PARALLEL SESSIONS X 5
16.10 - 16.30	TEA/COFFEE (0.04)

Panels spanning the parallel session blocks:

- PANEL: LANGUAGE AWARENESS IN PROFESSIONAL COMMUNICATION (10.45 – 12.25)
- PANEL: INSTITUTIONAL ASSUMPTIONS AND COMMUNICATIVE PRACTICE IN LEGAL AND PROFESSIONAL CONTEXTS (14.30 – 16.10)

	BREAK
(18.30 - 19.00)	(TOUR OF STADIUM)
19.00 - 22.30	CONFERENCE DINNER – PRINCIPALITY STADIUM

Wednesday 19 September 2018

09.30 - 10.30	PLENARY: ANDREA WHITTLE (LT 0.16)	
10.30 - 11.00	TEA/COFFEE (0.04)	
11.00 - 11.30	PARALLEL SESSIONS X 5	DOCTORAL AND ECR CAREERS WORKSHOP
11.35 - 12.05	PARALLEL SESSIONS X 5	CAREERS FOR LINGUISTS: PREPARING FOR WHAT'S NEXT (UNTIL 12.30)
12.15 - 13.15	LUNCH; TEA/COFFEE (0.04)	
13.15 - 13.45	PARALLEL SESSIONS X 6	
13.50 - 14.20	PARALLEL SESSIONS X 6	
14.30- 15.30	OPEN FORUM & CLOSING OF CONFERENCE Followed by FAREWELL DRINKS 15.30 – 16.00	

ALAPP 2018

PROGRAMME IN DETAIL

Cardiff Business School Postgraduate Teaching Centre, Cardiff University, Colum Drive, CF10 3EU, Cardiff, Wales, UK

Monday 17 September 2018

08:30 – 09:45	REGISTRATION & TEA/COFFEE Room 0.04					
09:45 – 10:15	OPENING CEREMONY Lecture Theatre 0.16 Chair **Prof. Srikant Sarangi**, Director of Danish Institute of Humanities and Medicine (DIHM), Aalborg University Welcome by **Prof. Rick Delbridge**, University Dean of Research, Innovation and Enterprise, Cardiff Business School					
	Room 0.24 Chair: Handford	Room 0.23 Chair: Lehtimaja	Room 1.29 Chair: Spilioti	Room 1.26 Chair: Bartlett	Room 1.27 Chair: Aldridge	Room 2.01 Chair: Sarangi
10:20-10:50	**Farouk Bouhabida** Teaching culture in an Algerian EFL setting: Prospects and perspectives	**Sigurd D'hont** Speaking in the name of. Footing and stance-taking in an international criminal trial	**Laurence Dierickx** Between fear and confidence: The dual relationship between journalists and automated news	**Katherine Kappa** Negotiating asymmetries of knowledge: How "professional strangers" establish a shared body of knowledge in a collaborative development project	**Marty Laforest** Discourse analysis as a tool to detect deceitful callers to 9-1-1 emergency service: A model analysis	**PANEL 1:** *Researching and impacting professional practice: In memory of Chris Candlin* **Srikant Sarangi** Panel introduction

	Room 0.24	Room 0.23	Room 1.29	Room 1.27	Room 1.26	Room 2.01 Panel 1 cont'd
10:55 – 11:25	**Berna Hendriks** The effect of Dutch lecturers' accent strength in English on Dutch and international students: attitudes and comprehension	**R. Dian Dia-an Muniroh** Invigorating investigative interviewing training with a framework based on Linguistics	**Hanna Rehnberg & Maria Grafström** Hybrid professional practice in the new media landscape – a case study of VGRfokus	**Kerrilee Lockyer** The branding paradox: exploring employees' linguistic expertise in communicating brands across a multinational company	**Miguel Ángel Campos – Pardillos** Loanwords in English human rights vocabulary	**Rodney H. Jones** Mediated self-care and the question of agency
11:30 – 12:00	**Marion Heron & Erika Corradini** Writing for accredited professional development schemes: An ethnographic study	**Emmy Kauling** "He's possibly a wee enthusiast" – Co-constructing professional identities through interpreted professional discourse	**Yu Zhang** Discovering empathic interactions in online medical consultations: A case study of Mainland China	**Catharina Nyström Höög & Anders Björkvall** Opening the discussion on the meaning of values. Functions and features of a pivotal genre in Swedish public administration	**Snježana Husinec** A comparative analysis of collocations in UK and Croatian company law	**Frances Rock** They are cutting the hedge down so they can see over: Upgrading risk in non-emergency telephone calls to the police
12:00 – 13:00	LUNCH (0.04)					

18

	Room 0.24 Chair: Alshahrani	Room 0.23 Chair: Pill	Room 1.29 Chair: Lockwood	Room 1.27 Chair: Williams	Room 2.02 Chair: Koester	Room 2.01
13:00 – 13:30	Gail Forey	Kerstin Sjösvärd	Erika Darics & Maria Cristina Gatti	Janet Ainsworth	Work-in-Progress	Panel 1 cont'd
	The professional learning cycle: A framework for professional development	Experiences of supporting language learning in multicultural work communities	Talking a team into being in online workplace collaborations: The discourse of virtual work	Contestation over knowledge in courtroom discourse: The social science expert witness on the Stand	Ping Du Disagreement strategies at multicultural problem-solving meetings	Sarah Atkins & Celia Roberts Contributing to change when you are swimming against the current
13:35 – 14:05	Michael Seyfarth	Vângela Vasconcelos	Patrizia Anesa	Heidi Gilstad	Glen Alessi	Jonathan Crichton
	Empirically sound curricula for LSP courses: Old methods from a new perspective	Teachers' literacy practices in Brazilian public schools: Reflecting about the importance of continuing education in the school contexts	Hybrid forms of expertise in the popularization of legal information	Examining communication, information exchange and decision-making in surgical patient pathways	Strategic Communication: Views on how practitioners enact discursive strategies	Navigating collaboration and collusion in the psychiatric interview: The role of contextualisation cues in communicative expertise
14:10 – 14:40	Rick Evans	Christina Widera & Anke Settelmeyer	Maureen Matarese	Zoe Nikolaidou	Caroline Pelletier	Graham Smart
	Communicative self-efficacy (CSE): A sustainable and student-centered way of assessing communication learning across the curriculum	Describing linguistic and communicative requirements in vocational education and training – an operation-related approach	Analyzing face-to-face institutional talk as front-line policy implementation	Building up knowledge on heart defect at the intersection of institutionalised and self-initiated learning activities	Doing diversity in the tech industry	The death of scientific evidence in Canadian policy-making: Controversy and collective resistance to perceived government 'anti-science'
14:40 – 15:00	TEA/COFFEE (0.04)					

19

THE CANDLIN LECTURE: Prof. THERESA LILLIS, The Open University, UK (Lecture Theatre 0.16)
Ideologies of writing in professional domains: Challenges for making useful knowledge

THE CANDLIN RESEARCHER AWARD
Chair: Sarangi

	Room 0.22-0.23 Chair: Eppler	Room 1.29 Chair: Dawood	Room 1.27 Chair: Cserző	Room 2.02 Chair: Watts	Room 2.01
15:00 – 16:15					
16:20-16:50	**PANEL 2:** *Multilingualism and multiculturalism in audio-visual translation* **Lucile Desblache** Opera's tongues and languages	**Hadina Habil** Superior-subordinate talk: Analysing the hypermarket discourse	**Monica Rian** Information exchange and problem solving over the phone. A study of nurses' communication with patients during callback in a rheumatology department	**Work-in-Progress** **Karin Tusting** Developing communicative spaces in mental health care: The Care Programme Approach	**Theresa Lillis** A critical approach to academic literacy: The case of the English medium journal article
16:55-17:25	**Dionysios Kapsaskis** Translating multilingualism in film: Interlingual subtitling in the films of Jim Jarmusch	**Jackie Militello** Identity uptake in professional networking events in Hong Kong	**Andrea Milde** Linguistics in drama practice	**Kayo Kondo** Exploring older patient-physician interaction and patient-centredness in Japan	**Srikant Sarangi** 'Conflict of interest' vs conflation of interests in doing applied linguistics research
17:30 – 18:00	**Lucia Briechle & Eva Eppler** The effect of swearwords in subtitled and dubbed films	**Lubie Alatriste** From au-pair services to college admissions processes: Research application, impact and challenges of praxis		**Hanna Mohapeloa** Signs of embarrassment in conversations between patients and healthcare professionals	General discussion moderated by the panel coordinator, Srikant Sarangi
18:30-19:30	EQUINOX WELCOME RECEPTION (Viriamu Jones Gallery, Main Building, Park Place) Welcome by **Prof. Damian Walford Davies**, Pro-Vice Chancellor, College of Arts, Humanities and Social Sciences Launch of special Volume of *JALPP* in memory of **Chris Candlin**				

Tuesday 18 September 2018

	Room 0.24 Chair: Garzone	Room 0.23 Chair: Barber	Room 1.29 Chair: Jones	Room 1.27 Chair: Crichton	Room 2.02 Chair: Matarese	Room 2.01 Chair: Handford
09:00 – 10:15	PLENARY: Prof. ROGER SÄLJÖ, University of Gothenburg, Sweden (Lecture Theatre 0.16) *Categorizing practices and social dilemmas: The case of pupil identities and school careers* PRESENTATION OF ALAPP 2019 Chair: Sarangi					
10:15 – 10:45	TEA/COFFEE (0.04)					
10:45 – 11:15	Halina Sierocka	Nicoletta Vasta, Nickolas Komninos & Piergiorgio Trevisan	John Pill	Ian Townsend, Sarah Collins Emma Romy-Jones Gary Thompstone & Jemma Drake	Work-in-Progress Sissel Rolness Lysklett	PANEL 3: *Language Awareness in professional communication* Michelle Aldridge
	Linguistic integration of adult migrants in the era of the migration crisis	Multimodal awareness for child literacy	Investigating test mandate discourse: Policy makers' perceptions of language tests for professional registration	'In the Round': A patient-centred, holistic approach to teaching and learning communication for healthcare professionals	Taking an activity-type approach to workshops: Enabling participants from different healthcare disciplines in emergency medicine to address collaborate teamwork challenges	Talking with children: Raising awareness of how to enable child witnesses to give informed consent in police investigative interviews in cases of alleged child sexual abuse

21

	Room 0.24	Room 0.23	Room 1.29	Room 1.27	Room 2.02	Room 2.01
					Work-in-Progress	Panel 3 cont'd
11:20 – 11:50	**Judith Reynolds** Flexibility and structure in refugee legal advice communication: What examining the discursive structure of interactions can tell us about legal-lay intercultural and multilingual communication	**Massimiliano Spotti** What is gained and what is lost: An interpretive ethnographic study of the transition from books to screen based material for teachers engaged in the integration of newcomers to the Netherlands	**Margaret van Naerssen** Faculty voices on professional communication needs in EMI contexts	**Sarah Collins** Remarkable Lines: Drama, linguistics and the geography of communication in cancer clinics	**Chenjie Zhang & Jesse W. C. Yip** Understanding the co-construction of medical consultation in Traditional Chinese Medicine: A discourse structural analysis	**Michael Handford & Almut Koester** 'I hear whispers and I don't like it': Adversarial, non-conflictual professional communication
11:55 – 12.25	**Rashwan Salih** Language policy and Kurdish Identity since 2003	**Jane Lockwood & Erica Darics** Are you still there? An examination of webchat based customer service interactions	**Kathrin Kaufhold** Professional identity construction in narratives on mediating access to healthcare for migrants	**Daniele Franceschi** Physician-patient communication: An integrated multimodal approach for teaching medica English	**Tom Rausch** Organizational discourse of a Pan-African health consortium in the aftermath of the most recent Ebola outbreak: A linguistic ethnographic study	**Tereza Spilioti, Tom Bartlett, Virpi Ylänne & Michelle Aldridge** (Re)scaling processes in nurse shift-change handover interaction: Making a difference by raising language awareness
12:30 – 13:30	LUNCH (0.04)					
13:30 – 14:30	POSTER PRESENTATIONS MSc Common Room 1.20 Sarah Collins et al; Mária Czellér; Fauve De Backer; Rosineide Magalhães de Sousa; Rick Evans; Takeshi Kamijo; Cecilia Olsson Jers; Andriela Rääbis; Ildiko Tar; Maria Tarantino; Atsuko Misaki & Noriko Watanabe; Alla Zaytseva					

22

	Room 0.24 Chair: Alessi	Room 0.23 Chair: Smart	Room 1.29 Chair: Anesa	Room 1.27 Chair: Bartlett	Room 2.02 Chair: Sarangi	Room 2.01 Chair: Steel
14:30 – 15:00	**Izabel Magalhaes & Julia Argenta** Health professionals' and patients' comments about present healthcare and their expectations for change	**Trine Dahl & Kjerstin Fløttum** Climate change as a corporate strategy issue in the energy sector: A discourse analysis of Total's *Climate Strategy* and Statoil's *Climate Roadmap*	**Andreas Nord** Improving administrative texts: A case study of texts written before and after a prize-winning Plain Language project	**Kate Haworth** Delivering language and communication training for police interviewers: Reflections on the challenges of applying linguistics to professional practice	**Work-in-Progress** **Alda Maria Coimbra A. Maciel** The Reading Comprehension Progression Plan: A Systemic-Functional proposal for innovative reading practices of multimodal texts	**PANEL 4:** *Institutional assumptions and communicative practice in legal and professional contexts* (4 x 25 mins) **Piotr Węgorowski** Bringing communities and the police together: The ideals of neighbourhood policing versus the discursive reality
15:05 – 15:35	**Tengku Farah Petri Mahmood, Rafik-Galea, Mohd Kasim & Othman** How do parents use linguistic accounts when talking about decisions on childhood vaccination	**Christina Efthymiadou** 'There is blind trust because we have this relationship': Doing trust in cross-border collaboration	**Gøril Thomassen Hammerstad** Negotiating professional responsibility in client-counsellor interaction: Brought along and brought about role/relationships	**Helen Watts** Discourses of Care: Care is not just about "*how do you cope with poo*"	**Mareike Oesterle** The role of teacher educators' interaction with each other in the context of European project work	**Kate Steel** Police 'use' of rapport in practice during domestic abuse call-out interactions **Tina Pereira** Preparing a witness with a learning disability for answering: Atypical communication in forensic interviews

23

	Room 0.24	Room 0.23	Room 1.29	Room 1.27	Room 2.02 Work-in-Progress	Room 2.01
	Jack Pun	Anne Kari Bjørge	Rabab Ali H. Alshaikh	Simon Harrison	Puteri Jahn Kassim	Emily Powell
15:40 – 16:10	Understanding the role of health professional-patient communication practices in East Asia: Hong Kong, Korea, Japan, Taiwan, and Mainland China	Language use and career pathing in offshored operations: A case study	A study of English lexical proficiency amongst Saudi medical students in CLIL and EFL contexts: motivation and gender	When looking out of a window is work: Embodied displays of vigilance in the beach lifeguard hut	Draft of professional standards for the editing of research papers publishable in international journals	'They will label me as a nut': Identity and responsibility in the narratives of offenders
16:10 – 16:30	TEA/COFFEE (0.04)					
(18:30– 19:00)	(TOUR OF STADIUM)					
19:00 – 22:30	CONFERENCE DINNER Principality Stadium, Westgate Street, Cardiff, Gate 3					

Wednesday 19 September 2018

Time	Room 0.24 Chair: Aldridge	Room 0.23 Chair: Handford	Room 1.29 Chair: Rock	Room 1.27 Chair: Spilioti	Room 2.02 Chair: Rafik-Galea	Room 2.01
09:30 – 10:30	PLENARY: Prof. ANDREA WHITTLE, Newcastle University Business School, UK (Lecture Theatre 0.16) Consequential categories: How categories in interaction work to get work done — Chair: Hanford					
10:30 – 11:00	TEA/COFFEE (0.04)					
11:00 – 11:30	Samuel Larner — The disparity between facilitating disclosure and collecting evidence in cases of child sexual abuse: The need for a change in policy?	Pamela Rogerson-Revell — Chairing international business meetings: Investigating humour and leadership style in the workplace	Aaron V. Cicourel — Two views of social structure	Giuliana Garzone & Paola Catenaccio — Ethical knowledge and the construction of community interpreters' professional role in codes of ethics	Work-in-Progress — Maame Nikabs — The discourse of "Soli": Insights into the practices of Ghanaian journalists	WORKSHOP — Doctoral and ECR Careers Workshop: Careers for linguists: Preparing for what's next — Anastasia Nylund & Anna Marie Trester — 11:00 – 12:30
11:35 – 12:05	Eleanor Lutman – White — The interactional management of blame and responsibility in Child Protection Conferences (CPC) in England	Inkeri Lehtinaja — Orienting to limited linguistic resources in multilingual workplace meetings	Helen Donaghue — Negotiating identities: Relational work in critical post observation feedback	Chris Heffer — Bullshit, epistemic negligence and the ethics of professional discursive practice	Noriko Watanabe — In search of language needs for artists and designers in Japan	WORKSHOP Cont'd until 12.30
12:15– 13:15	LUNCH; TEA/COFFEE (0.04)					

	Room 0.24 Chair: Wegorowski	Room 0.23 Chair: Ylänne	Room 1.29 Chair: Spilioti	Room 1.27 Chair: Rezaie	Room 1.26 Chair: Garzone	Room 2.02 Chair: Sarangi
13:15 – 13:45	**Noraini Rahman & Hadina Habil** Interdiscursivity function of Incident Reports in an oil and gas company	**Hans J. Ladegaard** Exploitation of migrant workers: Is gender an issue?	**Enoch Sebuyungo** Translating administrative documents from French to English for a Ugandan audience. A Sociolinguistic and Pragmatic approach	**Shameem Rafik-Galea** Rhetorical structure of standard marine communication phrases (SMCP) in VHF radio communication among seafarers	**María Luisa Carrió-Pastor** Evidential devices in communicating research findings in the academic fields of engineering and medicine	Work-in-Progress **Raphael Sannholm** Collectivity in the translation workplace
13:50 – 14:20	**David Giannoni** A longitudinal study of multilingual content in British academic websites	**Doris Höhmann** Impact and potentiality of script-based model dialogues in bi- and multilingual settings	**Kai Amir Kadhim & Ibrahim Alsemeiri** The translation of hedges from Arabic into English	**Minna Suni** Dentists abroad: Dental care in a second language	**Joseph Bartolotta, Tiffany Bourelle & Julianne Newmark** User-centered design, writing, and the role of collaborative community, from classroom to workplace	**Clarissa Surek-Clark** Translation and interpreting training in multilingual Ohio
14:30 – 15:30	OPEN FORUM & CLOSING OF CONFERENCE Lecture Theatre 0.16 Followed by CLOSING DRINKS 15:30 – 16:00					

Plenary lectures

Theresa Lillis, The Open University, UK

Ideologies of writing in professional domains: challenges for making useful knowledge

Written texts mediate action and serve as accounts of action in most contemporary professional domains. In this presentation I will argue that 'writing' as a phenomenon constitutes a 'Critical Moment' (after Candlin 1987) in professional discourse because of its fundamental role in expert systems and the dominant ideologies of writing evident both in professional practice and academic areas of language study (applied and sociolinguistics). Such ideologies can be characterised as: 1) construing the written text as transparent, transactional and referential; 2) involving a normative stance towards understanding and evaluating what writing is and does; 3) enacting a normative-deficit orientation towards producers of written texts (Lillis 2013). A key challenge is to find ways of understanding writing which are not constrained by existing 'intellectual'(academic) and 'expert' (professional) (Sarangi 2012) ideologies and which can contribute to useful knowledge for professional practice.

I will draw on data from two projects to illustrate dominant ideologies towards writing and the intellectual, professional and ethical consequences of slippage towards a normative evaluative frame for understanding the nature of writing as a phenomenon in professional domains: scholars' writing for publication (a longitudinal project with Mary Jane Curry, e.g. Lillis and Curry 2010; 2015) and writing in professional social work (Lillis, 2017; see also WiSP, http://www.writinginsocialwork.com/with Maria Leedham and Alison Twiner). Each of these projects involves a text-oriented ethnographic approach which I will argue lends itself to - but does not guarantee - an opening up of dominant orientations to writing. I will consider the difficulties

and possibilities of different research-based trajectories towards building useful and usable knowledge for professional practice.

References:

Candlin, C. N. (1987) Explaining moments of conflict in discourse. In R. Steele & T. Treadgold (Eds.), *Language topics: Essays in honour of Michael Halliday.* Amsterdam, Netherlands: John Benjamins. 413-428.

Lillis, T. (2013) *The sociolinguistics of writing*. Edinburgh: EUP.

Lillis, T. (2017) Imagined, prescribed and actual text trajectories: the 'problem' with case notes in contemporary social work, *Text and Talk,* 37-4: 485-508.

Lillis, T. and Curry, M.J. (2010) *Academic writing in a global context.* London: Routledge.

Sarangi, S. (2012) Applied Linguistics and Professional Discourse Studies, *Linguística Aplicada das Profissões,* 16,1: 1-18.

Theresa Lillis, bio note

Theresa Lillis is Professor of English Language and Applied Linguistics at The Open University, UK. Her research interests in writing across a range of academic, professional and everyday domains of practice centre on the politics of production and participation. Authored, co-authored and edited books and Special Issues include *Academic writing in a global context* (with Mary Jane Curry, Routledge 2010), *The sociolinguistics of writing* (EUP, 2013), *Theory in Applied Linguistics* (AILA Review, vol 28 2015), *The politics of language and creativity* (with David Hann, The Open University 2016), *Global academic publishing policies, perspectives and pedagogies* (with Mary Jane Curry, Multilingual Matters 2018), *Gender and academic writing,* (Journal of English for academic purposes, 2018 with Jenny McMullan and Jackie Tuck 2018).

Roger Säljö, University of Gothenburg, Sweden

Categorizing practices and social dilemmas: the case of pupil identities and school careers

All social activities rely on categories and practices of categorization. In this sense, categorization is a fundamental principle of thought and social action in any setting. The aim of this presentation is to discuss the uptake, evolution and sociogenesis of categories and categorizing practices in institutions, notably the school. More specifically, I will address the issue of how "school problems" have been conceptualized. Categories are the means by which institutions "think" (Douglas, 1986), and they are consequential for how institutions handle social dilemmas. In this sense, categories are enacted in the production of social order. Institutions are central to the functioning of a complex society, and, at another level, they play a decisive role in the production and use of knowledge. Thus, what we claim to know about society is to a large extent reflected in the categories which are accepted as valid indicators of societal phenomena. In recent decades, we have witnessed a dramatic increase in the number of children in the Western world who are diagnosed with neuropsychiatric disorders (ADHD, but there are several alternative diagnoses). This development is an interesting case in point for exploring the adoption and spread of categories in contemporary society, and the role of professionals (in this case, psychologists, headmasters, teachers and others). In the presentation, it will be shown that through the history of public schooling the social dilemmas caused by diversity have been responded to through the emergence of categories that alledgedly "explain" school problems. The categories put to use reflect wider social assumptions of their time about people, their capacities and development, and they also contribute to placing the problems in the child rather than in the institution.

Roger Säljö, bio note

Roger Säljö, Ph. D., Dr. h. c. mult., specializes in research on learning, interaction and human development in a sociocultural perspective, where he has published extensively. Much of this work relates to issues of the sociogenesis of symbolic technologies (writing, number systems etc.), and how people accommodate to using such resources in cognitive and communicative projects. He has been engaged in interdisciplinary work with colleagues from a range of different disciplines and professions. He is Director of the Linnaeus Centre for Research on Learning, Interaction and Mediated Communication in Contemporary Society (LinCS), a national centre of excellence funded by the Swedish Research Council. He has been a Finland Distinguished Professor (FiDiPro) of the Academy of Finland working at the University of Turku. He is an honorary doctor at the University of Turku and the University of Agder, and honorary professor at the University of Bath. He has been visiting professor at a number of universities, including Universität Konstanz, University of California San Diego, Rijksuniversiteit Utrecht, University of Oslo, Georg-August-Universität Göttingen, University of Agder, University of Stavanger. Roger Säljö is a member of editorial boards of several scientific journals and founding co-editor of Learning, Culture and Social Interaction. He has supervised 50 Ph.D. candidates at six different faculties.

Plenary 3 Wednesday 19.9.2018 at 9.30, LT 0.16

Andrea Whittle, Newcastle University, UK

Consequential categories: How categories in interaction work to get work done

This talk will address the kinds of work that gets done with categories in workplace interactions. Categories matter because people make sense of their professional relationships at work by using membership categories. In this talk, I will also aim to show how categories can be used to bring into being new relationships and new ways of organizing in workplace settings. We will delve into the murky world of organizational politics and managerial practice in one organization and explore the way that categories in talk enabled a change agent to manoeuvre himself and a team of managers through the politics of a strategic change project. After looking at the kinds of work accomplished by categories in this one case, I will conclude by draw out wider implications for the study of categories – and their consequences – for professional practice in a range of institutional settings.

Andrea Whittle, bio note

Andrea Whittle is Professor of Management and Organization Studies at Newcastle University Business School. Before joining Newcastle University in 2013 **Andrea** was a Professor of Organization Studies at Cardiff Business School. Her research is driven by a passion for understanding the role of language in business and management settings and is informed by theories and methodologies from the fields of discourse analysis, narrative, discursive psychology, ethnography, ethnomethodology and conversation analysis.

Panels

PANEL 1

Researching and impacting professional practice: In memory of Chris Candlin

Panel Convener/Coordinator
Srikant Sarangi
Danish Institute of Humanities and Medicine, Aalborg University, Denmark

Presenters (in order of session and presentation schedule)

Rodney H. Jones
Department of English Language and Applied Linguistics, University of Reading, UK

Frances Rock
School of English, Communication and Philosophy, Cardiff University, UK

Sarah Atkins
School of English, University of Nottingham, UK

Celia Roberts
School of Education, Communication & Society, King's College London, UK

Jonathan Crichton
School of Creative Industries, University of South Australia, Australia

Graham Smart
School of Linguistics and Language Studies, Carleton University, Canada

Theresa Lillis
School of Languages and Applied Linguistics, The Open University, UK

Srikant Sarangi
Danish Institute of Humanities and Medicine, Aalborg University, Denmark

PANEL SYNOPSIS

This panel is organised in memory of Chris Candlin as a way of recognising, posthumously, his illustrious contributions to the conduct of Applied Linguistics research over the past six decades. The presenters include scholars who have benefited – directly or indirectly – from Candlin's professional and intellectual trajectory over the years. Of necessity, the individual presentations address diverse topic areas – ranging from medical education, healthcare encounters, mediated self-care, non-emergency calls to police to academic literacy practices, anti-science governmental policies to dilemmas/stakes involved in researcher-practitioner collaboration. What is particularly salient among the contributions is the shared commonalities underpinning the applied linguist's professional stance to engage with real-world issues by drawing upon key methodological and analytical perspectives that Candlin so richly epitomised in his scholarly journey.

The specificity of the presentations is manifest at two levels: (i) in addressing several key notions e.g., communicative expertise; individual agency; risk formulation/categorisation; ideological representations of motives and actions; parameters of academic literacy vis-à-vis knowledge dissemination; and (ii) in foregrounding the primacy of analytical technologies when engaging with discursive data; professional/institutional resistance to evidence-based linguistic findings when it concerns change in current practice; and tensions along the continuum of conflict and collusion when team-working alongside professional practitioners.

SESSION 1

Presentation 1

Panel introduction
Srikant Sarangi, Aalborg University, Denmark [Panel coordinator]

Presentation 2

Mediated self-care and the question of agency
Rodney H. Jones, University of Reading, UK

This paper analyses the discursive construction of agency in narratives of 'mediated self-care', stories of disease management and/or recovery in which particular material or discursive technologies play a central part. Specifically, it analyses two stories of self-care, one told in the context of an Alcoholics Anonymous meeting, and the other told in the context of a Quantified Self meetup. The analytical apparatus I will bring to bear on these data is *mediated discourse analysis*, an approach to discourse whose primary focus is on the actions and identities made possible when people appropriate 'technologies' into particular situations (or 'sites of engagement'). The analysis focuses on how narrators construct their relationship with the technologies they use, how they describe the process of mastering these technologies, and how these technologies are represented as emblems of group membership. The analysis reveals how different kinds of technologies are associated with different constructions of the self, different constructions of 'wellness', and different constructions of agency in relation to technologies of self-care and the communities associated with them.

Presentation 3

They are cutting the hedge down so they can see over: Upgrading risk in non-emergency telephone calls to the police
Frances Rock, Cardiff University, UK

This paper examines how risk communication features in telephone calls to a British non-emergency police number. Using a collection of naturally occurring telephone calls to a police non-emergency line the paper takes an approach grounded in qualitative discourse analysis. The work illustrates that callers discursively construct risk through categories which enable them to make sense of, and meaning around, the dangers they perceive. Through this

discursively constructed risk, callers warrant their calls. In doing so, they draw on categorisations of crime types, then upgrade their categorical alignments which serves to connect the incidents they are reporting to increasingly serious crime type categories. The paper shows how this process of construction and categorisation of risk is bound into wider discursive strategies. The work has applications in call handling contexts where an understanding of ways that risk can be appropriated has diagnostic potential.

SESSION 2

Presentation 4

Contributing to change when you are swimming against the current
Sarah Atkins, University of Nottingham, UK
Celia Roberts, King's College London, UK

Chris Candlin was one of the first applied linguists to study the medical consultation in the 1970s as the UK was becoming more diverse. In the 21st century, his early work looks all too prescient, as we grapple with what it means to be professionally competent with a patient population from everywhere. This paper examines the communicative issues around the use of role-play in standardised medical assessments in this globalised, superdiverse context, particularly around the measurement of interpersonal skills such as 'empathy'. Our linguistic study contends that the focus on interpersonal skills in standardised assessments amplifies the problem of using simulated empathy and requires additional interactional work on the part of the medical practitioner being assessed. This focus on interpersonal skills can lead to inequalities, since an unfair weight may be put upon candidates trained overseas. The debate around communication skills and standardised assessment in medicine needs to be re-set. Nevertheless, this case is not an easy one for applied linguists to make, when swimming against the current of standardised assessment in medical education. The latter part

of the paper describes our attempts to influence the discourses and practices of Royal Medical Colleges responsible for licensing doctors and discusses the limits of an applied linguistic critical stance in contributing to institutional change.

Presentation 5

Navigating collaboration and collusion in the psychiatric interview: The role of contextualisation cues in communicative expertise

Jonathan Crichton, University of South Australia, Australia [Presenting]
David Ash, University of Adelaide, Australia
Shaun Sweeney, University of Adelaide, Australia
Cherrie Galletly, University of Adelaide, Australia

The paper draws on a three-year, collaborative study that investigated the communicative expertise used by psychiatrists in clinical interviews involving patients with thought disorder. Thought disorder is a common symptom in psychotic disorders such as schizophrenia and, as with the other major mental illnesses, the interview is still the primary means of assessment. However, thought disorder is exceptional in not having a literature on interaction between clinicians and patients associated with it (Galletly & Crichton, 2011). The methodology involved recording and transcribing twenty-eight routine clinical interviews involving eleven patients with thought disorder and five psychiatrists. The analysis draws on ongoing, reflexive discussion among the project team (an applied linguist, two psychiatrists and a clinical mental health social worker) to seek mutual understanding of the communicative expertise that psychiatrists draw on in the interviews. In this paper, drawing on illustrative examples of data from one of the interviews, we explore how the psychiatrist meets the need for the patient's perceptions to be respected and validated without allowing the perception of collusion. We argue that to accomplish this requires of the psychiatrist the capacity strategically to recognise, interpret and respond to the patient in light of particular 'cues'

(Gumperz, 1982, 1992) within the unfolding talk. We suggest that this capacity is central to the communicative expertise required to create and maintain rapport with the patient while guiding the trajectory of the interview according to the clinical agenda.

Galletly, C., & Crichton, J. (2011) Accomplishments of the thought disordered person: A case study in psychiatrist-patient interaction. *Medical Hypotheses, 77*, 90-94.

Gumperz, J. (1982) *Discourse strategies*. Cambridge: Cambridge University Press.

Gumperz, J. (1992) Contextualisation and understanding. In A. Duranti & C. Goodwin (Eds.), *Rethinking context: Language as an interactive phenomenon* (pp. 229-252). Cambridge: Cambridge University Press.

Presentation 6

The death of scientific evidence in Canadian policy-making: Controversy and collective resistance to perceived government 'anti-science'

Graham Smart, Carleton University, Canada

The paper describes a study of publicly voiced resistance by a Canada-wide community of scientists and citizen supporters against what they perceived as the Canadian government's efforts to undermine publicly supported science, along with its concern for empirical evidence, in order to advance a narrowly pro-industry orientation in its policy-making. Using Maarten Hajer's (1995) Argumentative Discourse Analysis to interpret a corpus of some 700 Web-published texts, the paper identifies a macro-argument collectively created and publicly communicated by the Canadian scientific community. The paper also shows how this macro-argument served as a vehicle for two ideological representations, a virtuous self-representation of the scientific community itself and a negative representation of the motives and actions of the Canadian government. The findings of the research contribute to our

understanding of how collective argumentative positions emerge within the discourse of a major scientific controversy. At the same time, the study offers insights to policy-makers on how they might communicate more effectively with communities of scientific experts.

SESSION 3

Presentation 7
A critical approach to academic literacy: The case of the English medium journal article

Theresa Lillis, The Open University, UK

One key concern in the works of Chris Candlin is to articulate the ways in which professional workers of language and literacy can critically engage with academic literacy. This paper considers how orientations to 'English', 'language' and 'language work' are enacted in practices of academic journal review and the consequences of such practices for global knowledge production, evaluation and circulation. Drawing on 95 text histories from a longitudinal project on writing for publication in 4 national contexts, this paper analyses the language ideologies enacted in referees' and editors' comments on articles submitted for publication in English-medium 'international' journals. In exploring evaluation practices, the article problematizes three persistent practices in orientations to written language in applied and social linguistics: (1) The treating of English as a single stable semiotic resource over which the 'native' speaker is attributed a privileged evaluative position; (2) The overriding transparency approach to *written* language and communication, both in common sense discourse and applied and sociolinguistics more generally ; (3) The focus on *production* as distinct from *uptake*. Implications for the professional practices of key agents - authors, brokers, editors and reviewers - will be indicated.

Presentation 8
'Conflict of interest' vs conflation of interests in doing applied linguistics research
Srikant Sarangi, Aalborg University, Denmark

Declaration of 'conflict of interest' is a familiar topic within the framework of research ethics – to avoid and minimise increased risks of bias. As a notion, 'conflict of interest' is intricately tied to mutual trust, altruism and social responsibility. In this presentation I extend this notion of 'conflict of interest' beyond rewards in terms of monetary gains or career development to address the conflict-conflation dilemma at a deeper epistemological and ontological level in the conduct of applied linguistics research. When applied researchers representing either a single discipline or multiple disciplines approach professional practitioners to engage in societal and practical issues, they bring along with them their 'communities of practice' or 'habitus', with distinct epistemological and ontological underpinnings. It is habitual for (inter) discipline-based researchers to grind their own axe both during the high-stakes research process and with regard to the dissemination of findings, despite an early declaration of mutuality of interests. The potentially conflictual orientations – whether explicitly or implicitly manifest – are, to a larger extent, rooted in the source disciplines which can qualitatively affect the research process (e.g. the contingencies pointing towards a redesigning of the study and refocusing of research questions) and outcomes (e.g. interventions targeted at changing professional practice and publishable co-authored outputs). As an illustration, I systematically outline the key mile-stones involved in working across professional and disciplinary boundaries, including critical insights about 'partnershipping' in relation to an ongoing research project concerning emergency communication in the Danish healthcare context. In conclusion, I raise the need for a code of practice based on our collective and cumulative experiences for conducting interdisciplinary and interprofessional applied research.

Presentation 9 General discussion moderated by the panel coordinator, Srikant Sarangi.

PANEL 2

Multilingualism and multiculturalism in Audio-visual Translation

Panel Convener/Coordinator
Eva Duran Eppler
University of Roehampton, UK

Presenters (in order of presentation schedule)

Lucile Desblache
University of Roehampton,UK

Eva Duran Eppler
University of Roehampton, UK

Dionysios Kapsaskis
University of Roehampton, UK

Lucia Briechle
Affiliation pending

PANEL SYNOPSIS

The panel explores opportunities and challenges posed to translators and audiences by multilingualism and multiculturalism in AV products. We look at two diverse genres, opera and film. The first paper establishes opera as an intrinsically multilingual genre and the only one to openly promote multilingualism. As an intrinsically multimodal genre it also requires the use of different languages from verbal to visual. The paper argues that this reliance on multiple languages explains the successful revival of opera: it echoes hybrid 21st century trends and eases the difficulty of contemporary music through multimodality. The remaining two papers investigate multilingual and multicultural aspects of the translation of films. The first one

focuses on subtitling of films in which multilingualism and multiculturalism is itself a constitutive theme of a film. It argues that the multifaceted and multi-purpose use of multilingualism in Jim Jarmusch's films requires subtitling decisions not only to be based on isolated film sequences, but on analysis of the film as a whole. The last paper investigates the complexities the multi-cultural nature of swearing poses for translators. It asks whether swearing in subtitles really has a stronger effect on film audiences than swearing in spoken language, i.e. dubbing. It presents the first empirical investigation of this claim only to show that it is unfounded. It therefore suggests that the AVT practice of toning down or omitting swearwords in subtitles needs to be re-evaluated.

Presentation 1

Opera's tongues and languages
Lucile Desblache, University of Roehampton,UK

Popular music today is primarily vocal and sung in English. While music distribution and dissemination is global, production is predominantly monolingual. With the exception of dance music, popular music primarily functions as support for poetry in English. Paradoxically, while opera is still perceived as an elitist genre, it is the only musical and theatrical genre that is consistently multilingual. Surtitling, ubiquitous in opera houses since the last decade of the 20th century, has made foreign languages on stage welcome. This is particularly interesting in English-speaking countries, exposed to relatively few foreign languages in entertainment. In addition, due to its multimodal nature, 21st century opera relies on an array of languages in addition to the musical language that is at its core. This broad 'multilingualism' contributes to the revival of opera as a successful musical genres today, essentially for two reasons: first because of hybrid 21st century trends and second because the difficulty of contemporary music is eased through the presence of other artistic languages and references. This paper will consider these issues answering the following questions:

1) How does opera fit into the picture of a culture where market and accessibility are the key words?
2) How does opera contribute to render 'highbrow' music more accessible in the context of an art form considered to one of the most inaccessible?
3) What array of languages does opera rely on in the 21st century?

Presentation 2

Translating multilingualism in film: Interlingual subtitling in the films of Jim Jarmusch
Dionysios Kapsaskis, University of Roehampton, UK

In this presentation, I will address the issue of the subtitling of multilingualism in film. Within the context of the growing body of research in this area, I will concentrate on situations where multilingualism is not simply used as a device to indicate foreignness but is itself a constitutive theme of a film. This is the case of a great deal of films in recent years by key directors such as Jacques Audiard, Alejandro González Iñárritu, and Quentin Tarantino. In my presentation, I will ask what particular problems the presence of multilingualism as a cinematic theme poses for the subtitler and how these problems tend to be dealt with in practice. I will focus on the work of Jim Jarmusch, a director who has systematically integrated multilingual themes and scenes in all of his feature films as a way to make authorial statements about linguistic representation, heteroglossia, and power asymmetries between centres and peripheries. I will first point out that translational transactions are an important part of the production stage of these films, insofar as decisions on whether and how to translate multilingualism inform the filmmaking process. I will then turn to the distribution stage and examine actual sets of subtitles, noting that they reinforce the presence of multilingualism of the film they are added to. I will argue that subtitling decisions tend to be based on interlingual competence applied to isolated film sequences, whereas some film analytical skills applied to the film as a whole should also be employed.

Presentation 3

The effect of swearwords in subtitled and dubbed films

Lucia Briechle and Eva Eppler, University of Roehampton, UK

Swearwords are, on the one hand, polarizing due to their power to shock and provoke. On the other hand, swearwords form part of our everyday life and thus help script dialogues to sound natural. When translating films including swearwords, audiovisual translators are confronted with the difficult task of overcoming cultural, social, and linguistic boundaries and finding an equivalent in the target language. The difficulty in translating swearwords in films, however, does not stop here, especially for subtitling. In many books and papers about subtitling, the convention of toning down and omitting swearwords in subtitles is described and even recommended. This convention is based on the assumption that swearwords have a stronger effect in writing, viz. in subtitling, than in speech, viz. in in dubbing. Increasingly, however, scholars have started to question this assumption which has never been proven empirically. The aim of this reception study is to shed light on this under-researched matter. By means of an online survey, participants were shown swearwords in dubbed and subtitled clips and then asked to rate the swearwords in terms of strength. In contrast to the assumption that swearwords have a stronger effect in subtitles than in dubbing, the majority of participants clearly rated the swearwords in the dubbed clips higher on a strength scale than those in the subtitled clips. This first empirical study on swearwords in subtitled and dubbed films thus suggests that swearwords do not need to be toned down in subtitling as they do not have a stronger effect on the participants in the subtitles than in dubbing. The conventions regarding the toning down and omission of swearwords in subtitles may thus need to be reconsidered and revised.

PANEL 3

Language awareness in professional communication

Panel Convener/Coordinator
Michael Handford
Centre for Language and Communication Research, Cardiff University, UK

Presenters (in order of presentation schedule)

Michelle Aldridge
Centre for Language and Communication Research, Cardiff University

Michael Handford
Centre for Language and Communication Research, Cardiff University

Almut Koester
Department of Foreign Language Business Communication, University of Vienna, Austria

Tereza Spilioti
Centre for Language and Communication Research, Cardiff University

Tom Bartlett
Centre for Language and Communication Research, Cardiff University

Virpi Ylänne
Centre for Language and Communication Research, Cardiff University

PANEL SYNOPSIS

While there has been a particularly strong focus over the years in the language awareness field on various aspects of first and additional language teaching and learning (e.g. Hawkins, 1984; Carter, 1990), there has from the outset also been an interest in workplaces and professions beyond the traditional language educational sphere (e.g. Donmall, 1992). Arguably, though, there has still not been a great deal published on workplaces and professions in the language awareness mainstream. Amongst notable exceptions are Singy and Guex (1997), Fung, (2007), Thomas (2008). However, this appears now to be a strengthening trend, as suggested by the theme of the 2018 Conference of the Association for Language Awareness (see also Garrett and Cots, 2018).

This panel comprises three papers, each showing the crucial role of language (indeed, communication) awareness in three very different areas of professional activity. The first of these concerns the shortcomings of police interviewing of child witnesses in child abuse cases. The second examines the adversarial discourse in workplace encounters in the construction industry. And the third, situated in a health context, looks at nurse handovers, and the possibility of sharing awareness of language practices that enable a beneficial shifting between, for example, medical knowledge and empathy. Each of these papers looks at how an increased awareness of language and communication can impact on the quality of outcomes in some highly significant professional activities.

Carter, R. (ed.) (1990) *Knowledge about language and the curriculum: The LINC reader.* London: Hodder and Stoughton.

Donmall, G. (1992) Language awareness: Wat is dat? *Language Awareness,* 1, 1-3.

Fung, L. (2007) The communicative role of self-repetition in a specialised corpus of business discourse. *Language Awareness,* 16, 224-238.

Garrett, P. and Cots, J.M. (eds.) (2018) *The Routledge Handbook of Language Awareness.* New York: Routledge.

Hawkins, E. (1984) *Awareness of language: An introduction.* Cambridge: Cambridge University Press.

Singy, P. and Guex, P. (1997) Scope and limits of medical discourse concerning AIDS prevention: Rationale and preliminary findings. *Language Awareness,* 6, 238-241.

Thomas, C.A. (2008) Bridging the gap between theory and practice: Language policy in multilingual organisations. *Language Awareness*, 17, 307–325.

Presentation 1

Talking with children: Raising awareness of how to enable child witnesses to give informed consent in police investigative interviews in cases of alleged child sexual abuse

Michelle Aldridge, Cardiff University, UK

We focus here on cases of alleged child sexual abuse, as, typically, there is no evidence other than the witness' account. Thus, the way children are interviewed is crucial if justice is to be achieved (Aldridge 2013, Aldridge & Luchjenbroers 2011, MoJ 2002). We illustrate this with data collected during advanced investigative police interview training (for ethical reasons real data cannot be shown) and focus on the pre-interview phase (the opt out procedure) where the police officer must explain to the child witness the various ways evidence can be given such as by visual recording or through a written statement. At this stage, a complex list of possibilities is explained to the child, after which the child must choose one indicating informed choice and consent. This decision is then recorded and submitted to the Crown Prosecution Service. Clearly, 'informed choice' only has validity if one can be sure that all the information has been fully understood and that power differentials do not mitigate freewill. Here, then, through a linguistic analysis of the interaction including grammatical constructions, lexical choices, turn taking; rapport building and the optional use of visual aids, we show the challenges faced by professionals when interacting with children. We

conclude that, in the same way that language awareness research has encouraged teachers to know more about language to be more effective in the classroom, so police awareness of the role and impact of language should enable the questioning of child witnesses to be more effective.

Aldridge, M. (2013) Linguistic disadvantage of children in legal contexts. In C. Chapelle and K. Kredens (eds.) *The Encyclopedia of Applied Linguistics: Forensic Linguistics*. Chichester: Wiley-Blackwell.

Aldridge, M., & Luchjenbroers, J. (2011) Constructing vulnerability: The experience of children and other groups within legal discourse. In C. Candlin and J. Crichton (eds.) *Discourses of Deficit*. (pp. 25-41). Basingstoke: Palgrave Macmillan.

Ministry of Justice (UK). (2002) *Achieving best evidence in criminal proceedings: Guidance on interviewing victims and witnesses, and guidance on using special measures* (revised 2011 and 2016).

Presentation 2

'I hear whispers and I don't like it': Adversarial, non-conflictual professional communication

Michael Handford, Cardiff University, UK
Almut Koester, University of Vienna, Austria

Research on conflict in workplace communication often assumes that conflict is marked by particular linguistic patterns, such as disagreements, opposition formats, reversed preference structure and insults. We propose that these patterns can form a 'conflict spiral' and are evidenced in the work of Handford and Köster (2010), Svennevig (2012), and others. This perspective is reliant on the notion of a form-function mapping, and Grice's cooperative principle. Conflict involves divergence from the cooperative norms of communication, and is marked by these predictable linguistic patterns. In this paper we explore an alternative perspective: conflict is, in the first instance, contextual and jointly constructed by the interlocutors, and for discourse to be seen as

conflictual it needs to be taken up as such by the respondent. Therefore there is no assumption that particular language features will mark conflict; this means that the language and conflict relation of the first approach has to be decoupled. By analyzing ELF spoken interactions from the construction industry, a profession famed for being 'confrontational' (Emmett and Gorse, 2003), we explore the tenability of each of these positions. It is argued, that compared to other professional contexts, this industry often features what we term 'adversarial, non-conflictual discourse'.

Emmitt, S. and Gorse, C.A. (2003) *Construction communication.* Oxford: Blackwell.

Handford, M. and Köster, A. (2010) 'It's not rocket science': metaphors and idioms in conflictual business meetings. *Text and Talk* 30, 27-51.

Svennevig, J. (ed.) (2012) Interaction in workplace meetings. Special issue of *Discourse Studies*, 14, 1.

Presentation 3

(Re)scaling processes in nurse shift-change handover interaction: making a difference by raising language awareness
Tereza Spilioti, Cardiff University, UK
Tom Bartlett, Cardiff University, UK
Virpi Ylänne, Cardiff University, UK
Michelle Aldridge, Cardiff University, UK

Previous literature on nurse handovers has approached them as clearly-bounded and highly-structured events. Interpersonal work is seen as interfering with the primary institutional goal of information exchange and as one of the main potential contributors to discontinuity of care (Ye et al. 2007). Our approach to nurse shift-change handover discourse takes an ethnographic perspective that examines handover interaction as a situated

activity at the intersection of medical, organisational and interpersonal dimensions (Eggins and Slade 2012, 2016). In this paper, we illustrate the interplay between discourses operating at the institutional scale and interpersonally-oriented talk operating at the scales of team membership and on-ward practice. We examine not only the formal, highly-structured, and formulaic shift-change handover event (the Safer Patient Initiative, or SPI), but also pre-SPI social talk and post-SPI one-to-one handovers. Within each stage we observed highly-functional shifts between discourse and activity types (Halvorsen and Sarangi 2015; Sarangi 2000, 2010) as practitioners oriented to the competing roles and goals necessary to carry out their professional duties. These shifts also entailed a movement between scales of discourse (e.g. Blommaert, Westinen and Leppänen 2014) as the practitioners downscaled institutional discourse to foster empathy and team-building and to facilitate daily tasks and upscaled on-ward discourse to disseminate medical and institutional knowledge and good practice. The paper is part of collaborative research into on-ward communication and the dissemination of best practice through raising awareness, amongst practitioners and management, of the nature, successes and limitations of existing language practices, and incorporating these insights into support mechanisms.

Blommaert, J., Westinen, E. and Leppänen, S. (2014) Further notes on sociolinguistic scales. *Tilburg Papers in Cultural Studies*, 9.

Eggins, S. and Slade, D. (2012) Clinical handover as an interactive event: Informational and interactional communication strategies in effective shift-change handovers. *Communication and Medicine*, 9 (3), 215-227.

Eggins, S. and Slade, D. (2016) Contrasting discourse styles and barriers to patient participation in bedside nursing handovers. *Communication and Medicine*, 13 (1), 51-70.

Halvorsen, K. and Sarangi, S. (2015) Team decision-making in workplace meetings: The interplay of activity roles and discourse roles. *Journal of Pragmatics*, 76, 1-14.

Sarangi, S. (2000) Activity types, discourse types and interactional hybridity: The case of genetic counselling. In S. Sarangi and M. Coulthard (eds) *Discourse and social life*. (pp. 1-27). Harlow: Longman/Pearson.

Sarangi, S. (2010) Reconfiguring self/identity/status/role: The case of professional role performance in healthcare encounters. *Journal of Applied Linguistics and Professional Practice* 7(1), 75-95.

Ye, K., Taylor, D., Knott, J., Dent, A. and MacBean, C. (2007) Handover in the emergency department: Deficiencies and adverse effects. *Emergency Medicine Australasia* 19, 433-441.

PANEL 4

Institutional assumptions and communicative practice in legal and investigative contexts

Panel Convener/Coordinator
Kate Steel
Centre for Language and Communication Research, Cardiff University, UK

Presenters
Piotr Węgorowski
Centre for Language and Communication Research, Cardiff University

Kate Steel
Centre for Language and Communication Research, Cardiff University

Tina Pereira
Centre for Language and Communication Research, Cardiff University

Emily Powell
Centre for Language and Communication Research, Cardiff University

PANEL SYNOPSIS

Communication in legal settings is often regulated by legislation, professional guidelines and institutional policies, all of which make assumptions about the communicative behaviour of both legal and lay participants. Guidelines for communicating in specific contexts are ostensibly applicable in every instance, but in reality, practitioners often need to adapt guidelines and innovate according to the situation. Official policies orient to both the needs of lay participants and the achievement of institutional objectives, yet these

communicative norms are sometimes inappropriate and counter-productive in practice.

This panel will explore the complex relationship between institutional assumptions and real-world communicative practice, using examples from diverse legal and investigative contexts. The first presentation reports on the challenges faced by Police Community Support Officers, whose interactions with citizens are informed by a tension between a community policing ethos and an institutional agenda. The second presentation will address the mismatch between the policing concept of rapport and the reality of interpersonal work between officers and victims during domestic abuse call-outs. The third presentation will demonstrate the communicative innovation involved in progressing investigative interviews in which the witness has a Learning Disability and a Registered Intermediary is present. The final presentation will examine violent offenders' self-positioning strategies in relation to a key assumption underpinning the discourse of offender rehabilitation.

By considering participants who are positioned differently within the legal system, the panel aims to demonstrate a recurrent disparity between theory and practice and to discuss some implications – both positive and negative – for the individuals involved.

Presentation 1

Bringing communities and the police together: The ideals of Neighbourhood Policing versus the discursive reality
Piotr Węgorowski, Cardiff University, UK

Models of policing in many countries have evolved and now often embrace a community policing model. In England and Wales, the Neighbourhood Policing Programme, implemented in 2005, is an example of such a move, aiming to involve local communities in setting their local policing agenda. The Programme proposed greater interaction between the police and the public

in an attempt to make the decision-making process more democratic. However, as Thomas et al (2017) argue in their analysis of police community meetings, collaboration between the police and the public often remains limited due to the historical institutional power of the police.

In this paper I will report the results of a linguistic ethnographic project, looking at the ways in which Police Community Support Officers (PCSOs), central to the Neighbourhood Policing Programme, interact with citizens in a variety of settings. Using interactional data from a neighbourhood based meeting, as well as audio recordings and fieldnotes gathered in the wider urban space in less formalised contexts, such as on the beat, I will argue that institutional power play, while present, should not be seen as the only concern for collaboration between the police and the public. Instead, PCSOs face multiple challenges from within heterogeneous communities, with multiple and conflicting goals, and have to reconcile a community policing ethos, including the needs of individuals and communities at large, with an institutional agenda. Their discursive work in interactions with members of the public reveals thus "identity struggles" (Schnurr and Van De Mieroop 2017) that stem from their position as a bridge between the police and citizens.

Thomas, R., Mangan, A., Davies, A. and Gasper, R. (2017) The challenges of police-community collaboration: Identity manoeuvres and power struggles in a neighbourhood based meeting. *Public Management Review*.

Schnurr, S. and Van De Mieroop, D. (2017) Introduction: A kaleidoscopic view of identity struggles at work. In Van De Mieroop, D. and Schnurr, S. (eds) *Identity Struggles: Evidence from Workplaces around the World*. Amsterdam and Philadelphia: John Benjamins, pp. 1-18.

Presentation 2

Police 'use' of rapport in practice during domestic abuse call-out interactions

Kate Steel, Cardiff University, UK

Rapport is a 'ubiquitous construct' in the language of policing, in which it is treated as 'commonsense and intuitive' (Fogarty *et al.* 2013: 396). This presentation will address some assumptions underpinning this construct in light of communicative practice during first response call-outs to domestic abuse incidents in England and Wales.

Police guidelines around interacting with victims and other witnesses (e.g. Ministry of Justice 2011) conceptualise rapport-building as unilateral in both enactment and effect. Officers are encouraged to 'use' rapport with witnesses, whose interpretations and contributions are backgrounded. Guidelines for officers attending domestic incidents mirror investigative interviewing frameworks, which focus on an initial *rapport stage.* This stage has interrelated interpersonal and institutional purposes: to put the victim at ease and to encourage cooperation (College of Policing 2016). In practice, however, interpersonal work at the scene can be complicated by officers' institutional goal-orientations, which shift throughout the call-out according to procedure (see also Lagdon *et al.* 2015). I will argue that rapport should therefore be understood as a dyadic, interactionally-achieved phenomenon, which may fluctuate as events unfold.

This paper draws from my ongoing study into rapport management in the context of first response domestic abuse call-outs. A previously unexplored site of empirical research, call-out interactions are now accessible due to the proliferation of police body worn video. The study takes a conversation-analytic approach, informed by Rapport Management Theory (Spencer-Oatey 2000) and ethnographic research, to explore the strategies drawn upon by officers and alleged victims as they negotiate rapport at the scene.

College of Policing (2016) 'Build Rapport'. In *Domestic Abuse: First Response* (webpage). Available at: https://www.app.college.police.uk/app-content/major-investigation-and-public-protection/domestic-abuse/first-response/. Accessed September 2017.

Fogarty, K., Augoustinos, M., and Kettler, L. (2013) 'Re-thinking rapport through the lens of progressivity in investigative interviews into child sexual abuse'. *Discourse Studies* 15 (4): 395–420.

Lagdon, S., Armour, C. and Stringer, M. (2015) *Every Voice Counts: Policing Response to Intimate Partner Violence in Northern Ireland: Full Report*. Jordanstown: Ulster University.

Spencer-Oatey, H. (2000) 'Rapport Management: A Framework for Analysis'. In H. Spencer-Oatey (ed.), *Culturally Speaking: Managing Rapport Through Talk Across Cultures*. London: Continuum, 11-46.

Ministry of Justice (2011) *Achieving Best Evidence in Criminal Proceedings: Guidance on Interviewing Victims and Witnesses, and Guidance on Using Special Measures*. London: HMSO.

Presentation 3

Preparing a witness with a Learning Disability for answering: Atypical communication in forensic interviews
Tina Pereira, Cardiff University, UK

Typically, participants in an investigative interview include the investigative officer who asks the questions and the witness or victim who answers the questions (Ministry of Justice 2011, 2015). Information is transferred between the participant who has knowledge of an event or allegation (the victim or witness) and the participant who does not have this knowledge (the police). Deviation from the typical question-answer format is minimal, frequently non-existent (Heydon 2005) and any lay participants in the interview are silent observers. Repair of any miscommunication is carried out in a similar manner. In this presentation I argue that in a police interview with a witness with a Learning Disability (LD) where the lay participant is a Registered Intermediary (RI), unorthodox, unformatted and unscripted

communication is accepted as being essential to progressivity of the interaction, the transfer of knowledge and repair of a miscommunication.

A comprehensive communication assessment and planning meeting takes place between the interviewing officer and the RI pre-interview. This lays the foundation for atypical communication between the participants during the interview itself. A prolonged period of preparing the witness for answering takes place during the body of the interview in order to enable the conversation to advance. I conclude that knowledge transfer and repair of a conversation breakdown would be impossible with a witness with an LD without accommodating this atypical communication within the organisation of the investigative interview.

Heydon, G. (2005) 'Institutional Power'. In G. Heydon, *The Language of Police Interviewing: A critical analysis.* Hampshire: Palgrave Macmillan, 194-216.

Ministry of Justice (2015) *The Registered Intermediary Procedural Guidance Manual*. London: Ministry of Justice.

Ministry of Justice (2011) *Achieving Best Evidence in Criminal Proceedings: Guidance on Interviewing Victims and Witnesses, and Guidance on Using Special Measures*. London: HMSO.

Presentation 4

'They will label me as a nut': Identity and responsibility in the narratives of offenders
Emily Powell, Cardiff University, UK

Offenders are encouraged to demonstrate that they have taken responsibility for their crime and that they are aware of the impact their actions have had on others. Parole boards require evidence that prisoners have demonstrated this, and many offender treatment programmes focus on a sense of agency and awareness of the impact of crimes (HM Prison and Probation Service 2017).

This approach to rehabilitation is based on the assumption that taking responsibility is linked to resistance and aligns with criminological theories positing that criminals suspend their moral code or neutralise elements of a crime before or after they act (Sykes and Matza 1957). Maruna (2004), though, argues that there is in fact evidence that if offenders accept their criminal role and engage with the label given to them then they are more likely to commit crime again, rather than usefully exploring their own victim role and seeing their crimes as lapses in otherwise 'good' lives.

This study examines agency in narratives written by mass murderers before they commit crimes. A corpus stylistic approach is used to diachronically analyse the way in which the offenders position themselves in relation to their crimes. Results so far demonstrate the complex rather than dichotomous nature of responsibility for each individual, the inextricable link between identity and agency, and that the way in which offenders position themselves in relation to their actions changes as they prepare for their crimes.

HM Prison and Probation Service (2017) *Offender Behaviour Programmes* [Online]. Available at: https://www.justice.gov.uk/offenders/before-after-release/obp. Accessed 9th Feb 2018.

Maruna, S. (2004) 'Is rationalization good for the soul?: Resisting 'Responsibilization' in the courts'. In B. Arrigo (ed.), *Psychological jurisprudence: critical explorations in law, crime, and society*. Albany, NY: SUNY Press, 179–199.

Sykes, G. M. and Matza, D. (1957) 'Techniques of neutralization: A theory of delinquency'. *American Sociological Review* 22 (6): 664-670.

Oral presentations

Noraini Abdul Rahman
Universiti Kuala Lumpur, Malaysia
Hadina Habil
Universiti Teknologi Malaysia, Malaysia

Interdiscursivity function of Incident Reports in an oil and gas company

To ensure meaningful participation in professional community, it is very important for people to understand the essentials of professional communication. This can be done through participation in the real world, or through references to professional practices and cultures. English for Specific Purposes practitioners need to be aware that professional genres are used to highlight professional practices as suggested by the notion of Interdiscursivity and thus, learners need to be taught and exposed to the realities of the professional world. This paper discusses the interdiscursivity function of Incident Reports in an oil and gas company in Malaysia following Bhatia's (2010) notion of interdiscursivity. This notion states that one of the important features of reporting genres is their high level of interdiscursivity because they can be contextualized through references to other genres, discourses, practices and cultures. Thus, the study carried out will inform how the oil and gas community shapes its own distinctive communicative practices in their daily operation. This study analysed 8 Incident Reports in terms of the moves and the interdiscursivity function of the reports. Interviews were also conducted with informants from the organization with regard to the purpose of writing the Incident Reports. It was discovered that the most common type of interdiscursivity function of Incident Report is descriptive function. This function is served in mostly four moves, and in the four moves, the interdiscursivity functions covered follow this order: descriptive, informative, and instructional. Findings from the present study also showed that Interdiscursivity of incident reports was closely tied to the organizational cultures and practices.

Janet Ainsworth
Seattle University, USA

Contestation over knowledge in courtroom discourse: The social science expert witness on the Stand

The legal rules and norms governing the admission of expert testimony operate both on a macro-structural and a micro-structural level to generate problematic discursive regimes for the construction and contestation of "expertise." On a macro-structural level, admission of expert testimony is governed by rules based on a narrowly positivist view of scientific expertise, resulting in the exclusion of much valuable expertise. A second macro-structural limitation is created by the reluctance of courts to consider social science research in determining the contours of legal doctrine. Consequently, legal doctrines that fly in the face of well-accepted findings in social science are perpetuated in law to the detriment of justice. Finally, on a micro-structural level, legal practices governing the ways in which expert testimony is taken in court are problematic. Use of a 'facework' pragmatic framework is helpful in exposing the nature of the discursive power asymmetry between lawyers and witnesses in courtroom discourse. In particular, extensive use of face-threatening acts by lawyers are central to the dynamics of cross-examination of expert witnesses. Unlike other discursive contexts in which aggressive face-threatening occurs, in court, the expert witness is both unable to engage in face reparative work and unable even to engage in meta-commentary on the face-threats. Courtroom discourse norms and rules constitute a discursive setting in which what counts as "true" expertise is governed by "law" rather than by the knowledge domains of the expert witness, limiting the usefulness of expert evidence in the resolution of disputes.

Lubie G. Alatriste
City University of New York, College of Technology, USA
Koenig Clelia
Universitat Koblenz-Landau, Germany

From Au-pair services to college admissions processes: Research application, impact and challenges of praxis

In recent years, 'real-world' language problems have attracted the attention of many scholars (e.g., Behrens & Parker, 2010; Heritage & Clayman, 2010; Mahboob & Knight, 2010). Their research has included diverse settings such as workplace, courts, medical institutions, or public places. However, few scholars have engaged real-life application of research findings and even fewer have addressed reflexivity and praxis (Candlin & Sarangi, 2011). But those who have engaged praxis discovered that it is neither easy nor straightforward to do so. Candlin and Sarangi (2004) outlined some of the challenges that come with engaging professional practice, among them the following: the places of practice are already aware of the issues; or they have developed strategies to successfully deal with problems; practitioners accept but partially apply offered finding; or misapply them; or they reject our collaborative efforts. Such challenges are particularly daunting for junior scholars and may require more guidance and resources along the way (Grujicic-Alatriste, 2015). We here present the concrete steps we took to disseminate our research findings in home settings (au pair girls) and university settings (assessment office) using the "Framework for Application" (Grujicic-Alatriste 2015) and tools and strategies it offers. Although some outreach efforts we made were successful, we also met a number of challenges that we describe here. We will discuss the impact of outreach efforts by referencing the Framework for Application. We will present illustrative examples of real life stakeholder interaction. Finally, we will share our data and our outreach tools. Audience participation will be encouraged.

Ibrahim M. I. Alsemeiri
University of Malaya, Malaysia
Kais Amir Kadhim
University of Technology of Petronas, Malaysia

The translation of hedges from Arabic into English

This study is essentially projected to explore the process of translating hedges existed in Arabic language novel "Men in the Sun" into English language in one of Gassan Kanafni's master pieces "Rijal fi Ashams" and how the hedges forms and types are affected by many factors especially the cross-cultural and linguistic system factors after the translation process and it may convey more commitment or less according to the language culture and system. The collected data is investigating the whole novel which consist of seven chapters in both versions. In this research, there were two main objectives have been proposed. Firstly, Find out how the degree commitment as a major hedging marker in this Arabic novel is affected by the English translation. Secondly, this study is expected to present the first Arabic hedging taxonomy. For the sake of collecting and analyzing the hedges forms in the novel, the current research has applied one translation approach to ease collecting and analyzing the data. Firstly, Newmark's typology (1998) has been used in order to collect the data from both versions. Newmark's typology (1998) were applied into Arabic novel. The findings of the study have shown that: firstly, the culture has affected the degree of commitment and the range numbers of hedges in both languages and there are more hedges in English novel than Arabic one. The cross cultural factors have affected the hedges forms after the translation because the English readers or audience cannot understand and grasp how the Arabs are so loyal to their words and they can consider normal words as a promise although they are using hedges they still have a high degree of responsibility or commitment of their words.

Rabab Ali H. Alshaikh

King Saud bin Abdulaziz University for Health Sciences, Saudi Arabia

A study of English lexical proficiency amongst Saudi medical students in CLIL and EFL Contexts: Motivation and gender

This paper presents an investigation into the contribution of Saudi medical students' motivation and gender to their lexical performance in EFL and CLIL settings. Adopting Gardner`s (1985) socio-educational model, this present study is a mixed-methods study conducted in two phases: a qualitative phase using semi-structured interviews to infer the levels of the learners' instrumental and integrative motivation, and a quantitative phase using the R program to analyse the learners' lexical performance in CLIL and EFL descriptively and inferentially, as well as to investigate the correlation between the learners' motivation and gender and their lexical achievement in CLIL and EFL lexical courses. By adding the qualitative measures, the students have more freedom and space to express their motivation for learning English as well as their experiences, desires, and attitudes to English-speaking communities (Mason 2002, p.1).

The findings show that the Saudi medical students revealed a high level of instrumental motivation and a low level of integrative motivation. Their lexical performance was higher in CLIL than in EFL, as revealed by the descriptive analysis. Instrumental motivation was revealed descriptively as an influential factor that resulted in a high level of lexical performance in CLIL; however, integrative motivation was revealed descriptively as well as inferentially as a positive contributor to learners' lexical performance in English as a foreign language classes. Regarding gender, both males and females were highly motivated with a minor preference for the males. This preference is pertaining to their motivation and lexical performance, although it is not statistically significant. Future research should involve longitudinal and differential studies including other individual-based variables to gain a holistic picture of the variables affecting learning languages, and thus, fair educational opportunities taking into account learners' differences will be provided to each language learner.

Patrizia Anesa
University of Bergamo, Italy

Hybrid forms of expertise in the popularization of legal information

This paper focuses on the popularization of information related to environmental law in media texts, with a particular focus on those dealing with the environment and related rights. Popularization strategies are investigated, and processes of accommodation and simplification are discussed with the aim to point out any discrepancies between the nature of these rights in legal texts and their textual realization in non-legal ones. A clearly interdisciplinary approach to the investigation of environmental law is needed in that the combination of perspectives drawing on eco-linguistics, communication and legal theory can contribute to a more nuanced understanding of popularization processes in the representation of such rights and to a specific identification of problematic communicative moments, as well as the definition of alternative representations. In particular, this study observes how different forms of expertise interplay in the communicative events under investigation. It also aims to critically go beyond the purely legal analysis of environmental law by framing it within a wider discourse which is more likely to influence the public at large. The analysis shows that the dissemination of knowledge regarding environmental rights acts to some extent as a measure of corrective justice in that it aims to grant the public the possibility to actively shape environmental choices, not just at a personal level, but also at a political one. It is, thus, a way of arming people with knowledge tools which can help them to make more conscious decisions and even correct environmental injustice.

Joseph Bartolotta
Hofstra University, New York, USA
Tiffany Bourelle
Julianne Newmark
University of New Mexico, USA

User-Centered design, writing, and the role of collaborative community, from classroom to workplace

This presentation reports the results of an IRB-approved study of online Technical and Professional Communication (TPC) courses, where the researchers studied how students form a community of learners through the use of multimodal assignments and online discussions. This online course sought to encourage multimodal community-building among our students in ways that resemble online community-building as observed in the profession-related exchanges among UX and UCD practitioners who regularly exchange ideas about serving users' needs. Our study presents examples of our students' interactions as iterating the "real world" practice of practitioners and projects the advantages of preparing our students to not only understand such practitioner discourse concerning UX and UCD, but to also contribute meaningfully to such conversations in online community spaces. We discuss designing undergraduate courses in a TPC program that encourage students to form a community of online learners via multimodal tools. Specifically, we focus on how students form a community of online learners and how this promotes entrance into a larger community of technical communicators. Pigg (2014a, 2014b) explores the role of online media in "distributed work," and we likewise aim to leverage students' existing experiences with multimodal communication in digital domains to new scenarios in which they will be creating communications of various types, for varying audiences, in their exclusively online Technical Writing course. Our paper offers insight into how to design professionalization classes--and on a broader level, entire professionalization programs--that reflect the distributed nature of some professions.

Anne Kari Bjørge
NHH Norwegian School of Economics, Norway
Sunniva Whittaker
University of Agder, Norway

Language use and career pathing in offshored operations: A case study

For the Nordic countries, whose wealth stems from international trade, cross-border communication is essential, and has generated a large body of research (cf. e.g. Piekkari et al. 2014). Our paper presents a case study where a Nordic company (BK), for financial reasons, has offshored major parts of its operations to a Baltic country. The services to be provided require proficiency at CEFR B2 level. BK funds language training, and hires according to proficiency level achieved within a set timeline. Career pathing (Piekkari et al. 1994) is thus closely linked to linguistic proficiency, and trumps other professional qualifications. BK has chosen total immersion as a strategy, which means that the Baltic workforce also develop their competence in corporate interaction. In that sense, they can be regarded as language users in their own right rather than language learners (Firth & Wagner 2003, Jenkins et al. 2011). Our case study is based on 6 semi-structured focus group interviews with BK's Baltic workforce (transcribed). We explore linguistic proficiency as a factor in career pathing, focusing on challenges and coping strategies from a language user perspective, using a data-driven content analysis approach.

Firth, A. & Wagner, J. 1997/2003. On discourse, communication, and (some) fundamental concepts in SLA research. In: Seidlhofer, B. (ed.). 2003. *Controversies in applied linguistics,* 173–98. OUP.
Jenkins, J. et al. 2011. Review of developments in research into English as a lingua franca. *Language teaching* 44, 3, 281–315.
Piekkari, R. et al. 2014. *Language in international business.* Edward Elgar.

Farouk A. N. Bouhadiba
University of Oran 2, Algeria

Teaching culture in an Algerian EFL setting: Prospects and perspectives

This presentation concerns primarily the apprehension / comprehension of the Target Language Culture - English, in this case - in an EFL context. We raise the question on *what is* and *what should be* the share of the cultural component in the current EFL programs in Algeria. We shall then present, from a socio-constructive perspective, some reflexions on how to install competencies that allow our students to better 'Know the Other' (or the native / neo-native speaker of English). On the basis of the role and place of English in Algeria today, we present some issues at stake on EFL learning and teaching together with the current debate on language awareness in the Algerian Educational System. This is backed up by a synopsis of the entry and exit profiles of our students at two different periods. Namely, the pre-eighties and post-eighties in order to offer avenues of exploration into the prospects of English Language Teaching in the Maghreb as a whole (Global / 'Glocal' English). An outline will be presented concerning programs which allow learning how to acquire the cultural differences (L1/L2) as opposed to programs which are limited to teaching/learning linguistic forms and functions out of context. The final touch will address the question on the quality of instruction in the teaching of English as a Foreign Language in Algeria with reference to the Student's and the Teacher's attitudes towards this language.

Miguel Ángel Campos-Pardillos
Isabel Balteiro
University of Alicante, Spain

Loanwords in English Human Rights vocabulary

While it is true that sometimes, as Görlach (1991) has suggested, English has prevailed through political and economic domination, it is also the case that it has become the *lingua franca* for human rights worldwide, through the joint action of international bodies fighting for the universalization of human rights (such as the United Nations, UNESCO or the International Criminal Court, and non-governmental organizations operating worldwide, such as Amnesty International or Human Rights Watch). This contact with other foreign languages and cultures has caused the vocabulary of human rights to incorporate, over the past decades, a great number of borrowings or loanwords. Following a qualitative approach, in this paper we shall explore the vocabulary of human rights, as well as the origin or motivation for the incorporation of those foreign words in English. In principle, this may be the result of (1) local practices and events, as is the case with terms connected with human rights violations in specific countries, or (2) the many subject areas included within the domain, as is the case with French with ideology, politics or gender studies, Latin with healthcare issues, etc. The data for this study have been drawn from various sources, such as legal documents, NGO or intergovernmental bodies websites, or dictionaries (Campos 2008, Condé 2004, Robertson 2004). The results will show that the English language is now a meeting point for various languages and cultures, with various degrees of phonological or morphological adaptation (or not), but always leading to extremely expressive results.

References:
Ayto, John. 1991. *Making Sense of Foreign Words in English.* Edinburgh: Chambers.
Condé, Victor H., 2004. *A handbook on international human rights terminology.* University of Nebraska Press,

Freeman, Michael, 2009. *Human rights: an interdisciplinary approach*. Cambridge: Polity Press.

Garre, Marianne, 1999. *Human rights in translation: legal concepts **in** different languages.* Copenhagen: Copenhagen Business School.

Görlach, Manfred. 1991. *Introduction to Early Modern English.* Cambridge: Cambridge University Press.

Hey, Hilde, 1995. *Gross human rights violations: a search for causes. A study of Guatemala and Costa Rica.* The Hague: Martinus Nijhoff.

Robertson, David, 2004. *A Dictionary of Human Rights*. London and New York: Europa Publications.

María Luisa Carrió-Pastor
Universitat Politècnica de València, Spain

Evidential devices in communicating research findings in the academic fields of engineering and medicine

The way writers communicate their findings in academic papers is crucial for convincing readers about the objectiveness and validity of research (Hyland, 2005; Carrió-Pastor, 2014; Alonso Almeida, 2015; Hyland and Feng, 2016). In this way, one of the challenges to be faced by researchers is to convince readers of the reasoning processes that lead to a proposition and so, evidential devices, that is, the elements that express the source or mode of information should be used carefully in academic English. In this study, medical and engineering academic papers were analysed to detect variation in the use of evidential devices in these two domains. Furthermore, I studied the possible causes of the variation of evidential devices when used by writers with different academic backgrounds and, finally, I identified the phraseological units associated to the evidential devices found in the analysis. For this purpose, I divided the study into two phases. In the first one, I analysed a corpus composed of thirty research papers from the discipline of medicine and thirty research papers from the discipline of engineering. In the second one, I identified the evidential markers and the phraseological units associated to them. Then, the results of the study were contrasted to analyse the use of evidential devices in two specific fields of academic English. The conclusions showed that there are still challenges for academic writers concerning the use of evidential devices and their patterns in specific domains of academic English.

References:

Alonso-Almeida, Francisco. 2015. Sentential epistemic and evidential devices in Spanish and English texts on computing. In Juan Rafael Zamorano-Mansilla, Carmen Maíz, Elena Domínguez and María Victoria Martín de la Rosa (Eds.) Thinking Modally. Cambridge: Cambridge Scholars, 383- 408.

Carrió Pastor, María Luisa. 2014. Cross-cultural variation in the use of modal verbs in academic English. Sky, Journal of Linguistics, 27: 153-166.

Hyland, Ken 2005. Metadiscourse: Exploring Interaction in Writing. London: Continuum.

Hyland, Ken and Feng (Kevin) Jiang. 2016. Change of attitude? A diachronic study of stance. Written Communication, 33/3: 251-274.

Aaron V. Cicourel
University of California, USA

Two views of social structure

The concept of "micro social structure" is viewed as a level of predication requiring explicit reference to specific knowledge processes and memory systems, initiated and sustained by conscious and unconscious contacts with self and others, including silent, verbal and nonverbal in daily life settings. Social scientists seldom examine tacit and explicit pragmatic, and semantic attributions of meaning inherent in all speech events and silent observation necessary for creating and recreating activities described as "social structure" (Cicourel, 1977). Social, affective, cognitively organized linguistic, and nonverbal conditions are not viewed as an essential level of analysis for the study and explanation of "macro level social structure" known as demographic distributions and institutionalized structural settings and practices. The study of macro level social structure, therefore, presupposes but seldom examines tacit and explicit social and behavioural science data inherent in cognition; real-time, real-life conscious episodic and unconscious procedural memory, language use, observation, and elicitation procedures. The presentation examines observed and recorded moment-to-moment, "negotiated" elements of behavioural "outpatient" clinical medicine using situated "field," linguistic ethnographic research methods to clarify the concept of "cognitive overload"; a behavioural obstacle inherent in all communicative, socially organized ecological settings.

Sarah Collins
Gary Thompstone
Ian Townsend
Emma Romy-Jones
Jemma Drake
University of Manchester, UK

Remarkable Lines: Drama, linguistics and the geography of communication in cancer clinics

Our linguistic and ethnographic research into multidisciplinary communication in cancer clinics is a rich resource for communication teaching and learning. The geography of the clinic, with its private and public spaces, offers opportunities for fixed, formal encounters alongside spontaneous, informal ones, maximising opportunities for patients to prepare, give voice to, and revisit, their concerns.

By combining study findings with drama, creative writing and linguistics expertise, we have developed new, immersive teaching and learning. Students observe patients visiting the clinic and healthcare professionals at work, listen to their stories and perspectives, see them in different lights at different points in the clinic and develop understanding of their shifting roles and responsibilities.

We will present an interactive, dynamic performance, for the audience to experience the impact of this approach. The audience will:
- shadow a patient on their journey (home to hospital, car park, clinic corridors, waiting room, quiet room and consulting rooms)
- meet other patients and members of the multidisciplinary team (specialist nurse, surgeon, oncologist, speech and language therapist) along the way
- observe and discuss instances of language and interaction in the clinic.

Through this immersive learning, we seek to promote holistic, multi-layered understanding of the intricacies of healthcare communication and patient-centred care. Learning how to navigate a multidisciplinary clinical environment, in all its complexities, equips students for managing the everyday challenges of working in healthcare. Drama, linguistics and ethnography stand to make significant contributions to healthcare communication training; yet the value and potential of their combination is, as yet, little recognized.

Trine Dahl
NHH Norwegian School of Economics, Norway
Kjersti Fløttum
University of Bergen, Norway

Climate change as a corporate strategy issue in the energy sector: A discourse analysis of Total's *Climate Strategy* and Statoil's *Climate Roadmap*

During the last two decades, climate change has slowly emerged as an issue in annual and sustainability reports. This is a period in which the scientific basis for our understanding of climate change has been strengthened (the IPCC 4th and 5th Assessment Reports) and major international agreements have been signed (the Kyoto Protocol and the Paris Accord). In this presentation, we consider how climate change is conceptualized in recent corporate disclosure by the energy companies *Total* and *Statoil*. In the two documents analyzed, climate change appears as an integral part of the companies' overall strategy rather than as a corporate social responsibility (CSR) or Health, Safety and Environment (HSE) issue. In this explorative study, our research question is formulated as follows: Is climate change primarily portrayed as a responsibility the company must take on to uphold its 'contract' with society, a risk that threatens profitability, or as an opportunity for growth, through focus on new technology and business activities? We investigate this question through a discourse analysis of two instances of what is potentially an emerging genre within the energy sector, climate strategy reports. Our methodological approach is mainly qualitative, but we in addition make use of the concordancer software program AntConc in our investigation of individual content words and their co-text as well as pronouns and modal expressions. Evaluation and modality are key notions in the analyses. The study is part of a broader research initiative involving climate change in corporate disclosures in the period 2006–present.

Erika Darics
Aston University, UK
Maria Cristina Gatti
University of Milan, Italy

Talking a team into being in online workplace collaborations: the discourse of virtual work

Digital communication technologies have led to a revolution in how people interact at work: relying on computer-mediated communication technologies is now a must, rather than an alternative. This empirical study investigates how colleagues in a virtual team use synchronous online communication platform in the workplace. Inspired by the conceptualisation of web-based communication platforms as tool, place and site of social construction (Markham, 2017) we explore the discursive strategies that contribute to the construction of the team's shared sense of purpose and identity, and consequently lead to effective collaboration. The close, interactional analyses of real-life data from a multinational workplace provide insights into the everyday communication practices of virtual team members. Our findings supplement organizational literature based on etic observations of the effectiveness of virtual work, and provide a basis for further theorisations about how communication technologies affect the ecology of and discourse practices in computer-mediated communication at work.

Sigurd D'hondt
University Jyväskylä, Finland

Speaking in the name of. Footing and stance-taking in an international criminal trial

The paper analyzes the role of metapragmatic devices like footing (Goffman 1981) and stance-taking (Jaffe 2009) in trial hearings before the International Criminal Court in The Hague. It focuses in particular on the case of Ahmad al-Faqi al-Mahdi, a member of the Tuareg militia Ansar Dine found guilty of the destruction of cultural heritage in the Malian city of Timbuktu (during the city's occupation by Islamist rebel groups in Spring 2012). While criminal adjudication is frequently analyzed as an intertextual trajectory that results in the decontextualization of situated conduct, this paper is primarily concerned with how this process of adjudication contextualizes itself. Thus, it examines how, and to what extent, prosecution and defense attorneys reflexively formulate the ongoing hearing as part of a wider intertextual trajectory, e.g., how they oscillate between letting the facts speak for themselves and asserting interpretive agency over the case file. At the same time, trial participants also "laminate" (Irvine 1996) the participation framework characteristic of ICC hearings by casting the event as part of a wider dialogic field involving various other constituencies outside the courtroom, thereby promoting particular understandings of the court, victims and perpetrators. In this way, the analysis elucidates how trial participants navigate the various tensions facing this emergent, amalgamated form of criminal adjudication, which lacks a coercive apparatus of its own and which still bears the traces of the ("violent") political act of its institution.

Laurence Dierickx
Université Libre de Bruxelles, Belgium

Between fear and confidence: The dual relationship between journalists and automated news

Automated news production has becoming a trend in the United States as well as in Western Europe. To tackle this new phenomenon, different kind of attitudes were first identified amid research works in journalism, between the promise to give more time to journalists to come back to the roots of their job, the fear of massive job loss in the sector, and the rise of ethical questions while news information is no longer belonging to the only human territory. How do journalists write about it in their professional context? To answer this question, this research has focused on headlines published online, in English and in French, between 2010 and 2017 within a corpus of 300 pieces. Based on the four levels of discourse (lexical, syntactic, semantic and pragmatic), this research has shown that journalists don't remain formally neutral when they talk about a subject connected to them. It was also shown that if journalists share common preoccupations, it is to be nuanced from a linguistic group to another due to cultural reasons. The main difference between the results of the French corpus and of the English one lie in the opposition between the expression of feelings of fear (of losing their identity or their job) and the expression of feelings of confidence (about the future or about progress). This tension was also observed in the headlines' overtones: the positive ones are more characteristic the English corpus, while negative ones are more characteristic the French corpus.

Helen Donaghue
Sheffield Hallam University, UK

Negotiating identities: Relational work in critical post observation feedback

Discourse is considered an important locus for the study of identity (Bucholtz and Hall, 2005). Benwell and Stokoe (2006) note the *'enthusiastic use'* (p.34) of the term 'discourse' in identity theory, but maintain that empirical studies are rare, with few researchers engaging with actual situated examples of language use or looking at how identities are discursively performed. This presentation will examine how identities are negotiated during work-based talk between an in-service English language teacher and two supervisors during post observation feedback meetings. Using a linguistic ethnographic framework, micro analysis of feedback talk will be supplemented with data from interviews in which participants were invited to comment on selected meeting extracts. Linguistic analysis will draw on the concept of relational work: 'the *"work" individuals invest in negotiating relationships with others*' (Locher and Watts, 2005: 10). Relational work allows examination of the full spectrum of interpersonal linguistic behaviour: polite, appropriate, inappropriate and impolite. A detailed microanalysis of data extracts from the two meetings will show interactants' use of relational work to negotiate identities. I will show how one supervisor uses politeness strategies while the other uses aggressive behaviour to claim similar identities for themselves while ascribing a negative identity for the observed teacher as they both highlight a weakness in his practice (poor instructions). I will examine the teacher's reaction and participants' ensuing identity negotiations. Analysis will show that identities are emergent, relational and co-constructed. Ethnographic data will reveal the influence of institutional goals on local identity construction and relational work.

Christina Efthymiadou
University of Warwick, UK

'There is blind trust because we have this relationship': Doing trust in cross-border collaboration

In today's globalised societies, characterised by mobility and boundary-crossing, cross-border collaboration becomes a rule for a growing number of enterprises. In this context, trust is critical for establishing and maintaining strategic partnerships and alliances. This paper reports on my PhD project, which investigates the development and performance of trust between Greek and Turkish business partners in a cross-border collaboration setting. Trust in the project is perceived as a discursive accomplishment, something partners do in interaction either in institutional settings or in their everyday personal lives (Candlin and Crichton, 2013). Trust in the data is intrinsically linked to the personal relationships of the participants, which develop around certain identities they foreground. Special attention is paid to a shared regional identity that takes prevalence over national affiliations and is performed by participants throughout the data. The project adopts an ethnographic approach and seeks to capture the ways in which trust is understood and warranted by participants. The data set includes 56 hours of semi-structured ethnographic interviews with business partners and audio and video recordings of natural interaction including formal meetings, dinners, visits and everyday talk. The data were analysed from an interactional sociolinguistic perspective, drawing on narrative analysis and positioning theory. In this presentation I am going to focus on the regional identity the partners foreground and discuss the practices through which they negotiate and reproduce it.

Reference:
Candlin, C.N. and Crichton. J. (eds) (2013) *Discourses of Trust*. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan.

Rick Evans
Traci M. Nathans-Kelley
Cornell University, USA

Communicative self-efficacy (CSE): A sustainable and student-centered way of assessing communication learning across the curriculum

Assessing students' ability to communicate (especially involving multimodal communication), in and across a curriculum and then into professional practice, is challenging. In collaboration with a department of mechanical engineering in a university in the eastern US, we designed a communicative self-efficacy (CSE) survey instrument that does just that. In our oral presentation, we begin with a brief discussion of self-efficacy (Bandura, 1986) and its application in academic contexts generally and writing specifically (Bandura, 1997). We then describe an innovative engineering communications curriculum that was piloted from 2016-2018. This curriculum begins with two partnered courses, one required sophomore engineering design course and a pilot communications course that emphasized written, oral, visual, and electronic (WOVE) communication. Then, through teaching partnerships, the curriculum provides targeted, supplemental instruction in select junior and senior courses, based on four foundational concepts. All communication is 1) a form of social action, 2) context-bound, 3) exhibits design, and 4) creates identity. Sophomore, junior, and senior students completed the survey. In addition, students taking the pilot partner communication course(s) were asked to complete pre- and post-surveys. In addition, pilot students were tracked through their junior and senior years. There are three significant findings. There is a *gradual improvement* in CSE scores as the students progress through the engineering curriculum. There is a *marked increase* in CSE scores for students completing the partner engineering communications course, and that increase is maintained. Finally, this instrument is *valid and reliable*, and we welcome other interested organizations or programs to adopt it.

Gail Forey
University of Bath, UK

The Professional Learning Cycle: A framework for professional development

This paper presents a framework for professional development (PD), the Professional Learning Cycle (PLC), which is based on the teaching and learning cycle (TLC). The TLC is a pedagogic model grounded within the work of Halliday, Vygotsky and Bernstein, and has been widely adopted in Australia, UK and to a lesser extent the USA and elsewhere (see Rose & Martin 2012). We propose that the TLC can be adopted as a framework for supporting and developing professional learning with teachers. Drawing on data from a secondary school in the UK, where over 50% of the students have English is an additional language, where language and literacy and the PD teachers of related language and literacy were identified as a priority. The school introduced a long-term PD initiative and over a period of two years, data were collected through interviews with teachers, video recordings of lessons, questionnaires and field notes. Based on the findings, I outline a sustainable and effective framework for PD which focuses on pedagogy, language and literacy, and the explicit teaching of language for curriculum learning which ultimately improves opportunities for learning. The PLC involves workshops which model language, literacy and pedagogy, followed by co-teaching and co-planning scaffolding the introduction of innovative pedagogy in the classroom, preparing the teacher to confidently and independently incorporate the explicit teaching of language for curriculum learning in their classroom. The PLC is a sustainable, teacher lead, collaborative, relevant PD framework for teachers which can have a positive impact on teaching and learning.

Reference:
Rose, D. & Martin, J.R. (2012) *Learning to Write, Reading to Learn: Genre, Knowledge and Pedagogy of the Sydney School*. London: Equinox Publishing.

Daniele Franceschi
University of Pisa, Italy

Physician-patient communication: an integrated multimodal approach for teaching medical English

The aim of this paper is to propose an alternative pedagogical method for teaching physician-patient communication, which integrates traditional ESL/EFL speaking activities with four main techniques employed in Gestalt psychotherapy/counselling (Mann 2010 and references therein), namely the Empty Chair technique, the Making the Rounds exercise, the Exaggeration task and Empathic Listening. The existing medical English teaching materials tend to focus almost exclusively on the verbal meaning component of language, with activities aimed at building learners' knowledge of technical vocabulary, terminology, and fixed expressions to be used in a variety of different contexts and types of interactions. They seem to disregard the fact that communication is an embodied phenomenon (Kress 2009) involving not just our linguistic and cognitive capacities, but also our ability to properly use non-verbal elements, such as facial expressions, hand gestures, body movements and posture. The latter elements seem to play a particularly important role to establish rapport and trust in the physician-patient relationship and to promote patient's compliance (Candlin & Crichton 2013, Franceschi 2017). Therefore, a more holistic, multimodal approach is called for in order to better develop learners' relational communication skills and emotional awareness, thus teaching them to speak not just effectively but also affectively. A number of applied teaching strategies are presented here in order to show how future doctors may be helped to improve their communicative competence both at the linguistic and extra-linguistic level.

Giuliana Garzone
International University of Languages and Media, Milan, Italy
Paola Catenaccio
Università degli Studi di Milano, Italy

Ethical knowledge and the construction of community interpreters' professional role in codes of ethics

In the last few decades community interpreters have striven to see their professional status recognised. The adoption of professional codes of ethics has played an important role in this process, not least because in many countries there are no formal educational or training requirements for access to the profession (Hale 2007: 126-129).

Interpreters' ethical responsibilities (confidentiality, accuracy, etc.) have long been recognised, but with the rise of community interpreting and of such practices as interpreting for the refugees and asylum seekers, the need to lay down values and principles to inform the profession started to be perceived as urgent. Although various studies have been published dealing with ethics in interpreting, and despite attention to codes of ethics being also found in handbooks aimed at interpreter training (cf. e.g. Diriker 2004: 29-30; Hale 2005: 101-136; Rudvin 2003: 152-157), to our knowledge only few investigations of these documents have been carried out so far (e.g. Kalina,2015, and Marzocchi, 2005). The aim of our research is to investigate interpreters' codes of ethics, with a view to identifying salient linguistic and rhetorical features that may shed light on the discursive construction of the role of the interpreter within the relevant communicative events and, in more general terms, the representation of the profession. Special attention is given to the strategies deployed when dealing with the most controversial aspects of the interpreter's activity (Hale 2007: 126-129). The analysis is conducted on a corpus of Codes of Conduct which has been collected *ad hoc*. The methodology for the study is grounded in discourse analysis, and also makes recourse to computer routines for a quantitative confirmation of findings. For the investigation of process and actor representation use is also made of categories drawn from systemic functional linguistics (Halliday and Matthiessen 2004).

References:

Diriker, Ebru. 2004. *De/Re-Contextualizing Conference Interpreting.* Amsterdam: John Benjamins.

Hale, Sandra. 2007. *Community Interpreting.* Basingstoke: Palgrave Macmillan.

Halliday, Michael A.K., Christian *Matthiessen*. 2014. *An Introduction to Functional Grammar.*3rd Edition, 3, revised. London: Routledge.

Kalina, Sylvia. 2015. "Ethical Challenges in Different Interpreting Settings". *MonTI* Special Issue 2: 63-86.

Marzocchi, Carlo. 2005. "On Norms and Ethics in the Discourse on Interpreting". *The Interpreters' Newsletter* 13: 87-107.

Rudvin, Mette. 2003. "General Issues of Neutrality, Impartiality, Confidentiality: The Community Interpreter's Code of Ethics" in Giuliana Garzone and Mette Rudvin, *Domain-Specific English and Language Mediation in Professional and Institutional Settings*. Milano: Arcipelago Edizioni: 152-176.

David S. Giannoni
University of Bergamo, Italy

A longitudinal study of multilingual content in British academic websites

The combined pressures of internationalisation and digitalisation are transforming the face of higher education. This is particularly true in the UK, where a considerable proportion of undergraduate and postgraduate students originate from non-Anglophone backgrounds (HESA 2015). There is competition not only among students for places at the best universities but also among universities to attract the best students through a strong online presence (Hazemi & Hailes 2002; Cybermetrics Labs 2018). The websites of higher education institutions provide clear evidence of the factors associated with academic and educational impact. A key role in this context is played by language choice (Thelwall et al. 2003; Thelwall & Zuccala 2008). Following a survey of recent multilingual content in British academic websites (Giannoni 2015), the present study looks at changes in a representative sample of these over the last decade, with a focus on non-English translated and/or localised content (Schäler 2010). The findings suggest that universities' language policies are influenced by student demographics but also by how academic staff (Trahar & Hyland 2011; Schartner & Cho 2017) and management (Warwick 2012) interpret their response to the internationalisation agenda.

References:
Cybermetrics Labs (2018). Ranking Web of Universities. Online resource available at http://www.webometrics.info.
Giannoni, D.S. (2015). One country, one world, one language? A survey of multilingual content in British university websites. Paper presented at the "Multilingualism in the Digital Age" conference, University of Reading, 19 June 2015.
Hazemi, R., & Hailes, S. (eds) (2002). *The Digital University – Building a Learning Community*. London: Springer.

HESA (2015). Headline statistics. Higher Education Statistics Agency. Consulted 29 January 2018 at https://www.hesa.ac.uk.

Schartner, A. & Cho, Y. (2017). 'Empty signifiers' and 'dreamy ideals': perceptions of the 'international university' among higher education students and staff at a British university. *Higher Education*, 74, 455-472.

Schäler, R. (2010). Localization and translation. In Gambier, Y., & van Doorslaer, L. (eds) *Handbook of Translation Studies*. Vol. 1. Amsterdam: John Benjamins, 209-214.

Thelwall, M., Tang, R., & Price, L. (2003). Linguistic patterns of academic web use in Western Europe. *Scientometrics*, 56, 417-432.

Thelwall, M., & Zuccala, A. (2008). A university-centred European Union link analysis. *Scientometrics*, 75, 407-420.

Trahar, S. & Hyland, F. (2011). Experiences and perceptions of internationalisation in higher education in the UK. *Higher Education Research & Development*, 30, 623-633.

Warwick, J.P. (2012). University Internationalisation Strategies - A Managerial Perspective. Unpublished PhD thesis. The University of York. Available at http://etheses.whiterose.ac.uk/3297.

Heidi Gilstad
Norwegian University of Science and Technology, Norway

Examining communication, information exchange and decision-making in surgical patient pathways

In Norway, patient care is realized in patient pathways. A patient pathway is an administrative tool to systematically plan diagnosis, treatment and care, and is regulated by national and local directives. Patient involvement in decision-making is expected to be important for patient satisfaction. The aim of this presentation is to discuss how communication, information exchange and decision-making is manifesting in the patient pathways of aorta aneurism surgery, from the preoperative consultation, through all communicative activities before, during and after surgery, to discharge from the hospital. Discourse analytic perspectives on health communication inform the study. The ADIUVAT-model on health information in pathways (Gilstad 2016) is applied as analytic tool, and discussed with a focus on its theoretical and analytical value. The methodological approach is ethnographic, with field observations, interviews and document analysis. The study shows that communication and information exchange is the glue of the patient pathway, and that a myriad of actors, professions, knowledge and knowledge artefacts is involved. Some of the patients are not able to process the information given. As a result, patients fail to engage in decision-making. However, the patients do not report this as a challenge, but trust that healthcare professionals make decisions on their behalf. In order to be involved decision-making patients must be health literate. The presentation discusses what measures could be taken in order to ensure patients active involvement in decision-making throughout the patient pathway.

Gøril Thomassen Hammerstad
Kristin Halvorsen
Marit Olave Riis-Johansen
Ellen Andenæs
Norwegian University of Science and Technology, Norway

Negotiating professional responsibility in client-counsellor interaction: brought along and brought about role/relationships

Client participation is an explicit goal for welfare counsellors in the Norwegian labour and welfare administration (NAV), and is part of counsellors' professional responsibility (Social Services Act, § 42). The realization of this goal largely resides in the practices of the NAV counsellor, the "street level bureaucrat" (Lipsky, 1980), who meets the client face to face in client meetings.

Client participation is closely linked to the *brought along* ethos of professional responsibility and to the *brought about* distribution of responsibilities between client and counsellor. Counsellors hold certain obligations to provide the client with information about services and possibilities offered by the NAV system. Clients on their side are responsible for providing necessary information about their situation in order for NAV to assess and address their given needs and rights. The interactional data, however, shows that the boundaries between client and counsellor responsibilities are more complex and fuzzy. Particpant responsibilities are not pre-defined, but rather a dynamic resource negotiated in situ.

Our data consists of 20 video-recorded client meetings within two NAV offices in Norway. In our discourse analysis we demonstrate how professional responsibility is negotiated through dynamic role-relational structures and how demarcations are made between professional and client responsibilities. We suggest our findings reflect the general shift from a discourse of empowerment to a discourse of responsibility in

the labour and welfare sector. Our findings shed light on the counsellors'
balancing act between supporting client participation and holding
the client accountable for the results of the services.

References:

Lipsky, M. (1980/2010). *Street-Level Bureaucracy*: *Dilemmas of the Individual in Public Service*. 30th Ann. Ed. New York: Russell Sage Foundation.

Matarese, M. T. (2015). "Getting placed" in time: Responsibility talk in caseworker-client interaction. *Journal of Applied Linguistics and Professional Practice, 9*(3), 341–359.

Social Services Act (2009), Lov om sosiale tjenester i arbeids- og velferdsforvaltningen, LOV-2009-12-18-131, Oslo, Norway: Ministry of Labour and Social Affairs

Solberg, J. (2011). Accepted and resisted: the client's responsibility for making proposals in activation encounters. Text & Talk - An Interdisciplinary Journal of Language, Discourse & Communication Studies, 31(6), 733–752.

Solin, A., & Östman, J.-O. (2015). Introduction: Discourse and responsibility. *Journal of Applied Linguistics and Professional Practice, 9*(3), 287–294.

Simon Harrison
City University of Hong Kong, Hong Kong

When looking out of a window is work: Embodied displays of vigilance in the beach lifeguard hut

Central to lifeguarding is the task of monitoring the swimzone – a stretch of ocean marked with flags that delimit a domain for lifeguard professional scrutiny (Goodwin 1994). Harrison and Williams (2017) showed how lifeguards interacting on the shore organise embodied resources (speech, gesture, posture, gaze) to manage multiactivity and maintain a 'sustained orientation' towards their swimzone (cf. Haddinton et al 2014; Nishizaka 2014). Building on this research, the current study presents an analysis of video-recorded lifeguard interaction on a bad weather day during which the lifeguards were sheltered in their hut, some hundred meters away from the shore. Over 45 minutes of recording, these lifeguards regularly interrupt a poker game they are playing to look out of the window. Why, when, and how do they manage these moments of looking? Based on multimodal sequential analysis of embodied resources during these moments (Mondada 2016), I will argue that looking out of the window serves not only (or even) to monitor the swimzone. The findings reveal that looking can be mobilised as a pragmatic resource to orient towards a professional practice (Handford 2010), and I use examples to show that displays of vigilance occur in asserting authority, negotiating power, and creating team solidarity. The findings emphasise the publically visible and normative nature of dual involvements during episodes of multiactivity (Goffman 1974; Deppermann 2014; Raymond and Lerner 2014). They add an interactional sociolinguistic dimension to studies of lifeguard vision previously conducted in eye-tracker lab settings (Page et al 2011; Page 2014).

References:
Deppermann, A. 2014. Multimodal participation in simultaneous joint projects: Interpersonal and intrapersonal coordination in paramedic

emergency drills. In P. Haddington, T. Keisanen, L. Mondada, & M. Nevile (Eds.), *Multiactivity in Social Interaction: Beyond multitasking* (pp. 247–281). Amsterdam; Philadelphia: John Benjamins Publishing Company.

Goffman, E. 1974. *Frame analysis. An essay on the organization of experience.* Boston: Northeastern University Press.

Goodwin, C. 1994. Professional vision. *American Anthropologist* 96(3): 606-633.

Haddington, P., Keisanen, T., Mondada, L. & M. Nevile. 2014. (Eds.), *Multiactivity in Social Interaction: Beyond multitasking*. Amsterdam ; Philadelphia: John Benjamins Publishing Company

Handford, M. (2010). The language of business meetings. Cambridge University Press.

Harrison, S. & R. Williams (2017). Monitoring the swimzone while finding south: sustained orientation in multiactivity among beach lifeguards. *Text & Talk*, 37(6), pp. 683-711.

Mondada, L. S. (2016) Challenges of Multimodality: Language and the Body in Social Interaction. *Journal of Sociolinguistics*. 20 (3), 336–366.

Nishizaka, A. 2014. Sustained orientation to one activity in multiactivity during prenatal ultrasound examinations. In P. Haddington, T. Keisanen, L. Mondada, & M. Nevile (Eds.), *Multiactivity in Social Interaction: Beyond multitasking* (pp. 79–107). Amsterdam ; Philadelphia: John Benjamins Publishing Company.

Page, J., Bates, V., Long, G., Dawes, P. & M. Tipton. (2011). Beach lifeguards: visual search patterns, detection rates and the influence of experience. *Ophthalmic and Physiological Optics* 31, 216–224.

Page, J. & T. Griffiths. (2014). Scanning and surveillance: Swimming pools, beaches and open sea. In Bierens, Joost, J.L.M. (ed). *Handbook on drowning: Prevention, rescue, treatment* (pp. 323-329). Germany, Springer.

Kate Haworth
Nicci MacLeod
Aston University, UK

Delivering language and communication training for police interviewers: Reflections on the challenges of applying linguistics to professional practice

This presentation reflects on the experience of delivering training for police interviewers on language and communication. With applied research, it is easy to consider the applications to professional practice to be obvious and desirable, and perhaps straightforward to achieve. Yet getting research findings to the right audience, then actually implemented, is by no means an easy process, even assuming our research is genuinely useful in the first place. We will consider the approach taken in a recent project where we developed and delivered training for police interviewers, based on our research on police interview discourse. Topics included turn-taking, pragmatics, language and power, language and identity, participation frameworks (Goffman 1981), and audience design (Bell 1984). The underlying aim was to provide interviewers with insight into their own linguistic behaviour in the interview room, and how this can (unintentionally) influence what is said by interviewees. Questionnaires and focus groups at the end of each session fed directly back into the materials, resulting in training materials developed in response to practitioner input, as well as a set of feedback detailing police interviewers' views on language and communication, and how they themselves consider that linguists can best contribute to their practice. We will present analysis of that feedback, summarise key messages to be gleaned from our experiences, and reflect on the academic-practitioner relationship. In addition, we will reflect on the current 'impact' agenda in academia, seeking to reframe it not as 'us' impacting 'them', but as dialogic and collaborative, driving change on both sides.

Chris Heffer
Cardiff University, UK

Bullshit, epistemic negligence and the ethics of professional discursive practice

One of our overriding intellectual virtues (DePaul and Zagzebski 2003) in communication is an *epistemic responsibility* to take care in forming, retaining and conveying our beliefs through discourse. In Heffer (*forth*), I argue that epistemic *ir*responsibility needs to be incorporated, along with epistemic insincerity, in a comprehensive account of discursive untruthfulness. One of the principal 'discourse pathological' outcomes of epistemic irresponsibility is *bullshit*. The term 'bullshit' has been defined as showing a lack of concern for the truth while intentionally deceiving the hearer (Frankfurt 2005), but I argue, through a putative Credulous Trump, that it is possible to *believe* one's own bullshit. Bullshit, then, is discourse that lacks any evidential grounding irrespective of belief; it as an epistemically worthless discursive 'dump'. As with all discursive categories of untruthfulness (Author *forth*), bullshit is not in itself wrong in terms of discourse ethics: we can innocently 'talk bull' down the pub or share 'wine wisdom' at a conference dinner. It becomes blameworthy, though, when the speaker, in their current professional or social role, has a *duty of epistemic care*. Most professions enshrine this epistemic duty in deontic ethical codes and conventions: the journalist has a duty not to fabricate news; the police interrogator has a duty not to lie to suspects. When the professional disregards this duty of epistemic care, they become *epistemically negligent*. Using examples from political and media discourse, including Trump's epistemically-eviscerated tweets, I consider the discursive conditions that lead to epistemic negligence in professional discourse practice.

References:
DePaul, M. and L. Zagzebski (eds) (2003) *Intellectual Virtue: Perspectives from Ethics and Epistemology*. Oxford: OUP.
Frankfurt, H. (2005) *On Bullshit*. Princeton: Princeton University Press.
Heffer, C. (*forth*) *Lying and Bullshit in Language and Life: The TRUST Untruthfulness Framework*. New York: OUP.

Berna Hendriks
Frank van Meurs
Nina Usmany
Radboud University, The Netherlands

The effect of Dutch lecturers' accent strength in English on Dutch and international students: attitudes and comprehension

The use of English as a medium of instruction in countries where English is not the native language presents challenges to non-native English (NNE) lecturers, for instance regarding pronunciation. To date, the impact of NNE lecturers' accent strength on evaluations by non-native students remains relatively under-researched. The purpose of this study was to investigate the effects of Dutch lecturers' accent strength on NNE students with different linguistic backgrounds, in terms of comprehension of and attitudes towards the lecturers. In a verbal guise experiment, 179 Dutch and 181 international students evaluated audio fragments of speakers with a moderate Dutch, slight Dutch or native accent in English. Lecturers with a moderate Dutch-English accent were perceived as less comprehensible than lecturers with a slightly Dutch or native English accent by Dutch students but not by international students. Lecturers with a moderate Dutch-English accent were evaluated more negatively (on likeability, power, competence and teaching quality) than lecturers with a slight Dutch or a native English accent by both Dutch and international students. Moreover, Dutch students evaluated the moderately accented lecturer more negatively than did their international counterparts in terms of power, competence and teaching quality. This provides evidence for a so-called vicarious shame effect for listeners who share their L1 with the strongly-accented speakers. In conclusion, degrees of accentedness in English affect attitudinal evaluations by non-native listeners with the same and different linguistic background. Therefore, it is advisable for universities to offer NNE lecturers help in reducing a moderate foreign accent.

Marion Heron
University of Surrey, UK
Erica Corradini
University of Southampton, UK

Writing for accredited professional development schemes: An ethnographic study

In the UK, university academics are increasingly expected to gain professional recognition for their teaching through the HEA Fellowship scheme (HEA, 2015). This presentation describes an ethnographic study of a group of six university academics and their experiences of writing for fellowship of the Higher Education Academy through an HEA-accredited institutional professional development scheme. The study aimed specifically to explore their identities as academics, as writers, the decisions they make in crafting their reflective writing and the challenges and benefits of writing in a scheme such as the one described in this study. Through think-aloud protocols, semi-structured interviews, and analysis of written scripts, findings revealed that writing for fellowship required more than just a reflection on experience. It required an understanding of what counts as knowledge within the institutional context, knowledge of the writing and application process and formal knowledge of lexico-grammatical and rhetorical patterns. The study draws on the work in Academic Literacies (Lea and Street, 2006) and adopts practices suggested in recent programmes which merge a genre-based pedagogy with Academic Literacies (Hathaway, 2015; McGrath & Kaufhold, 2016; Nygaard, 2017) to support academics in writing for publication. The presentation will also describe how the results of this study have informed the design of the writing support and the resources provided to academics in the university.

References:
Hathaway, J. (2015). Developing that voice: locating academic writing tuition in the mainstream of higher education. *Teaching in Higher Education*, *20*(5), 506-517.
HEA (2015). https://www.heacademy.ac.uk/individuals/fellowship

Lea, M. R., & Street, B. V. (2006). The" academic literacies" model: Theory and applications. *Theory into practice*, *45*(4), 368-377.

McGrath, L., & Kaufhold, K. (2016). English for Specific Purposes and Academic Literacies: eclecticism in academic writing pedagogy. *Teaching in Higher Education*, *21*(8), 933-947.

Nygaard, L. P. (2017). Publishing and perishing: an academic literacies framework for investigating research productivity. *Studies in Higher Education*, *42*(3), 519-532.

Doris Höhmann
University of Sassari, Italy

Impact and potentiality of script-based model dialogues in bi- and multilingual settings

Language barriers can have a negative effect on both the quality and efficiency of face-to-face interactions, especially in situations involving large numbers of individuals who are not speakers of the local languages (refugees, migrants, but also tourists), and where appropriate professional language mediation services are often not available. The need to find a solution that would allow us to overcome, at least partially, the communicative problems in such settings, was the starting point for two interdisciplinary projects (medicine – translation studies / tourism – translation studies) aimed at investigating the potential of plurilingual script-based communication tools able to help speakers with very different linguistic and/or cultural backgrounds to realise interactions of a certain complexity. The paper will discuss the results of empirical studies concerning, on the one hand, the evaluation of already existing materials and currently used apps, and on the other, the creation and optimization of model dialogues in plain language designed to represent a further alternative to lexicographic and terminological resources and the intervention of interpreters.

References:
Bredel U. & Ch. Maass (2016) *Leichte Sprache*. Theoretische Grundlagen – Orientierungen für die Praxis, Duden, Berlin.
Busse D. (2012) *Frame-Semantik. Ein Kompendium*. Einführung – Diskussion – Weiterentwicklung, De Gruyter, Berlin / Boston.
Gumperz J.J. & Hymes D. (1972) (eds.) *Directions in sociolinguistics: The ethnography of communication*, New York, Holt, Rinehart and Winston.
Höhmann, D. (2016) Supporti di mediazione linguistico-culturale bi- e plurilingui a carattere dialogico per migliorare la qualità della comunicazione in ambito medico/ospedaliero. In: Andorno, C. & R. Grassi (eds): *Le dinamiche dell'interazione. Prospettive di analisi e*

contesti applicativi. Studi AItLA 5, Milano: Officinaventuno, 319-332 (http://www.aitla.it/10-primopiano/420-studi-aitla-5-le-dinamiche-dellinterazione).

Höhmann, D (to appear) I modelli di dialogo bi- e plurilingui concepiti come supporto di mediazione linguistica per le interazioni *face-to-face*. L'esempio della comunicazione in ambito turistico, in Lombardi, A. & Carobbio, G. (eds.), *La comunicazione orale nel turismo*. *Analisi di generi comunicativi in lingua tedesca*, CERLIS Series.

Prinsloo, D.J., U. Heid, Th. Bothma, G. Faaß (2012) Devices for Information Presentation in Electronic Dictionaries. In *Lexikos* 22, 290-320 (http://www.repository.up.ac.za/dspace/bitstream/handle/2263/211 27/Prinsloo_Devices(2012).pdf?sequence=1).

Scharloth, J. (2016) Praktiken modellieren: Dialogmodellierung als Methode der Interaktionalen Linguistik. In Deppermann, A., Feilke, H. & A. Linke (eds.) *Sprachliche und kommunikative Praktiken*. Berlin / Boston: De Gruyter, 311-336.

Snježana Husinec
Irena Horvatić Bilić
University of Zagreb, Croatia

A comparative analysis of collocations in UK and Croatian company law

Collocations differ across languages and therefore cause problems in cross-cultural communication and translation. The risk of a collocational error is higher in languages for specific purposes (LSP) than in the general language (Bahumaid 2006: 147). Owing to the asymmetry between legal systems and the system-bound nature of legal terms and phrasemes, full equivalence in legal language sometimes does not exist even when two distinct legal systems use the same language. Greater dissimilarities can, undoubtedly, be expected between different languages used in legal systems belonging to distinct legal traditions. A comparative cross-linguistic study of legal collocations can, therefore, be a useful and efficient method to discover areas of similarity and potential errors. This paper examines collocations in Croatian and UK company law, as an area of frequent terminological confusion and misinterpretation. The analysis of collocations of salient company law terms from both languages and legal systems is carried out with AntConc software 3.5.0. Two comparable corpora of national legislation as most prototypical, constitutive, legal genre (Kjær 2000: 139), the UK Companies Act 2006 and the Croatian Companies Act, regulating company law in the UK and Croatia, are used. The aim of the contrastive analysis of identified collocations from traditionally different Croatian and English legal systems and languages is to establish to what degree they overlap semantically and structurally. The qualitative analysis additionally shows which linguistic and extra-linguistic factors cause partial or zero equivalence.

Katherine Kappa
University of Copenhagen, Denmark

Negotiating asymmetries of knowledge: How "professional strangers" establish a shared body of knowledge in a collaborative development project

This paper is based on a linguistic ethnographic study of a collaboration between a Nordic solidarity organisation and a civil society organisation in Swaziland. Together the two organisations seek to pressure the absolute monarchy in Swaziland to establish a multi-party democracy. Meanwhile, both partners are constrained by the larger institutional framework of development aid.

Based on analyses of meetings over the course of a 10-day collaboration between the two organisations, interviews and participant observations, one of the central findings indicates that the participants consistently display their assumptions about *who knows what* among the interactants. This co-constructed asymmetry of knowledge is then addressed and negotiated throughout their interactions.

This paper hones in on how these participants, who are "professional strangers" i.e. do not have a shared work history together, move from orienting to one another as 'not knowing' relevant information towards establishing a shared body of knowledge in order to collaboratively carry out an institutional task. Extracts of interactional data are demonstrated to highlight this process over time.

While investigating the establishment of a shared body of knowledge in the case of "professional strangers" could be seen as merely descriptive, the paper argues that studying such *transient social configurations* (Mortensen 2017) provides an insight into processes of mutual socialisation in the context of the proliferation of short term collaborations e.g. startups, international projects etc. who may face similar processes/challenges.

Kathrin Kaufhold
Karolina Wirdenäs
Stockholm University, Sweden

Professional identity construction in narratives on mediating access to healthcare for migrants

The paper discusses the narrative construction of professional identities in relation to the highly politicised issue of migrants' access to healthcare. It is set in the context of the so called 'refugee crisis' in 2015 when an unprecedented number of refugees and asylum seekers arrived in Sweden. The ensuing need for information about healthcare access was met by some county councils with the production and distribution of brochures and leaflets. The study focuses on one such information campaign and traces the distribution of the information from its producer, the council, to mediating organisations (charities, municipalities, healthcare providers) who were involved in enabling healthcare access for migrants through information and practical measures. In this paper we focus on the narrative construction of mediation and information finding as part of the professional role of the stakeholders. The data consist of the council's text material, a short survey among the mediating organisations, and five retrospective interviews with the stakeholder groups and a medically trained asylum seeker. The narratives of mediation and information seeking that are constructed in the interviews are central to our analysis. In these narratives the participants position themselves in relation to their professional ethics and the financially constraint Swedish healthcare system. These positions are often experienced as conflicting and leading to moral dilemmas. The contrasting perspectives point to the multiple institutional and professional purposes and knowledge systems that are being mobilised in mediation interactions. The results highlight the benefits of and obstacles to collaboration between the stakeholders.

Emmy Kauling
Heriot-Watt University, UK

"He's possibly a wee enthusiast" – Co-constructing professional identities through interpreted professional discourse

In professional practice, deaf professionals find themselves regularly being represented by a third party: a signed language interpreter (Napier, Young, & Oram, 2017). This interpreter is often not an expert in the field of the professionals (Harrington, 2000), but is still expected to represent both the deaf and hearing professionals' language use and identities (Hauser & Hauser, 2008). Since identities are negotiated through language (e.g. Bucholtz & Hall, 2005; Marra & Angouri, 2011), this poses a challenge for the lay-interpreter in professional encounters. The professionals only come across as competent as the interpreter displays them (e.g. Bristoll, 2009). This study looks into the perceptions of the discursive co-construction of professional identities when mediated by an interpreter. Preliminary results show that hearing professionals have difficulty in determining a deaf professional's role and many describe the deaf professional using diminutives ("[He's] possibly a *wee* enthusiast") and hedges ("*Ehm... So*, yeah, *presumably* I *think* he has got *some kind of* background"). This presentation will report on an in-depth analysis on perceptions of deaf and hearing professionals and interpreters, based on a participatory ethnographic approach. In a series of workshops, participants will reflexively discuss their own experiences, stimulated by prompts such as a vignette and their own (visual) contributions. This study does not only contribute to what is known about discursive co-construction of identities through an innovative methodology, but also tries to pave the way for social change (Wurm & Napier, 2017) by researching the blurred, interpreted, line between 'wee enthusiasts' and professionals.

References:

Bristoll, S. J. (2009). "But we booked an interpreter!" The glass ceiling and deaf people: Do interpreting practices contribute? *The Sign Language Translator and Interpreter, 3*(2), 117-140.

Bucholtz, M., & Hall, K. (2005). Identity and interaction: A sociocultural linguistic approach. *Discourse Studies, 7*(4-5), 585-614.

Harrington, F. (2000). Deaf students and the interpreted classroom: the effect of translation on education? In F. J. Harrington & G. H. Turner (Eds.), *Interpreting Interpreting. Studies & reflections on sign language interpreting* (pp. 74-88). Coleford: Douglas McLean.

Hauser, A. B., & Hauser, P. C. (2008). The Deaf Professional-Designated Interpreter Model. In P. C. Hauser, K. L. Finch, & A. B. Hauser (Eds.), *Deaf Professionals and Designated Interpreters. A New Paradigm* (pp. 3-21): Gallaudet University Press.

Marra, M., & Angouri, J. (2011). Investigating the Negotiation of Identity: A View from the Field of Workplace Discourse. In J. Angouri & M. Marra (Eds.), *Constructing Identities at Work* (pp. 1-15). Basingstoke: Palgrave Macmillan.

Napier, J., Young, A., & Oram, R. (2017). *Translating the Deaf self*. Unpublished research report. AHRC, Heriot-Watt University & University of Manchester.

Wurm, S., & Napier, J. (2017). Rebalancing power: Participatory research methods in interpreting studies. *Translation & Interpreting, 9*(1), 102-120. doi:10.12807/ti.109201.2017.a08

Hans J. Ladegaard
The Hong Kong Polytechnic University, Hong Kong

Exploitation of migrant workers: Is gender an Issue?

In most of the existing research on (domestic) migrant workers, it is argued that no matter where migrant workers go, they are exploited and abused. There is substantial evidence to support this claim but arguably less so for another predominant claim in the literature: that (domestic) migrant workers are abused because they are women. In this talk, I draw on a large corpus of more than 400 migrant worker narratives. They were recorded at a church shelter in Hong Kong that provides temporary accommodation to abused migrant workers, and in the homes of Indonesian migrant worker returnees. The paper compares the stories told by female domestic workers, and male migrant workers who have worked overseas in farming, construction work or the fishing industry. The paper analyses selected excerpts from these male and female migrant workers' narratives, but it also considers the general patterns of abuse and exploitation that apply to male and female migrant workers. The conclusion is that male migrant workers, in many cases, are more severely exploited than female domestic workers – primarily because male workers usually have no employment contract. When it comes to physical and sexual assault, however, female domestic workers are more adversely affected. The paper also discusses why verbal and physical assault against female domestic workers is committed almost exclusively by female employers. Finally, the paper discusses how scholars can translate research on migrant workers into social action. It reviews what has been attempted in the current project and proposes further avenues for social and political action.

Marty Laforest
Université du Québec à Trois-Rivières, Canada

Discourse analysis as a tool to detect deceitful callers to 9-1-1 emergency service: A model analysis

The majority of individuals who dial an emergency phone number to report an assault or any other event requiring police assistance are sincere. But some investigations show that a small number of individuals disguise the facts they report, thereby concealing their involvement in the events. Such individuals, given that they present information so as to mislead the call-taker, complicate the task for investigators. The studies on detecting deception in emergency calls are very few (Harpster and Adams, 2016). Yet, a caller's discourse produced in this situation can be particularly revealing, insofar as it is less affected by the interviewer's behaviour than it would be during a police interview. Our study uses an interactionist and sociopragmatic perspective to compare sincere and deceitful calls. It focuses on 1) the structure of the caller's main intervention and 2) the appropriateness of the caller's responses to questions from the call-taker. In an exploratory study published in 2012 (Laforest, 2012), we were able to establish that a deceitful caller, as opposed to a sincere one, do behave differently during the amount of time in which s/he interacts with the call-taker. Accordingly, the objectives of the proposed paper, which is a follow-up of this study, are:
1. to determine which are the best indicators of deception by callers;
2. to construct a model of analysis that investigators could use to assess callers' sincerity.
For this new phase of the research, the analysis is based on a twice as large sample of emergency calls recordings provided by the Québec provincial police: 40 from deceitful callers and 40 from sincere callers (these characterizations of the callers were known to be correct as a result of now-completed police investigations). New variables have been taken into account, so that the proposed model is statistically more robust.

References:
Harpster, T. and S. H. Adams (2016). *Analyzing 911 Homicide Calls*, Boca

Raton: CRC Press.

Laforest, M. (2012). The false report during an emergency call: using discourse analysis to detect deceit. In TOMBLIN, S. *et al*. (Ed.), *Proceedings of the International Association of Forensic Linguists' Tenth Biennal Conference*, Birmingham: Centre for Forensic Linguistics.

Samuel Larner
Manchester Metropolitan University, UK

The disparity between facilitating disclosure and collecting evidence in cases of child sexual abuse: The need for a change in policy?

Teachers, social workers, and other professionals who regularly interact with children are provided with institutional safeguarding polices, as well as statutory guidelines, which outline how to interact with children who disclose sexual abuse (e.g. *Working Together to Safeguard Children*, 2015). Such guidance typically emphasises the need to ask only neutral questions and to record the child's exact words in order to protect the integrity and quality of statements produced so that they can be used as evidence in later criminal proceedings. However, this approach assumes that children are capable of producing disclosures confidently and unaided whilst research consistently highlights a range of barriers that prevent children from making disclosures. Furthermore, when a child does attempt to disclose, they often lack the linguistic skill to do so clearly and unambiguously (Allnock and Miller, 2013). Since the linguistic characteristics of disclosures have received relatively little attention, this research examines how children actually describe and disclose sexual abuse. The data comprise 47 transcripts from online chat sessions between individual children and young people (aged 10—18) where they disclose sexual abuse to a volunteer NSPCC ChildLine counsellor. The findings highlight the interactive nature of disclosures and demonstrate the role that the counsellor plays in eliciting, facilitating and co-constructing accounts of sexual abuse. In light of these findings, questions are raised about the efficacy of safeguarding polices which effectively place the onus on the child to produce disclosures on their own.

Inkeri Lehtimaja
Lari Kotilainen
Salla Kurhila
University of Helsinki, Finland

Orienting to limited linguistic resources in multilingual workplace meetings

In the globalizing world, an increasing number of work communities operate on more than one language, and many professionals conduct their work through a language which is not their first or strongest language. Drawing from videorecorded data in one multilingual organisation in Finland, we will analyse the participants' practices for addressing their own or their co-participants' language skills during workplace meetings. The work of these educated professionals is highly verbal, consisting, for example, of planning and organising different events, and discussing with collaborators and stakeholders. The professionals use different languages to perform these activities, thereby harnessing the multilingual potential of the organisation at the service of completing the actions in the most practical and efficient ways. However, occasionally the multilingual environment is made explicit by referring to some participants' limited resources with respect to a particular language. In this paper, we focus on limitations of resources in the majority language, Finnish. The data of our study consist of 13 hours of meetings in which the working languages are Finnish, Russian and English. About half of the employees in the meetings have a Russian background; their language skills in Finnish vary from fluent bilinguals to totally unskilled. The method of our study is conversation analysis. We will discuss and demonstrate i) how the identity of a second language speaker (of Finnish) is constructed by the participants, ii) the sequential positions in which linguistic identity is made relevant, and iii) the role of employee status in orienting to the linguistic identity.

Jane Lockwood
Hong Kong Polytechnic University, Hong Kong
Erika Darics
Aston University, UK

Are you still there? An examination of webchat based customer service interactions

Customer service using web-based synchronous chat has now become the favoured global channel of service and product support; mobility is a key factor and another contributing factor is that now mobile phones charge premium prices for voice calls. Where on-line retail sales have recently reached 250 billion USD sales, web-based customer support offers enormous potential world wide. However, computer-mediated customer service has yet some way to go to work well: there are two problems that are the sources of frustration for both businesses and customers. The first relates to the speed of resolution and the fragmented nature of online conversations — mainly because of the pressures of agents having to attend to multiple conversations concurrently; and relatedly that chatting with an online agent may sounds 'robotic' and impersonal, due to their heavy reliance on ready-made templates. An added challenge, where online chat support has been off-shored to destinations such as the Philippines, is in ensuring this new channel of communication is adequately trained for and support on the floor given that English is not used as a first language. This study investigates 17 authentic webchat exchanges between agents and clients; these were provided by quality assurance specialists from a leading online retail platform. Specifically we will look at how the concurrent chat requirement coupled with the use of templates affect webchat communication with customers. These samples represent a range of quality benchmarks; a range of client problems and a range of agent communication challenges as they navigate customer service using webchat and the business requirements surrounding it. From the analysis we will draw implications for language management using this new media and make recommendations for the training and support of webchat agents.

Kerrilee Lockyer
University of South Australia, Australia

The branding paradox: exploring employees' linguistic expertise in communicating brands across a multinational company

For multinational corporations, brands are considered key commercial assets. The literature concerned with branding typically emphasises the importance of "brand strategies" designed to ensure that brands are "consistently" communicated by employees. Despite this perceived importance, there has been little research conducted into how employees communicate brands, and further, no research that has drawn on a linguistic perspective to address this question. The study was conducted across four international sites of an Australian wine distributor, including Angaston, Australia; Auckland, New Zealand; Harpenden, the United Kingdom; and Napa Valley, the United States. Informed by Sarangi and Roberts (1999) recommendations for "practical relevance", and drawing on principles of linguistic ethnography, the data was collected over a period of six months. The analysis involved theme-oriented discourse analysis (Roberts & Sarangi, 2005) across the data sets. The linguistic stages of the analysis focused on metaphors (Cameron & Maslen, 2010; Lakoff & Johnson, 1980), narratives (Georgakopoulou, 2007; Riessman, 2008) and categories (Sacks, 1995). This study reframes the notion of 'brand consistency', as the findings show that employees need to 'inconsistently' communicate the brand if they are to construct it in ways that will appeal to their particular customers. Employees are thereby caught in a 'brand paradox': required to meet the necessities for brand consistency, and at the same time obliged as professionals to routinely reconstruct the brand for consumers. Employees need to manage this paradox in every interaction that includes the brands of the company.

Eleanor Lutman-White
University of Warwick, UK

The interactional management of blame and responsibility in Child Protection Conferences (CPC) in England

Children's welfare is central in social work. In cases when there are serious concerns an investigation into the likely risk of significant harm to the child is undertaken. If this investigation suggests that the child may be at risk of significant harm, the next step typically involves a multi-professional *child protection conference*. This is a critical event in the child protection process and may result in a child protection plan which is reviewed periodically. Child protection policy in England emphasises the importance of participation and partnership with parents and within a CPC the relevant agencies, together with the parents, will share information, assess risk and decide on the best solution to safeguard the child. This paper reports on the first results of a study on the negotiation of blame and responsibility in child protection conferences. CPC meetings necessarily focus on the child and their needs but will unavoidably consider the parents and their parenting ability. Issues of blame and the attribution of responsibility are inherent in these meetings because child protection work involves the scrutiny of private family lives. For this reason, CPC are interactionally challenging events and because of the presence of parents, blame and the attribution of responsibility are interactionally delicate matters. This is an interdisciplinary research bringing together sociolinguistics and social work. I take a social constructionist perspective and I report on the analysis of talk during the information sharing section of CPCs from two English local authorities. The paper examines interactional sequences in which concerns about neglect are raised by professionals and responded to by parents to understand how issues of blame and responsibility are attended to in interaction. The analysis reveals that professionals carefully manage the attribution of responsibility and distance themselves from it by using interactional devices such as reported

speech to avoid the explicit attribution of blame. However, parents' responses involve explanations, justifications and attempts at recategorization demonstrating that they are attending to perceived blame. The findings raise questions about the truly participative nature of CPCs and shed light on the ways in which the moral order is challenged or perpetuated in situ.

Izabel Magalhães
Júlia Argenta
University of Brasilia, Brazil

Health professionals´ and patients´ comments about present healthcare and their expectations for change

This is an ethnographic study about the Brazilian Health System, carried out in the town of Sobral, in the state of Ceará, in the Northeast of Brazil. It is part of a larger study conducted in this state from 2013 to 2017. Here we are concerned with what health professionals and patients say about present healthcare and their views about how it should change to meet their expectations. The research was based on semi-structured interviews, participant observation, field notes, and focus groups. Two interview questions will be dealt with here: 1) What can you say about healthcare? 2) In your opinion, what should change in healthcare? Six health professionals and six patients were observed, interviewed and audio recorded in one health centre. We are interested in what they said and how they said it. In general, health professionals are in favour of present healthcare, but they raise the issue of work overload, and they would like to have *"um tempo maior de escuta"* (more time to care for patients). In relation to the patients, they would like to have more communication with health professionals.

Maureen T. Matarese

Borough of Manhattan Community College, USA

Analyzing face-to-face institutional talk as front-line policy implementation

Lipsky (1980/2010) in his seminal book *Street-Level Bureaucracy* examined the "analytically-similar work conditions" of street-level workers: front line practitioners who put policy into practice in their everyday work and who mediate between an administrative body and a client base (e.g., teachers, social workers, police officers). Lipsky and his inheritors have argued that given the extensive discretion street-level workers have, analyses of the policy documents themselves are limited. Rather, we can understand policy implementation far better by examining how policy is constructed in situ by street-level workers in their everyday institutional practices. Using a combination of interactional linguistics and stance analysis, in two diverse U.S. institutional contexts, this presentation reveals how a Lipskian framework allows us to analyze the in situ production of policy in practice. The presentation compares practitioner-client talk from a 9-month interactional ethnography in a U.S. city homeless shelter and a semester-long interactional ethnography in an urban community college remedial reading classroom. As an example of the utility of this framework, I examine the way in which policy requirements (e.g., institutional responsibility, efficiency, speeding up task completion, benchmarking, and performance management) surface and cluster in the interactions between practitioners and clients in both institutional contexts, highlighting the ways in which street-level workers adhere to and change policy requirements in the moment. This approach makes pioneering contributions to research in applied linguistics and public policy, as well as in social welfare, education, and research on street-level organizations.

Andrea Milde
Nottingham Trent University, UK

Linguistics in drama practice

What is going on in drama productions? How do theatre practitioners work, learn and perform? The benefits of drama for society, such as therapy, education, and mediation, are increasingly recognised. Drama processes such as drama classes and theatre rehearsals are complex and rely on the spoken communication between the participants. In this paper I will show in what way applied linguistics can be useful for analysing and understanding drama practice and explain how it can be applied in the various fields of communication in drama such as in drama education. This method allows me to break drama processes down into linguistic-communicative categories. The communication in drama processes can vary a lot, depending on a group's particular way of working, individual directing style, and other factors. I regard it is as essential to investigate the communication in artistic working processes in order to find out what is actually going on in those processes and how are they embedded in the wider context. Audio and video recordings enable me to show different modes of interaction and details of the creative discourse environment. This presentation is based on a new approach to drama and other performing arts that uses a linguistic-communicative perspective to look at rehearsals and other preparational interactions involving a spoken artistic text production process. This approach draws on a combination of spoken discourse analysis (e.g. Cameron 2001; Jaworski and Coupland 1999; Schiffrin 1994), and an adapted version of *critique génétique* (Grésillon 1999; Deppman/Ferrer/Groden 2004), a contemporary critical movement in France.

Jackie Militello
University of Hong Kong and King's College London, UK

Identity uptake in professional networking events in Hong Kong

Many sociolinguistic studies have shown how interlocutors attend to signals in interactions both intentionally "given" and unintentionally "given off" (Goffman, 1959) when discerning others' identities. At the same time, sociology studies have shown how societies have deemed certain schools and interests as 'elite', while business studies have shown how actors in the business world privilege the brands of certain employers in the employment process. Many of these studies are based in Anglo-western contexts. This study aims to see how these "given" and "given off" signals operate in networking situations in 'elite' professional contexts in Hong Kong: which indexical markers are "given", which are "given off", and which listeners identify as salient in their uptake when fashioning others' identities. The data comes from two separate professional networking events in Hong Kong, where conversations were recorded and transcribed. These recordings were then played for participants in one-on-one interviews where they were asked to comment on their impressions of the conversations, how they interpreted the various utterances and interactions, and what they thought of their interlocutors. Participants oriented to "given" signals of nationality, industries (e.g. finance, law, tech), professions (e.g. lawyer, actuary, investment banker) and particularly to specific employers. Meanwhile, educational institutions, both secondary and tertiary seemed to elicit little indexical uptake outside of national educational markets. The "given off" signals of ethnicity, accent, and communication style also figured into identity uptake. Nationality and accent were frequently misrecognized.

Reference:
Goffman, E. (2002). *The presentation of self in everyday life*. 1959. Garden City, NY.

R. Dian Dia-an Muniroh
Universitas Pendidikan Indonesia/ RMIT University, Australia
Georgina Heydon
RMIT University, Melbourne, Australia

Invigorating investigative interviewing training with a framework based on Linguistics

There has been no doubt that cognitive psychology has provided a grounded work for development of investigative interviewing training, namely Cognitive Interview (CI); however, police interview training schemes have rarely been given the benefit of research findings, more particularly from linguistics (Heydon 2013). Teaching police officers about the Cognitive Interview (CI) in a non-English speaking and multilingual country is a formidable task. It requires the inclusion of materials that raise awareness of language as a complex system requiring a professional approach. The training for police officers about CI in Indonesia serves as a good example of the importance of supporting the existing framework of training and research based on cognitive psychology with a framework based on linguistics. CI has specific wordings to access memory and research on CI translation has confirmed that it is not easy to transfer these wordings into another language (e.g. Lai 2016). In Indonesia, police officers were taught CI in English and learned CI instruction wordings in English. In practice, they had to find suitable instruction wordings in Indonesian by themselves. While the translation of CI wordings is highly technical, what police officers most likely do is a guess work or ad-hoc translation. Thus, bringing issues of language and communicative norms of Indonesian into training about CI is an important step toward a more comprehensive training approach. Our objective is to offer alternatives to invigorate the existing training with a linguistic framework in the hope of spurring a wider dialogue about the importance of language-based training.

Margaret van Naerssen
Independent Expert in Applied Linguistics, Wayne, USA
Fang-ying Lo
Yinghuei Chen
Asia University, Taiwan

Faculty voices on professional communication needs in EMI contexts

Where English as a Medium of Instruction (EMI) policies are promoted, English departments frequently act to support students' studies through English. However, too often a critical piece of the EMI context is not considered: the professional communication needs and practices of the EMI faculty members. "Just teach through English!"

Faculty Voices is a report of an assessment of the professional communication needs of EMI faculty at a university in Taiwan (2014). It also situates the study in the wider context of EMI internationally. Much EM research comes from Europe, the origin of the EMI movement. However, this study reflects increased attention to EMI in parts of Asia.

This study was an exploratory response to national concerns in Taiwan. A sense of globalization is promoted through increased use of English. There is also the need to recruit international students to sustain adequate enrolments thereby maintaining and strengthening institutions of higher education.

Parallel with this study, Park (2015) was completing his doctoral dissertation, "Pedagogical knowledge and needs for professional development and support for English-Medium institutions in Korea." One finding is the lack of inclusion of faculty voices in the implementation of EMI. He also reports on other EMI issues in Malaysia (Tan 2011) and in Hong Kong (Lin 2012).

One of the authors was recently in meetings with subject specialists in technology and in finance in Cambodia and Vietnam. On viewing the Taiwan study, they independently responded, "That's our situation, too!" Their needs also had been overlooked. University administrators need to listen!

Zoe Nikolaidou
Theres Bellander
Stockholm University, Sweden

Building up knowledge on heart defect at the intersection of institutionalised and self-initiated learning activities

In this paper we present a study from the project *Health literacy and knowledge formation in the information society,* which investigates communication and knowledge construction after prenatal diagnoses of heart disease in the fetus. In the study, we take a macro-perspective in parents' (and future parents) of children with heart defects and their health literacy practices, treating them as actions in learning activity systems. Drawing on rich and multi-faceted data from recorded medical consultations, online health forums and health blogs, and our own interviews with doctors and parents, we show how parents and doctors interact in activity systems with the goal to help parents build up health knowledge and take responsibility for the pregnancy and/or for their child's health. Learning about heart defect seems to be accomplished by being active in multiple activity systems, such as participating in institutionalised medical interactions but also in online communities by means of forums, blogs and other social media. In our analysis, we show how parents enter new activity systems and recontextualise knowledge amongst them; we also focus on how the doctors assist parents in their goal by introducing them to new activities and giving them tools for successful participation, as well as by positioning themselves to the parents' new knowledge and helping them make meaning and situate it to their specific case.

Andreas Nord
Uppsala University, Sweden
Markus Forsberg
University of Gothenburg, Sweden

Improving administrative texts: A case study of texts written before and after a prize-winning Plain Language project

In 2015, the Västra Götaland regional administration in Southern Sweden won the Plain Swedish Crystal, a yearly prize awarded by the Language Council of Sweden to the best effort to improve communication in the public sector. The primary goal of the winning project, *Easy-to-read documents* ("Lättlästa texter")*,* was to improve texts written by regional administration officials for politicians on regional deciding committees, because the politicians perceived the documentation as too extensive, detailed and complicated. In the paper, we present a study of this project, focusing especially on texts in a central genre written before and after the implementation of the project, with the aim to discuss the effects of this seemingly exemplary project. The comparison of texts draws on both qualitative and quantitative (automated) linguistic analysis and indicates only a partial success for the project: The introduction of a mandatory new structure template for the central genre made the structure more uniform, but the texts written after the project are not shorter and are linguistically similar to texts written before – i.e., dense, nominal and technical. It was concluded that the new template is a successful tool for standardizing text structure, although the one-day writing course for the writers was not enough to bring about any other substantial change, despite very positive evaluations of the course. It is proposed that projects aimed at changing writing must be considered – and planned – as learning-in-the-workplace projects rather than as projects primarily about text improvement.

Catharina Nyström Höög
Uppsala University, Sweden
Anders Björkvall
Örebro University, Sweden

Opening the discussion on the meaning of values. Functions and features of a pivotal genre in Swedish public administration

A defining but rather recently developed practice at public authorities in Sweden is the production of texts labelled *platform of values* (Swedish *värdegrund*). Why is that and which are their functions? In the research project *The archaeology of a new genre: Vision and values texts of public authorities in Sweden* we use Critical Genre Analysis (Bhatia, 2015, 2017) as a means to investigate this question. Our multimethod approach focuses on the social actions in which the texts are embedded, and include text analysis as well as focus group discussions and quantitative questionnaires. Prototypical features of platform of values texts point to internal steering and external promotion as main functions. However, when textual features are related to questionnaire and focus group data, a different picture emerges. First, the paper will show that, according to civil servants, one main function is goal achievement, more closely related to NPM than to post-bureaucratic soft steering. Second, a key function of the platform of values texts is to *entextualize* (Bauman & Briggs, 1990) common values in order to fuel internal discussions on organizational culture and public sector ethos. This finding places the focus on the semantic vagueness of the *core values* (e.g. *openness*). When related to the key function of promoting continuous discussions, the vagueness makes sense: civil servants are supposed to negotiate and (re)construct the meanings of the values for *themselves* and for the organization. Finally, our data indicate that the function of external promotion of authorities is not recognised by civil servants.

John Pill
Lancaster University, UK
Susy Macqueen
Australian National University, Australia

Investigating test mandate discourse: Policy makers' perceptions of language tests for professional registration

Language tests are often applied in contexts such as migration and professional registration. Through this use, policy makers indicate an assumption that a test and the fundamental construct it measures are meaningfully connected to their primary concern, for example, that successful test takers can participate safely and effectively in the workforce. This paper explores test mandate discourse, that is, test construct as construed by test users at policy level. Two data sources are used: interviews with members of professional registration bodies for the Australian accounting, engineering, medical and nursing professions, and calls for submissions and the subsequent reports from public consultations into language standards for doctors undertaken by UK and Australian authorities. Through thematic analysis of the interviews and consultation documents, we explore the meanings of tests as they are represented by policy makers. We discuss how language test standards operate differently for different professions; a test standard acting as initial filter in the registration process for one profession may be a later stage check in another's. Findings are revealing about the social and professional responsibility assigned to the test, and the varied meanings the test may have to different groups of users. By bringing together diverse professional perspectives, we explore the development of these meanings whereby a test is subject to the dynamics of different social worlds. In one case, taking a test has perhaps only recently become necessary for access to a profession while, in another, the test is well-established but subject to shifting socioeconomic and professional demands.

Jack Pun
The City University of Hong Kong, Hong Kong
E. Angela Chan
Hong Kong Polytechnic University, Hong Kong
Diana Slade
Australian National University, Australia

Understanding the role of health professional-patient communication practices in East Asia: Hong Kong, Korea, Japan, Taiwan, and Mainland China

Introduction: Health communication is an emerging and fast growing field of research and practice in East Asia. Emerging research indicates that existing Anglo-Saxon models of communication do not provide an adequate explanation of the patterns, styles and preferences that medical professionals display in communication with patients in the East Asian context.

Objective: To provide an integrative review of literature on health communication in East Asia and detail culturally-specific influences.

Methods: Using PRISMA model, search of PubMed, PsychInfo, Web of Knowledge, ERIC and CINAHL databases were conducted for studies between January 2000 and March 2017, using the terms 'clinician/health professional-patient', 'nurse/doctor-patient, 'communication' and 'Asia'.

Results: 38 studies were included: Mainland China, Hong Kong, Japan, South Korea, and Taiwan. The existing body of research on clinician patient communication in East Asia can be classified: 1) understanding the roles and expectations of the nurse, clinician, patient, and family in clinician-patient consultations: a) nurse-patient communication; b) doctor-patient communication; c) the role of family member; and 2) factors affecting quality of care: d) cultural attitudes towards death and terminal illnesses; e) communication preferences affecting trust, decision-making and patient satisfaction; f) the extent to which patient centred care is being implemented in practice; and g) communication practices in multilingual/ multi-disciplinary environments.

Conclusion: The review detailed the complexity and heterogeneity of clinician-patient communication across East Asia. The studies reviewed

indicate that research in East Asia is starting to move beyond a preference for Western-based communication practices.

Practice implications: There is a need to consider local culture in understanding and interpreting medical encounters in East Asia.

Shameem Rafik-Galea
UCSI University, Malaysia
Nurul Nadia Ansar Ahmad Khan
Centre of Academic Services, Kelantan, Maylaysia

Rhetorical structure of standard marine communication phrases (SMCP) in VHF radio communication among seafarers

Communication in the marine industry, in particular on the high seas, is extremely important as it involves lives. Any miscommunication might result in death, injuries and loss of business. As such, in the global shipping trading business, achieving effective communication is highly obligatory and employees on board any vessel including those manning the vessel traffic service centres must use a clear standard language set by the International Maritime Organization (IMO). Vessels plying the high seas usually carry on board both multinational and multilingual crews. This multilingual setting may result in communication difficulties due to language barriers and cultural differences among the crew. The typical communication setting can be best described as interaction between crews and interaction from ship to shore. Thus, due to multilingual differences, all vessels are required to use a standard language on board known as the IMO Standard Marine Communication Phrases. This paper present findings of the move analysis of the IMO Standard Marine Communication Phrases in VHF radio communication among "near coastal" seafarers and "foreign going" seafarers. The principal moves and steps structure of special purpose messages and routine messages employed by both "near coastal" seafarers and "foreign going" seafarers identified through the use of a genre analysis approach of the communication will be highlighted. The finding revealed that in the special purpose messages and routine call, all moves within the IMO SMCP were present and obligatory in VHF radio communication employed by both "near coastal" seafarers and "foreign going" seafarers.

Hanna Sofia Rehnberg
Södertörn University, Sweden
Maria Grafström
Stockholm University / The Stockholm School of Economics, Sweden

Hybrid professional practice in the new media landscape – a case study of VGRfokus

This paper presents a case study of the digital news channel VGRfokus. The news channel was started in November 2017 by the Region Västra Götaland (VGR) – the county council at the west coast of Sweden – with the articulated goal to provide journalists, employees as well as citizens in the region with news updates. VGRfokus was launched with an editorial written by the communication chief of VGR, Erik Lagersten. In the editorial, Lagersten entitles the channel as a "news site" with an "independent editorial office of civil servants" (VGRfokus 2017). VGRfokus illustrates one of the most novel types of news production in the landscape of hyperlocal media operations, HLMO, and we discuss its role from two perspectives. First, we use the concept of HLMO (e.g. Metzgar et al. 2011; Nygren et al. 2017; van Kerkhoven & Bakker 2014) to analyze the new form of news production as illustrated by VGRfokus. Second, we discuss implications of the distinctive features of VGRfokus for the media ecosystems– in terms of changing genres, roles, relationships and identities – as well as more broadly for society and democracy. We base our analysis on empirical data from the very first months of VGRfokus' existence. Interviews with employees at the editorial office at VGRfokus.se are combined with a content analysis and linguistic analyses of three types of media texts: (a) content published at the VGRfokus.se, (b) news articles that make references to VGRfokus, and (c) opinion articles about VGRfokus.se.

References:
Metzgar, E. T., Kurpius, D. D., & Rowley, K. M. (2011) Defining hyperlocal media, *New media & society*, 13(5), 772–787.
Nygren, G., Leckner, S., & Tenor, C. (2017) Hyperlocals and legacy media, *Nordicom* (ahead of print).

129

van Kerkhoven, M. & Backer, P. (2014) The hyperlocal in practice, *Digital Journalism*, 2(3), 296–309.

VGRfokus (2017) https://vgrfokus.se/2017/11/ledare-darfor-drar-vgr-igang-egen-nyhetssajt/

Judith Reynolds
Durham University, UK

Flexibility and structure in refugee legal advice communication: what examining the discursive structure of interactions can tell us about legal-lay intercultural and multilingual communication

This presentation discusses the discursive structuring of a set of intercultural and multilingual legal advice interactions on the subject of refugee family reunion. It emanates from a linguistic ethnographic case study of intercultural and multilingual communication in legal advice-giving on issues of asylum and refugee family reunion, carried out in a not-for-profit advice service in one of England's major cities during 2016.

In the study, a total of 22 legal advice meetings between one immigration lawyer and a range of asylum and refugee clients (both with and without interpreters) were observed and audio recorded, then transcribed and the communication patterns within them analysed. This presentation focuses on an examination of the range of communicative activity types (Linell, 2010) used in meetings, to highlight the structured but also flexible discursive organisation of eight advice meetings involving legal advice on refugee family reunion.

The presentation will show that the discursive structure of legal advice-giving evident in the data (broadly reflecting existing models of legal advice communication, Sherr, 1986) was both a stable and a flexible feature of communication in these meetings. It will explore the significance and contribution of a range of other communicative activities engaged in by meeting participants, highlighting the interactional hybridity (Sarangi, 2000) of legal advice communication in this context. Further, the presentation will argue that the structure of the interaction functioned as a resource for successful intercultural communication, providing space for all parties to contribute to the interaction and arrive at a shared understanding of the client's situation.

Monica Rian
Heidi Gilstad
Arild Faxvaag
Norwegian University of Science and Technology, Norway

Information exchange and problem solving over the phone. A study of nurses' communication with patients during callback in a rheumatology department

Health communication with patients is increasingly mediated through, and supported by, digital services. An advantage is that health professionals can communicate both collectively and individually with patients, and easily access relevant information. However, the availability and use of digital services do not ensure that the patients receive answers to their questions, and that they understand the information presented. The research project "Smart Digital Health Communication", examines health personnel's practices with the use of digital services when communicating with patients. Taking a discourse analytic approach, the project examines different activity types at a rheumatology department in a large Norwegian hospital. In this presentation, we focus on the activity type "callback", where patients that previously called the department are "called back" by a nurse. Through a qualitative approach, with video based observations of callback, and interview of six nurses, the aim is to identify the communicative practices, tools and reflections of the nurses. The study shows that the activity type callback has some particular traits on respectively a structural, interactional and thematic level, irrespective of which nurse is on duty. On a structural level, the preparation phase and the rework phase are more time consuming than the conversation with the patient. On an interactional level, the nurses juggle between answering the patients' questions based on own experiences and knowledge, and answering questions by consulting other sources, such as digital services, decision support systems and doctors. Institutional and professional constraints prevent them from making decisions that instantly could have solved the patients' questions.

Pamela Rogerson-Revell
University of Leicester, UK

Chairing international business meetings: Investigating humour and leadership style in the workplace

In this talk I will briefly outline a study which investigates the way meeting chairs use humour as a discursive resource to construct aspects of their leadership identity. I will draw on a corpus of meeting data from two international organisations to illustrate how humour is used strategically as a leadership tool both to 'do solidarity' and to 'do power' (Holmes and Marra 2006). Despite obvious differences between the two data sets, patterns can be observed regarding the use of humour to fulfil relational and transactional goals. What emerges is that meeting chairs have different approaches to constructing their leadership identity. They may draw on a range of discursive strategies, including humour, to achieve their leadership objectives but their choice of strategies is stylistically-sensitive, in other words it is dependent on what they consider to be appropriate interactive behaviour, in a particular socio-cultural context.

133

Rashwan Salih
University of Salahaddin, Iraq
Rawshan Ramadhan Saleh
Rashwan Translation Bureau, Iraq

Language policy and Kurdish identity since 2003

Contemporary debates on immigration, multiculturalism, nationalism, and linguistic rights often find language policy scholars and political philosophers at cross-roads. This paper aims at assessing the difficulties and building bridges between scholars of language policy and political theory regarding Kurdistan Region-Iraq case. The sections map out the descriptions of the debates and potential contributions that political theory can make to language policy and vice-versa. The paper provides insights on how language policy evolved in Kurdistan Region of Iraq from 2003 to 2014. This is a particularly remarkable period of Kurdish people's history as they have enjoyed an autonomous status within Federal Iraq. The paper also offers an appraisal of current research, areas of contest and a framework for future interdisciplinary inquiry on the complex interface between language, power and ethics. This study will be useful for scholars from diverse fields with interests in contemporary societal debates in which language plays an important and central role.

Enoch Sebuyungo
Makerere University, Uganda
Edith Esch
Lucy Cavendish College, UK

Translating administrative documents from French to English for a Ugandan audience. A sociolinguistic and pragmatic approach

Although language translation activities have increased in Uganda over the past two decades, the specific characteristics and challenges of this type of work are yet to be fully explored. This analysis examines the specific practices involved when documents are translated from French into English for administrative purposes in Uganda. Although underexplored in Africa, the translation of administrative documents presents a novel and revelatory context for examining translation practices and theory. Framed in Nida's theory of dynamic equivalence, through a sociolinguistic and pragmatic lens, this study explores how translating administrative documents, by focusing on linguistic equivalences without taking into account national institutional systems, can be misleading. The argument is made that sociolinguistic variables and Grice's pragmatic maxims are essential in enhancing translation effectiveness. A sample of 150 pairs of documents and their translations dating from 2011-2017, was purposively selected. This corpus, originating from 19 Francophone countries, covers three categories: Education, Legal, and Administrative Correspondence. 19 translators and 14 end users were interviewed to provide feedback regarding the translation quality of examples extracted from the corpus. Data is analysed using sociolinguistic and pragmatic criteria. Finally, the analysis is positioned within the broader scholarship on translation studies to demonstrate how this approach expands our knowledge regarding translation quality and utility. Original research outcomes include the development of the first ever translator guidelines within a context of administrative translation in Uganda and the first ever corpus of translated administrative documents in a Ugandan context.

Michael Seyfarth
University of Greifswald, Germany

Empirically sound curricula for LSP courses: Old methods from a new perspective

The teaching of languages for specific purposes (LSP) is attracting widespread interest because of the increasing migration in Europe. However, it is "absurd to expect applied linguists to know much, if anything, about work in a specialized domain in which they have no training or experience" (Long 2005: 27). Therefore, reference documents such as curricula play a crucial role for LSP course design. Assessing target skills in real-life settings has become a focus of current interest. Language needs analysis, language usage analysis, and discourse analysis dominate the discussions but are usually viewed as competing approaches. As I argue for a complementary understanding of the approaches, I will propose a three-step model and point out how each approach contributes to empirical curriculum development. Using a combination of language needs and usage analyses and a triangulation of surveys, interviews, and observations, the first step aims at identifying situations and target competencies. As the second step, the findings from this holistic perspective provide a framework for a closer investigation, using discourse analysis and text linguistics, of the language skills needed to be competent in the situations identified. The result of both steps leads to an empirical basis for the third step, the circle of LSP curriculum design, evaluation, and revision. The methodological aspects of collecting and analysing data in all three steps are a special focus.

Long, Michael H. (2005) Methodological issues in learner needs analysis. In: Michael H. Long (Hg.) *Second Language Needs Analysis*. Cambridge: Cambridge University Press, 19–78.

Halina Sierocka
University of Białystok, Poland

Linguistic integration of adult migrants in the era of the migration crisis

Numerous scholars highlight the fact that language proficiency is central to the successful integration of immigrants into host societies. Nevertheless, despite its key importance and the actions taken by most host states to support language learning, many immigrants never reach sufficient proficiency in the host country's language. This can have negative implications on the integration process, hence to some extent exacerbating the migration crisis that we are now facing. Within this context, the paper endeavours to examine whether the language policies and requirements which have been introduced over recent years, and which are predominantly rooted in political responses to the migration crisis, affect the level of social cohesion and integration of immigrants into host societies. The paper commences with discussion on the notion of integration in the context of migration. Language policies implemented in EU states for the integration of adult migrants are then presented together with a list of language requirements imposed on immigrants in specific member states. In addition, apart from addressing the opportunities and services provided to immigrants to facilitate the process of linguistic integration, the paper also tackles some of the incidental challenges that arise. In view of these issues, the paper later proceeds to offer an in-depth analysis of language learning, language requirements and adult migrant integration. Examples from Germany, France and the United Kingdom, the countries which are considered the top three destinations favoured by migrants, provide specific cases for the aforementioned analysis. The paper concludes with some implications and recommendations for actions which might serve to enhance language education for adult migrants thus contributing to their better linguistic integration into society despite the current migration crisis. While this will not provide a solution to the overall problems generated by the present level of mass-migration, it might well assist in mitigating some aspects of its effect.

Kerstin Sjösvärd
Stockholm Gerontology Research Center, Sweden

Experiences of supporting language learning in multicultural work communities

In Sweden, as in many other European countries, the care workforce includes substantial numbers of staff with low educational attainment and limited majority language skills. Projects in Stockholm region have worked with the issue over the last decade in order to support linguistic integration of adult migrants employed in the adult social care. A common situation for migrants employed in care is that their employment is secured, but the possibilities to make progress in language learning are limited. One study investigated 253 employees selected by their manager to participate in language training. Almost half had been in employment for ten years or more, but still lacked the language competences their roles required. During the period several methods have been tested. Research confirms that, with the right support, the workplace can be a rich environment for language learning. The Swedish projects, SpråkSam and ArbetSam, developed a new conceptual framework and methodology for workplace learning involving not only staff enrolled on the programme but their managers and colleagues too. Language advocates and reflective discussion leaders were trained to support the workplace and the individual learning. A significant result in the evaluation of the projects was better self-esteem among the learners and stronger social inclusion. The innovative results were transferred elsewhere in Europe by the TDAR project and the ECML network Language for Work. The concept is transferred to other parts of Sweden as a tool for workplaces to prepare for inclusion of the large number of refugees that might be recruited for care work.

References:
www.aldrecentrum.se/TDAR

Bridging language barriers in multilingual care encounters, Gunilla Jansson, University of Stockholm in Multilingua - *Journal of Cross-cultural and*

Interlanguage Communiciation, ISSN 0167-8507, E-ISSN 1613-3684, Vol. 33, nr 1-2, 201-232   http://urn.kb.se/resolve?urn=urn:nbn:se:su:diva-100364

Handling practice – second language students' opportunities for interaction and language learning at work placements. Thesis by Karin Sandwall, University of Gothenburg, 2013
https://gupea.ub.gu.se/bitstream/2077/32029/1/gupea_2077_32029_1.pdf

Website for the network language for Work, within the European Centre for Modern Languages for the European Commission:
http://languageforwork.ecml.at/

Massimiliano Spotti
Jan Dijsselbloem
Boudewijn Henskens
Rein Cozijn
Tilburg University, The Netherlands

What is gained and what is lost: An interpretive ethnographic study of the transition from books to screen based material for teachers engaged in the integration of newcomers to the Netherlands

Contemporary mainstream societies across Europe are spasmodically channelling efforts in the integration of newly arrived migrants, through language and culture learning. The Netherlands is no exception to this and it does so through selling 'language and culture learning' as the 'miracle medicine' for an active and engaged integration of newcomers (Kurvers & Spotti 2016; Spotti & Kurvers 2016). With the screen and mobile phone's apps having found a firm place in the (integration) classroom (cf. Driessen, van Emmerik, Fuhri, Nygren-Junkin & Spotti 2011) and with an emergent yet again barely regulated private sector offering (online) integration courses (see Spotti 2011), the way in which newcomers are taught Dutch language and culture may vary a great deal. This often due to the lack of ICT knowledge from the side of (voluntary) teachers. The present project called "Gains and Losses" aims at investigating the gains and the losses in the transition that has taken place between paper-mediated to screen-mediated means for learning to integrate in the Netherlands. More specifically, this presentation focuses on the shifts in the use of images, writing, layout, colours, modes of representation of integration's values and norms. The paper concludes with considerations on what these changes mean for professionals, i.e. qualified teachers and voluntary educators, involved in either municipality run or privately run integration courses.

Minna Suni
Marja Seilonen
University of Jyväskylä, Finland

Dentists abroad: Dental care in a second language

Dental care is getting an increasingly international business. Not only dental tourism but also the international recruitment of dentists affects the field throughout Europe. We focus on Finland where both of these phenomena are present: many Finns buy dental services e.g. in Estonia and Hungary, where reasonably priced services are available in Finnish thanks to multilingual staff or interpretation services, and increasing numbers of dentists also move to Finland to work. Currently 6.5 per cent of all dentist working in Finland are from abroad. Simultaneously a severe shortage of dentists has been reported in Estonia, Hungary and many other countries due to the intensive highly skilled labour migration.

We aim to answer to the following research questions:
-    What are the key challenges faced by the internationally educated dentists working in Finnish in Finland?
-    How do they cope with these challenges in a professional language test setting and beyond?
-    How do internationally educated dentists position themselves, and how are they positioned in media discourse?

The main body of data comes from three dentists: we analyse language test performance and feedback interview data of two participants and two longer interviews made with the third participant before and during her work career in Finland. To link the observations with the surrounding discourses we also analyse such media texts where either linguistic or communicative aspects of increasingly international dental care are present. Our findings show that sensitivity in dental care does not concern teeth and pain only but also interpersonal communication.

Tengku Farah Petri Tengku Mahmood
Universiti Teknologi MARA, Malaysia
Shameem Rafik-Galea
UCSI University, Malaysia
Zalina Mohd Kasim
Norlijah Othman
Universiti Putra Malaysia, Malaysia

How do parents use linguistic accounts when talking about decisions on childhood vaccination The success of childhood immunisation programmes have led to a substantial drop in the incidence of many infectious diseases. However, the global Wakefield scare upsurge around the world has affected childhood vaccination uptake and started to spread widely in Malaysia several years ago.   Recent vaccination safety scares in Malaysia through mass media and social media coverage seem to undermine public confidence in vaccines and decrease immunisation uptakes among Malaysian parents.   Hence, there is a need to understand Malaysian parents' views regarding childhood vaccination programmes in Malaysia.   The purpose of this study therefore, is to understand how non-vaccinating parents account for their decisions regarding childhood vaccination.   The study is based on a case study design and uses an in-depth interview method to identify parents concern regarding childhood vaccination programmes.   Parents' accounts, justifications and excuses are categorised according to the rhetorical devices used and are analysed using a discourse analytic approach.   The findings of the study clearly illustrate parents' motivations towards childhood vaccination, types of rhetorical devices used by parents when speaking about childhood vaccination and how they account for their decisions. The findings provide an understanding and insights into parents' concern regarding childhood vaccination programmes in Malaysia and what motivates their decision which may be used to mitigate and improve communication regarding childhood vaccination programmes between parents and health care professionals.   Finally, the study contributes in understanding how parents' use linguistic devices such as framing and footing when speaking about their concerns about childhood vaccination.

Ian Townsend
Sarah Collins
Emma Romy-Jones
Gary Thompstone
Jemma Drake
University of Manchester, UK

In the Round': A patient-centred, holistic approach to teaching and learning communication for healthcare professionals

In 'in the round' theatre, the audience surrounds the stage, observing the actors and listening to their narratives and dialogues from all angles. The audience becomes instrumental to the performance, guiding and shaping its direction and interpretations.

This presentation will itself be conducted 'in the round', to enable participants to experience and critique the rich potential afforded by this method for teaching and learning healthcare communication. Many benefits are derived from this approach, including:

- Seating in the round positions the patient and their concerns in the centre of the room and as the focus of everyone's attention;
- Multiple views of the patient (or healthcare story, consultation, or topic for discussion) are opened out for appreciation, providing a holistic, inclusive view of patient care;
- Students are empowered to direct the performance or discussion;
- Everyone (students, patients, actors, tutors) is involved and participating throughout.

We will demonstrate three teaching and learning activities conducted 'in the round':

1. In 'the waiting room', 'support group', or 'multidisciplinary meeting' – through enactments of these environments with actors, students

143

are drawn in to absorbing and responding to dimensions of healthcare communication – e.g. patients' internal monologues and thought processes in the waiting room, or making shared decisions for patient-centred care in a team meeting.

2. Collective consultations –requiring shared thinking, verbalizing reasoning, careful signposting, and heightened responsiveness to what the patient might say next;

3. Cumulative constructive feedback, passing round written comments to add – levels of detail, critique, and evidence from research and practice.

Vângela do Carmo Oliveira Vasconcelos

Universidade de Brasília – UNB, Brazil

Teachers' literacy practices in Brazilian public schools: Reflecting about the importance of continuing education in the school contexts

Teachers' planning time requires literacy practices and reflection about pedagogical practices in the school context. Based on this assertion, we investigate in which aspects teachers' interactions, representations and identifications in literacy events can contribute to teachers' professional development. This predominantly ethnographic research was developed in two rural schools in Sobradinho - DF. It is based on Critical Discourse Analysis (FAIRCLOUGH, 2001, 2003, 2010; CHOULIARAKI & FAIRCLOUGH, 1999; RAMALHO & RESENDE, 2011; RESENDE & RAMALHO, 2009) interfaced with New Literacy Studies (STREET, 1995, 2001, 2012; BARTON, 1994; BARTON & HAMILTON, 1998, 2000; RIOS, 2009, 2010) which investigate aspects of inter-actions, representations and identifications in literacy events involved in teachers' planning time activities. The instruments used for data collection were focus groups, participant observation, field notes and interview. The analysis of the corpus included CDA categories such as: generic structure, interdiscursivity, modality, evaluation, metaphors and semantic relations (FAIRCLOUGH, 2003; RAMALHO, RESENDE, 2011; RESENDE, RAMALHO, 2009). From this research design, we reflected on some literacy events and they demonstrated potential to legitimate inter-actions, representations and hegemonic and disciplinary identifications, while others pointed to more critical events and transformative practices (THOMPSON, 2002; FAIRCLOUGH , 2003). The results of the study indicate that interactions in teachers' planning time imply power relations, which sometimes provide the teachers a reflection on pedagogical practices, and, at other times, reproduce acts that legitimize instances of hierarchical superiority.

Nicoletta Vasta
Nickolas Komninos
Piergiorgio Trevisan
Università degli Studi di Udine, Italy

Multimodal awareness for child literacy

This paper illustrates the findings and conclusions reached during an Italian national research project focussing on children's awareness-raising strategies, as well as meaning-making and participation strategies, deployed in processing multimodal texts in the professional discourse domains of children's health and rights. The data was obtained from questionnaires and interviews to 8 to 13-year-old children at two international schools in Italy where English is used as the main language of instruction. The research is informed by systemic functional linguistics theory in its social semiotic application to other modes of communication and furthers knowledge in critical literacy (Perez Tornero and Varis 2010, Kress 2003, Voogt and Knezek 2008; Gee and Hayes 2011; Ala-Mutka 2011). More specifically, the proposed paper focuses on the critical literacy of children of different ages (Luke and Woods 2009; Ilomäki, Kantosalo, Lakkala 2010) when dealing with instructive/directive multimodal texts and tracks the development of strategies for interpretation of meaning (Ananiadou and Claro 2009) and to overcome semiotic confusion or possible misinterpretation. It will be argued that these strategies, carefully monitored and fostered by teachers trained in multimodal and critical literacy, will contribute to: developing safe child autonomy and multiliteracy skills; fostering ecology of communication across generations and communities of practice; introducing and disseminating best practices for materials development. Better multimodal text construction paves the way for greater child empowerment through enhanced participation and social action. Analysis of child metalanguage usage (Baldry, 2011, Baldry and Thibault, 2006) and child recognition of reading pathways (Hamston J. 2006) in line with their digital and critical literacy development will be also taken into consideration.

Helen Watts

University of the West of England, Bristol, UK

Discourses of care: Care is not just about "how do you cope with poo"

This presentation concerns the interactions between care home workers and care home residents who have symptoms and /or a diagnosis of dementia. It highlights data in which research participants talk about care in ten separate scoping interviews and seeks connections with social care frameworks for residential dementia care settings. I give brief profiles of the research participants and three dementia care frameworks, namely, person-centred care (Kitwood, 1997), relationship-centred care (Tresolini et al., 1994), and the Ethic of Care (Tronto, 1993). I discuss aspects of the frameworks which involve a language input from carers. I profile three linguistic models for interactions with older (and sometimes cognitively impaired) interlocutors, namely Communication Accommodation Theory (Coupland et al., 1988 and 1991), the Communication Enhancement Model (Ryan et al., 1995) and Gerontolinguistics (Makoni, 1997) and seek to identify the similarities and differences between these linguistic models and those designed by social care professionals. I present my analysis of the interviews within a multidisciplinary frame (Makoni, 1997) and discuss the advantages and disadvantages of this approach. Makoni (1997) says that multidisciplinary working challenges the applied linguist to negotiate the benefits of micro-analysis of language, explore and understand a setting in sufficient detail, and manage the dynamic between 'experience' and 'expertise' (1997:62). Makoni cautions that 'multidisciplinarity is important, but it is not easy' (1997:62). These emerging findings may contribute to more evidence-based training programmes and improved understanding of the importance of social interaction for those commissioning, designing, managing and delivering care for people living with dementia.

References:

Coupland, N., Coupland, J., Giles, H. And Henwood, K. (1988) Accommodatin the elderly: Invoking and Extending a theory. *Language in Society*, 17, 1-41

Coupland, N. J. R., Coupland, J. and Giles, H. (1991) *Language, society and the elderly: discourse, identity and ageing*. Oxford: Blackwell.

Kitwood, T. (1997) *Dementia Reconsidered*. Buckingham /Philadelphia: Open University Press

Makoni, Sinfree (1997) Gerontolinguistics in South Africa. *International Journal of Applied Linguistics*, 7(1), 57-65

Makoni, S. and Grainger, K. (2002) Comparative Gerontolinguistics: Characterizing Discourses of Caring Institutions in South Africa and the United Kingdom. *The Journal of Social Issues*, 58(4), 805-824

Ryan, E.B., Meredith, S.D., MacLean, M.J., and Orange, J.B. (1995) Changing the way we talk with elders: promoting health using the communication enhancement model. *International Journal of Aging and Human Development*, 41, 89-107

Tresolini, C.P., and the Pew-Fetzer Task Force (1994) *Health professions education and relationship-centered care*. San Francisco, CA: Pew Health Professions Commission.

Tronto, Joan C. (1993) *Moral Boundaries: A Political Argument for an Ethic of Care*. New York/London: Routledge

Christina Widera
Anke Settelmeyer
Federal Institute for Vocational Education and Training, Germany

Describing linguistic and communicative requirements in vocational education and training – an operation-related approach

The current migration of refugees is characterized by a new challenge particularly for the dual vocational system in Germany: Never before such a numerous group of young people at the same age from different cultural and educational backgrounds has come to Germany within a short period. The political aim is to integrate the refugees as soon as possible into the vocational and educational system or the labour market. Therefore, the demand for profession oriented language courses increases. To provide an empirical base for language courses for trainees, one approach is to analyse linguistic requirements at the workplace and at vocational schools. In Germany there are only a few investigations dealing with language for special training occupations. In our study, we investigate the linguistic requirements of three training occupations: motor vehicle mechatronics technician, medical assistant and management assistant for retail services. In order to preserve the features of language used at the workplace we analysed requirements within the scope of typical operations. The requirements are described in terms of their linguistic structure, quality, function, structure of tasks and occupation-related aspects. We will present the categories of our analyses and illustrate the results by examples. Finally, we will discuss opportunities to develop language proficiency of young refugees at the workplace. The results are based on data of the research project „Language and communication requirements in vocational education and training" of the Federal Institute for Vocational Education and Training. Data have been collected by documentary analyses, 46 semi-structured qualitative interviews with trainees, trainers and teachers, and 22 participant observations in companies and vocational schools.

Reference:

Settelmeyer, Anke: What management assistants of retail services and medical assistants need to read, write, speak and listen to in the workplace. In: Beacco, J.-C., Little, D., Krumm, H.-J. and Thalgott, Ph. (eds.) (2017). *The Linguistic Integration of Adult Migrants: Some Lessons from Research*. Berlin: De Gruyter Mouton in cooperation with the Council of Europe, p. 283 – 288.

Yu Zhang
Hong Kong Baptist University, Hong Kong

Discovering Empathic Interactions in Online Medical Consultations: A case study of Mainland China

Prior studies on medical discourse have indicated that empathy has a key role to play in doctor-patient communication (see Pounds, 2010). In Mainland China, about 80% of medical disputes nation wide were caused by poor communication between doctors and patients, and the indifferent attitude of the healthcare service providers (Chen & Zhao, 2013). Many instances of poor communication were found to result from the lack of doctors' empathic interactions with their patients (Ye & Wang, 2015). While empathic interactions are not very commonly seen in face-to-face doctor-patient encounters in China, they are perhaps more often seen in online medical consultation which is growing and remains promising. While empathic interactions seem crucial in enhancing the doctor-patient communication, little has been said in the online context.

To fill the gap, the study explores 40 text-based empathic interactions collected from four e-healthcare platforms from Mainland China, aiming at finding out the discourse features of the discursive realization of the act of empathy online. It is also hoped that the findings would be useful for medical education or training on improving doctor-patient communication, thus benefiting doctor-patient relationships. The empathic interactions, selected on the basis of Pounds' (2010) 'appraisal' framework of empathy, are analyzed by the approach of discourse analysis. Some initial findings are discussed, such as what are the linguistic features of the empathic interactions, when the empathic interactions start, and what are the patterns of doctor's empathic response in terms of discourse structure.

Work-in-progress oral presentations

Glen Michael Alessi
University of Modena and Reggio Emilia, Italy

Strategic communication: Views on how practitioners enact discursive strategies

Strategic communication, as a field of study, has been seen as being misunderstood, ambiguous, contested or a neglected area of professional communication (Holltzhausen and Zerfass, 2015). Despite efforts to better define and give focus to its applications in a variety of professional contexts through conferences, academic journals, online courses and textbooks, each initiative appears to create even further nuanced interpretations which avoid an overall unifying perspective. This paper does not assume there is one exclusive top-down categorization of strategic communication, but examines strategic communication as being sector and task specific to each practitioner, while at the same time sharing lexico-grammatical and interdiscursive strategies across disciplines. The data considered will include a corpus compiled from published Web documentation (Web-sites, press-releases, newsletters et al.) focusing primarily on U.S. online health communication and airport public relations. Using frameworks taken from critical genre analysis (Bhatia, 2017) and computer assisted discourse analysis (Partington,2010), this study will examine generic, lexico-grammatical and interdiscursive practices which strategically enact mediation of these institutions with their public. Areas of investigation include: 'framing', 'image repair' ' crisis communication', 'messaging frameworks' ' strategic health communication' and 'relationship cultivation strategies' (Holltzhausen and Zerfass, 2015). The resulting analysis aims at providing insights into intertextual and interdiscursive elements which reveal shared usage between practitioners across disciplines. Lastly, this study hopes to contribute to a more grounded contribution into further defining strategic communication.

Maciel Alda Maria Coimbra Aguilar
Instituto Federal do Rio de Janeiro, Brazil

The reading comprehension progression plan: A Systemic-Functional Proposal for innovative reading practices of multimodal texts

In Brazil, authorized documents do not offer public school English teachers feasible orientations to guide their execution of activities throughout the curriculum in technical public schools. In order to operationalize the preparation of activities, a procedure called Reading Comprehension Progression Plan (RCPP) has been proposed. This plan presents a Systemic Functional groundwork and it is designed to help teachers guide students in their reading comprehension development of multimodal texts. Briefly describing, the RCPP is a procedure that consists of seven stages: 1-Mobilizing Previous Knowledge (MPK); 2- Investigating Context of Culture (ICC); 3- Investigating Context of Situation (ICS); 4- Checking General Comprehension/Main Points (CGC/MP); 5- Checking Detailed Comprehension (CDC); 6-Developing Critical Reading (DCR) and 7- Sharing Knowledge (SK). Each stage comprises activities that develop students' multiliteracy and most stages are composed by main categories drawn from various backgrounds, such as: The Systemic Functional Grammar (HALLIDAY, 2014/2004), The System of Appraisal (MARTIN & WHITE, 2005), The Grammar of Visual Design (KRESS & VAN LEEUWEN, 2006) and Multimodal Studies (KRESS, 2010; O'HALLORAN & SMITH, 2011; TAN, MARISSA, O'HALLORAN, 2012). So far, the RCPP has been developed within IT and Environment Courses. The main purpose of this presentation is to share this innovative experience by presenting the RCPP to participants in order to discuss its operation in different pedagogical contexts and investigate possible shortcomings. This ongoing study aims at contributing to the (re)construction of teacher practices for more democratic public technical schools.

References:

HALLIDAY, M.A.K. An Introduction to Functional Grammar. London: Edward Arnold, 2014/2004.

KRESS, G. Multimodality: A social semiotic approach to contemporary communication. London: Routledge, 2010.

KRESS, G. & VAN LEEUWEN, T. Reading Images: The Grammar of Visual Design. London: Routledge, 2006.

MARTIN, J. R. & WHITE, P.R.R. The Language of Evaluation: Appraisal in English. London: Palgrave Macmillan, 2005.

O'HALLORAN, K. L. & SMITH, B. A. (Eds). Multimodal Studies: Exploring Issues and Domains. New York & London: Routledge, 2011.

TAN, S.; MARISSA, K.L.E.; O'HALLORAN, K. L. Multimodal Analysis Image. Teacher Edition. Singapore: Multimodal Analysis Company Pte Ltd, 2012.

Ping Du
University of Nottingham Ningbo, China

Disagreement strategies at multicultural problem-solving meetings

This presentation explores the disagreement strategies employed by the Chinese and expatriate participants at problem-solving meetings in a multicultural organization in Beijing, drawing on data from an ethnographic case study project. The dataset consists of audio recordings of 21 meetings (about 35 hours), 10 participant interviews (about 10 hours), organizational documents, emails, field observation notes, etc.. There had been continuous conflicts and confrontation within the organization between the Chinese and expatriate middle managers when the data collection started, to the extent that four Chinese managers expressed the intention to quit their positions. A number of problem-solving meetings were organized by the Chinese CEO to resolve the management crisis. A problem solving process may involve a series of activities at workplace meetings, including defining a problem, identifying the causes of the problem, and discussing solutions. Disagreement can be expressed in all these activities. Although disagreements are generally regarded as unmarked and an inherent part of the problem solving process (Angouri, 2012), this study suggests that in a complicated workplace situation such as conflict / crisis resolution, disagreement can become marked and are often dealt with in extremely careful ways. This study will examine the patterns of disagreement strategies employed by the Chinese and expatriate participants in the problem solving activities as mentioned above, taking into consideration different levels and aspects of the discourse, including turn-taking, speech act scheme (Du, 2015), pragmatic markers, and laughter.

References:
Angouri, J. (2012) Managing disagreement in problem solving meeting talk. *Journal of Pragmatics, 44*, 1565-1579.
Du, P. (2015) *Intercultural Communication in the Chinese Workplace*. Basingstoke: Palgrave Macmillan.

Puteri Shakira Jahn Kassim
Hamedi M. Adnan
University of Malaya, Malaysia

Draft of professional standards for the editing of research papers publishable in international journals

Given the importance of publication in academic setting, the engagement of independent editors in the pre-publication process of a research paper has been the focus of considerable number of studies. The myriad nature of these "language helpers" nevertheless has led to unstandardised practice and ethical dilemma surrounding the role of author's editors in a scholarly publication process. This paper presents the draft of a framework based on literature review and document analysis on the competences required for editors servicing clients who wish to publish in international journals. Four competence dimensions (knowledge, functional, behavioural, and ethical) from Cheetham and Chiver's holistic model of professional competence were based upon to compare the following established editorial standards: The Australian Standards for Editing Practice (2013), the Canadian Professional Editorial Standards (2016), the Society of Editors and Proofreaders' Code of Practice in the UK, and Core Standards for South African Editors (2010). Previous empirical works were also reviewed to formulate the framework of the practice standards. The results indicate that much weight has been given to an editor's knowledge, functional, and ethical competences, and in facilitating the publication of research works, an editor must assume a facilitative role and apply communicative strategies along the editing process to ensure overall textual fitness. These preliminary findings necessitated the adaptation of the existing standards to suit the practice of scholarly editing. The draft framework will be used in three subsequent rounds of Delphi study to finalize standards of scholarly editing that are applicable on a local level.

Kayo Kondo
University of East Anglia, UK

Exploring older patient-physician interaction and patient-centredness in Japan

In the last decade, Japanese physicians have taken steps to improve their clinical communication models with older patients. While patient-centred communication has been widely regarded as one of the core components of care (Bensing et al., 2000), little research has investigated the extent to which the concept of patient-centredness can positively inform real-life clinical interactions between older patients and physicians in Japan (Matusitz and Spear, 2015; Ishikawa et al., 2013). This is of particular concern because Japan's ageing society — in 2017, 27.7% of the population is 65-years-old or older — requires physicians to have more direct involvement with the patient's family members according to the cultural expectations. This ongoing project focuses on identifying potential benefits and challenges associated with the application of the Western concept of patient-centredness in Japan, with particular emphasis on physicians' empathic expressions during consultations. Ethnographic fieldwork has been undertaken in Japan to observe real-life interactions that occur during doctors' regular medical consultations in patients' homes. This involves audio recording the naturally occurring conversation during these consultations and identifying how the consultations are structured, the language that is used and how the patients interact with their physicians. Next, a pragmatic approach to analysing the consultations is employed, whereby the relevant expressive features are conceptualised in terms of 'face' and 'politeness' (Brown and Levinson, 1987) and 'Empathic Speech Acts' (Pounds, 2016). Here, the provisional analytical framework and preliminary results are presented.

References:
Bensing, J. M., Verhaak, P. F., van Dulmen, A. M., & Visser, A. P. (2000) Communication: the royal pathway to patient-centered medicine. *Patient Education and Counseling* 39(1): 1-3.

Brown, P. & Levinson, S. C. (1987) *Politeness: Some Universals in Language Usage.* Cambridge: Cambridge University Press.

Ishikawa, H, Hashimoto, H. & Kiuchi, T. (2013) The evolving concept of patient-centeredness" in patient–physician communication research, *Social Science & Medicine* 96: 147-153.

Matusitz, J. & Spear, J. (2015) Doctor-patient communication styles: A comparison between the United States and three Asian countries. *Journal of Human Behavior in the Social Environment* 25: 871-884.

Pounds, G. (2016) Patient-Centred Communication in Ask-the-Expert Healthcare Websites. *Applied Linguistics*. doi:10.1093/applin/amv073: 1-19.

Sissel Rolness Lysklett
Central Norway Regional Health IT, Norway

Taking an activity-type approach to workshops: Enabling participants from different healthcare disciplines in emergency medicine to address collaborate teamwork challenges

The Norwegian government wants to create a comprehensive and coordinated health care service tailored to the individual user. Good interaction between the involved participants is particularly important. This study examines how the notion of activity type, first introduced by Levinson (1979), can be used to describe the communicative activities in health care, in order to improve the collaborate teamwork along the patient's pathway. In this perspective, communicative activities are analyzed as social practices, and can be defined by goals, participant's roles and responsibilities, amongst other things. Our study context is a workshop within an IT-project run by Central Norway Regional Health Authority, with a goal to explore how to improve the communication in the emergency care chain in the region. In this paper we address the following research questions: 1) How can use of the notion of activity type in a workshop enable participants from different healthcare disciplines in emergency medicine to address collaborate teamwork challenges? 2) Which activity types in the emergency care chain did the interprofessional group identify? A workshop methodology based on an activity perspective on professional practice was used. Data is qualitative, consisting of written and visual material. Healthcare professionals from the whole chain of emergency care participated. Our findings show that the activity type approach, given its goal-orientation, allows team members to see things beyond their own organizational role-responsibilities and reflect on common goals, role and responsibilities of their common emergency care activity types. The participants defined four activity types in the emergency care chain.

Hanna Laurberg Mohapeloa
Aalborg University, Denmark

Signs of embarrassment in conversations between patients and healthcare professionals

Despite patients´ needs and expectations, health care professionals may address disease related sexual problems insufficiently. Health care professionals generally acknowledge the topics' relevance, and display an intention to discuss such problems, but refer to fear of embarrassment as one explanation why such discussion may fail. Since patients with Diabetes Mellitus have an increased risk of sexual problems, I collected audio recordings of clinical encounters, interviews and questionnaires, involving patients and health care professionals in a diabetes outpatient clinic to explore the problem. Topics related to sex and partnership was discussed in 20% of the recordings, and most patients expected health care professionals to initiate the discussion as part of their professional practice.

Goffman describes how embarrassment is felt on behalf of both oneself, and others, hence both patient and health care professional may present embarrassment. Furthermore, there is a tendency to protect fellow participants from "loosing face" and this may happen almost instantly and subconsciously. Signs of embarrassment may be visual such as flushing, and vocal such as coughing, staggering, pauses, repetition, change in pitch or saying "ehhh". Since embarrassment is often related to moral issues, these signs may surface in relation to topics such as sex, smoking, alcohol or eating and exercise. I present examples from transcripts of clinical encounters to analyze how embarrassment may influence the conversation on these topics, to see if this could explain why disease related sexual problems are insufficiently addressed.

Maame Afua Nikabs
Queen Mary, University of London, UK

The discourse of "Soli": Insights into the practices of Ghanaian journalists

The giving of tokens, often monetary, to journalists in the course of newsgathering is an established practice in Ghanaian journalism, to the extent there is shared understanding of what "Soli" – short for "Solidarity" – means and how it functions. "Soli" is often critiqued by scholars as unethical and thus corrupt (Hasty 2005, Skjerdal 2010). Prior research on Soli suggests it affects the objectivity of journalists, influencing story selection, placement, language use and local news content (Agbemenu and Tandoh 2015, Diedong 2006) – all relevant to linguistic scrutiny. However, this previous research has focused narrowly on Western-centric approaches and has not paid much attention to the actual discourse of Soli, which my paper addresses. In this regard, I argue it is important to look at cultural context to understand practice, a point raised by numerous media linguistics scholars (e.g., Cotter 2010, Peterson 2005) and others who investigate language in social context (e.g., Gumperz&Hymes 1964, Brice-Heath 1983, Duranti 2014) and for whom context is pre-eminent. Adopting an approach rooted in interactional sociolinguistics and ethnographic fieldwork, I investigate the process of news production in Ghana, the practice of journalists on-the-job, and their relationships with their sources as a way to understand the part that Soli plays in the journalistic undertaking. The field data reveal that the meaning of Soli is more multifaceted and shaped by local context than Western scholars contend and not necessarily as straightforward or "corrupt" as previous research claims. Interviewees attribute factors other than Soli to their discourse outputs, which I show.

Mareike Oesterle
Götz Schwab
Pädagogische Hochschule Karlsruhe, Germany

The role of teacher educators' interaction with each other in the context of European project work

This presentation will introduce the work-in-progress of a doctoral thesis, which analyses the role of teacher educators' interaction in the context of European project work. Ethnographically, it aims to describe the interactive processes between five teacher educators and their environment working at universities in the UK, Spain, Sweden and Germany, currently collaborating in an Erasmus+ project, the proPIC project ("Promoting professionalism, innovation and transnational collaboration in second language learning and teaching – integrating research-orientation and mobile-technologies in teacher education"). Although there has been an increasing focus on teachers and their profession in general, there has been little research on the profession of teacher educators and their professional development (Lunenberg, Dengerink & Korthagen 2014). This doctoral thesis intends to systematically describe the interaction of teacher educators working together in a European project through physical and digital ethnographic fieldwork (Murthy 2008), such as face-to-face meetings, online discussions, seminars. By observing in the field and using mobile technologies (video, messenger applications, learning platforms, and blogs) data will be gathered in the context of the proPIC project and reconstructed using multimodal discourse analysis (Norris 2016), focusing on *how* interaction takes place and in what way it is mediated (Vygotsky 1978). As the project has just started in September 2017, this presentation will describe interim findings, as well as discuss the pros and cons of some mobile tools as effective research instruments, especially in the field of digital ethnography. Further, it will consider the impact of interaction and its mediation on teacher educators' professional identity.

Caroline Pelletier
UCL Institute of Education, UK

Doing diversity in the tech industry

I will discuss the research design and initial analyses from a project investigating how 'diversity' is practised in the tech sector. Many tech companies have identified a 'diversity' problem with their workforce, expressed in various terms but often focusing on the under-representation of women and ethnic minorities. Different strategies have been adopted to redress this problem, often focusing on monitoring workforce demographics and funding specific initiatives, such as altering job adverts to make them more 'gender neutral'. However, there has very little empirical investigation of how such strategies are practised day-to-day within organisations, and what 'diversity' looks like as an interactional practice in work: how efforts are realised to achieve it. My research is intended to provide empirical investigation of attempts to practise 'diversity' in one London-based SME, which has sought to organise itself to be 'inclusive' in various ways, including: crowd-funding; ongoing relationship management with users; strategy and product planning meetings involving all staff; and non-specialist and flexible job descriptions / division of tasks. This is an ethnographic project, involving observation of communication between employees, and between employees and users. It draws on the literature on diversity, notably Ahmed's (2012) work on diversity in higher education; the literature on work in the creative industries (eg Banks 2017); and on workplace communication (Holmes and Stubbe, 2015). The presentation will consist of discussion of the issues raised by researching diversity as an organisational and rhetorical practice, and of data extracts consisting of internal communications, notably strategy meetings involving all employees.

Ahmed S. (2012) *On being included: racism and diversity in institutional life*, London: Duke University Press.

Banks M. (2017) *Creative justice: cultural industries, work and inequality*, London: Roman and Littlefield.

Holmes J and Stubbe M. (2015) *Power and politeness in the workplace: a sociolinguistic analysis of talk at work*. Abingdon: Routledge.

Tom Rausch
Queen Mary University of London, UK

Organizational discourse of a Pan-African health consortium in the aftermath of the most recent Ebola outbreak: A linguistic thnographic study

During the Ebola outbreak in 2014, African healthcare experts in the field of infectious diseases identified a lack of agency of indigenous response mechanisms. This paper explores the discourse of a Pan-African health organization that emerged during the outbreak as a reaction to the shortcomings of the indigenous outbreak management. It is interested in how the infectious disease experts construct the organizational identity in their public communication. More specifically, it looks at how evaluative stance is construed in organizational discourse to situate the consortium's work in the international debate on risk and infectious diseases. A 12-month linguistic ethnographic study was conducted in a Pan-African health consortium. As this paper focuses on external communication, the sub-set of the collected data that this presentation focuses on is comprised of public interviews, conference talks, a conference report and official statements. The data is complimented by interviews with the members conducted by the researcher. The analytical framework draws on Appraisal Theory to explore how members use Appreciation and Judgement to take an evaluative stance. In relation to the semantics of Attitude, a sub-category of Appraisal, Judgement is concerned with linguistic resources to assess human behaviour, and Appreciation looks at resources for construing the value of things (Martin & White 2005). By looking at evaluative stance, three predominant categories emerge: identification of infrastructural, medical and financial shortcomings; establishment of the consortium's legitimacy in the international debate on outbreak response; and creating a platform for and giving a voice to African experts on emerging pathogens.

Reference:
Martin, J. R., White, P. R. R., 2005. *The Language of Evaluation: Appraisal in English*. Palgrave Macmillan, New York.

Raphael Sannholm

Stockholm University, Sweden

Collectivity in the translation workplace

The most common forms of employment for translators in Sweden are freelance work and in-house employment (Englund Dimitrova & Ehrensberger-Dow 2016). While it seems safe to assume that both forms, to some extent, involve interaction with other actors in the translation process, in-house translators working in teams arguably have more opportunities of cooperating directly with colleagues, constituting translation in these contexts as a socially situated practice in a concrete sense. When translators work in close connection to each other, translations also consequently become the result of cooperation among several translators, to the extent that some scholars argue that the "individualistic concept of 'the translator'" is inadequate in certain contexts (Risku & Windhager 2013: 42). The general aim of my PhD research, which is carried out within the field of Translation Studies, is to investigate the role and nature of such cooperative practices in the translation workplace, in order to contribute to an increased understanding of collective features of the translation process and the interplay between individual and collective aspects of professional translation work. The data collection is carried out in the Swedish translation office of a global Language Service Provider, and the analysis builds on field note, interview, and documentary data collected through ethnographic fieldwork during the course of approximately one year. In my talk, I will present some emerging themes from the ongoing analysis, focusing on organizational and cognitive aspects: risk avoidance through division of labour, collective negotiation in the translation process, and dissemination of knowledge within the workplace.

References:

Englund Dimitrova, Birgitta, and Ehrensberger-Dow, Maureen 2016. "Cognitive Space: Exploring the situational interface". *Translation Spaces* 5(1): 1-19.

Risku, Hanna, and Florian Windhager 2013. "Extended Translation. A Socio-cognitive Research Agenda". In Maureen Ehrensberger-Dow, Susanne Göpferich, and Sharon O'Brien (eds), *Interdisciplinarity in Translation and Interpreting Process Research*. Amsterdam: Benjamins. 35-47.

Surek-Clark Clarissa
The Ohio State University, USA

Translation and interpreting training in multilingual Ohio

In Ohio, approximately half a million people, comprising 4% of the population, is foreign-born[1]. While over 80% of them consider themselves good or very good speakers of English, there is an increasing need for language access in key areas such as health care and legal proceedings. In order to comply with Title VI of the United States Civil Rights Act of 1964 which provides that federally funded programs and activities should be free of discrimination, in the last decades Ohio has experienced a lack of qualified translators and interpreters. Among the 80+ languages spoken in the State, education for bilinguals interested in becoming professional translators and interpreters only exists for the most commonly taught languages in the country, such as Spanish, German and French. Therefore, a team of colleagues in language departments at The Ohio State University has been working on developing a translation and interpretation program that addresses such a need. This presentation will focus on a pilot program with heritage Spanish-speaking students at a high school in Columbus, OH during the 2017-2018 school year. Our goal has been to provide an introduction to medical interpretation and general translation as a possible career option for local students. Ultimately, this experience will aid in the creation of a language-neutral curriculum to be implemented in courses targeting students who speak one of the 36 languages offered by our institution.

---

[1] https://www.americanimmigrationcouncil.org/research/immigrants-ohio

Karin Tusting
Suzanne Hodge
Ian Smith
Lancaster University, United Kingdom

Developing communicative spaces in mental health care: the Care Programme Approach

The Care Programme Approach (CPA) is the statutory framework for the assessment and care of people with complex mental health problems in England and Wales, under which service users should have a multi-disciplinary assessment of their health and social care needs and a regularly-reviewed written care plan.   CPA review meetings bring together all professionals involved with an individual's care, along with the service user and their carer. The CPA has been criticised as a psychiatrically and bureaucratically driven process, in which non-medical forms of knowledge are marginalised, and administrative processes prioritised over meaningful shared understanding of an individual's needs.   Perhaps unsurprisingly, service user and carer involvement, which should be central to the CPA, is tokenistic. However, as demands for more holistic, recovery-oriented models of mental health care come to the fore, there is pressure for the CPA to evolve. The paper outlines a project taking an innovative approach to the study of the CPA. Using Habermas' theory of communicative action as an overarching theoretical framework, the aim is to identify how communicative spaces might be opened up within existing structures. Detailed analysis of the discursive processes of CPA meetings will analyse how mental health problems are constructed, how power relations are enacted, and how bureaucratic practices shape discussions. The paper will make a case for the value of combining such analysis with a Delphi method, working with key stakeholders in the field, to explore how these taken-for-granted discursive practices can be transformed into more open, communicatively rational practices.

Noriko Watanabe
Ritsumeikan University, Japan
Atsuko Misaki
Kindai University, Japan

In search of language needs for artists and designers in Japan

This presentation sheds light on language and communication practices in creative fields in Japan. Many applied linguistic studies in Japan are related to language teaching and learning. Our research was thus originally planned as a 'needs analysis' study for ESP (English for Specific Purposes) research. However, we soon found that compared with other fields, it is difficult to find artists and designers in Japan who actually use English for their professional activities. Rather, we learnt that, let alone polishing their English skills, acquiring communication skills itself has been hitherto considered unnecessary for them. Art majors are usually required to present their artwork without an exegesis even for their graduation work. Our pilot research challenged our static view of 'needs', 'genres' and 'model' texts as well as our understanding of the process of globalisation. Thus, in order to understand diversity and dynamics of their language use and needs, we have been approaching individuals and groups in various spheres, including those who function locally using only Japanese. Such a shift in research focus and methodology has enabled us to ask new questions: how do creative professionals learn to be aware of and use a new language and new communication genres?; how and why are genres being developed and converged in and *across* creative fields?; what are their common challenges and tactics when they are required to verbally communicate with people?; and how do their language and communication practices reflexively affect their creative activities themselves?

Chenjie Zhang
Jesse W. C. Yip
Hong Kong Baptist University, Hong Kong

Understanding the co-construction of medical consultation in Traditional Chinese Medicine: a discourse structural analysis

Very little has been done regarding doctor-patient interactions in the Traditional Chinese Medicine (TCM) context (Ho & Bylund, 2008). Drawing upon the broader framework of discourse analysis, this study examines the move and IRF (Initiation-Respond-Follow-up) exchange structures involved in 28 TCM consultations in the out-patient department of a hospital in Zhengzhou, China. Based on a close examination of our consultation data, five moves have identified: 1) Opening, 2) Information Elicitation, 3) Diagnostic Examination, 4) Treatment Planning and 5) Closing. Particularly, different steps are found to be involved in the Examination and Treatment Planning moves. The Examination move comprises Verbal examination, Laboratory check-ups and Discussion of other body conditions and lifestyle. The Treatment Planning move consists of Offering Advices and Prescription. It is argued that the medical consultations are co-constructed by both of the doctor and the patient, rather than singly dominated by the doctor concerned. The evidence is two-fold. First, the results of IRF analysis show that the patients play the roles of initiator and collaborator in the overwhelming majority of the move constructions. Second, the rate of the initiation between the doctors and the patients is approximately 6 to 4 (62% versus 38%). The phenomenon is particularly prominent in the step of Social Talk in which the patients' initiation (55%) is even more than the doctors' (45%). The findings seem contradictive to the conclusion of obviously asymmetrical doctor-patient relationship in previous studies (Pilnick & Dingwall, 2011; Zhao, 1999).

Poster presentations

Sarah Collins
Gary Thompstone
Ian Townsend
Emma Romy-Jones
Jemma Drake
University of Manchester, UK

Creative approaches to understanding personal and professional experience of significant illness, death and dying

In our communication teaching and learning, we employ creative approaches in exploring narratives and the lived experience of individuals' and families' encounters with significant illness, death and dying. Through interwoven dialogues that juxtapose discourses of realities and fictions, we investigate how acts of imagination and lived experience work off one another, and how this interplay can help us – as health professionals, medical students, patients, carers or family members – identify with experiences of significant or life-threatening illness.

Our presentation opens with a collage performance of monologue and dialogue interspersed with music. This draws on real, first-hand personal experience, creative interpretations and fictions, in significant illness narratives provided by healthcare professional students, patients and carers.

The performance will be paused at intervals for audience participation in creative tasks: writing poems, sculpture, drama.

Then, we will incorporate participants' creative work into a set of reflective, critical interrogations of the lines and words we have performed. We will use this to illustrate how experimenting with narrative structures (poetry, prose, dialogue and monologue), word choices, and different media (music, written words, spoken words, gesture, movement) can:

a) extend our interpretations of, and responses to, significant illness, death and dying;

b) provide a rich, ethnographic and literary resource for training health professionals;

c) motivate and inspire patient-centred approaches in clinical practice.

We will provide a pictorial display of healthcare professional students' experiences of learning using these creative techniques. This will show the impact of this approach for teaching and learning about significant illness, death and dying.

Mária Czellér
University of Debrecen, Hungary

Innovative teaching materials for language use in professional settings

Presently, globalisation, along with the prevailing effects of new information and communication technologies, have thrown new light upon education. Students at higher education institutions have remarkably altered their communication and information-gathering habits, a digital generation has risen, which uses new learning and communication forms as well as tools to expand their knowledge. Consequently, higher education institutions are working ever more intensively to integrate information and communication technology (ICT) tools into their traditional courses, and to incorporate such techniques which appropriately meet the expectations of the time. The online learning environment with the help of computers, holds an important place in language education as well. Therefore, language teaching also has to move with the times, and modern technology and its methods need to be adjusted to the expectations of the age. This poster presentation will focus on a new language learning project that comprises traditional face-to-face learning experiences with online methods in teaching foreign languages for specific purposes (LSP) at a higher education institution. The project is aiming at reaching language competence levels expected by the job market, and also developing a teaching material package which is adapted to the new learning routines of the students. This language programme is designed to improve written and oral communication skills required in multinational environments. or at companies with foreign operations. Thus, a wide range of topics most important in the world of work and vocabulary development are included.

Fauve De Backer
Stef Slembrouck
Piet Van Avermaet
Ghent University, Belgium

The effect of multilingual assessment on the science achievement of pupils in Flemish compulsory education

In compulsory education, there is an increasing concern that multilingual pupils are being disadvantaged in testing situations, since their linguistic ability in the language of schooling may impact their results on content-related tests (Menken, 2010). This research project in fifth grade of primary education in Flanders investigates the extent to which direct linguistic assessment accommodations affect the science performance of multilingual pupils. Accommodations are support provided to students to help them access the content and demonstrate what they know (Butler & Stevens, 1997), for example dictionaries, bilingual tests or read-alouds. To date, few studies have examined how well these accommodations succeed in making the assessment more valid and accessible. In this mixed method research on multilingual assessment, pupils (n=1117) were divided over three testing conditions: one with the written science test in the language of schooling (L2=Dutch); a second one in which pupils received a bilingual test (L2 and a written translation in the L1); and a third, additional bilingual condition with added audio support in both languages. For each condition pupils (n=35) were interviewed immediately after taking part in the online-test. Interview results are reported in the qualitative studies. For the quantitative research, the effectiveness of the accommodations is explored. A univariate analysis of variance (ANOVA) indicated no randomized accommodation significantly improved the test score of multilingual pupils. Subsequently, a multiple linear regression within the group of pupils who received the set of bilingual accommodations showed pupils' science achievement significantly increases when pupils are more proficient in their L1 and especially when they make more frequent use of the audio in their L1.

175

References:

Butler, F. A., & Stevens, R. (1997). *Accommodation Strategies for English Language Learners on Large-scale Assessments: Student Characteristics and Other Considerations* (Vol. 448): Center for Research on Evaluation, National Center for Research on Evaluation, Standards, and Student Testing, Graduate School of Education & Information Studies, University of California, Los Angeles.

Menken, K. (2010). NCLB and English Language Learners: Challenges and Consequences. *Theory Into Practice, 49*(2), 121-128. doi:10.1080/00405841003626619

Rosineide Magalhães de Sousa
Universidade de Brasília, Brazil

Academic literacy: teacher training and social transformation in Brazil

Being able to read the social reality, taking from it a theme to research and strengthen teacher education is very relevant to this professional scenario that leads to a reflection on what can be seen as problematic in school and in the community. Especially when it comes to specific teacher training that is the field of education in Brazil. In the set of 29 monographs that I directed between 2013 and 2017, in the Field Education Degree of the University of Brasília (UnB), I noticed that students in teacher training, in possession of the academic literacy of the University, chose to research subjects that arose from problematic issues, such as linguistic variety or literacy or teaching methodology or linguistic contact with which they met in school, where they studied or they did the teaching internship, or in the community where they live. With academic literacy, they developed their monographs, using ethnography, to research a topic that could contribute to solve problems and bring a social contribution in the field of language education. Faced with this problem, I present research whose objective is to investigate and analyze monographs of graduates of the Degree in Education in the Field of the UnB, in the area of Language that reveal cultural linguistic diversity and identity and multiple literacies that can contribute to the reflection on the formation of the educator of the field. To base this work, I use Sociolinguistics and Literacy as a social practice and the methodology of Discourse Analysis.

Rick Evans
Traci Nathans-Kelly
Cornell University, USA

"We need real data!" Designing an instrument to assess multimodal communication instruction across the curriculum in mechanical engineering

The demand was non-negotiable – "We need real data!" In collaboration with a department of mechanical engineering, the engineering communications program created an innovative approach to teaching multimodal communications across their curriculum. It began with two partnered courses, one required sophomore engineering design course and a pilot communications course that emphasized written, oral, visual, and electronic (WOVE) communication. Then, through establishing teaching partnerships with engineering faculty, we provided targeted, supplemental instruction in select junior- and senior-level courses. However, creating this curriculum was not enough. Because full implementation would require a substantial investment, we needed not only to demonstrate in a measurable way the positive impact on students' communicative performances; we also were constrained to design an instrument that was both simple and inexpensive (in terms of faculty time) to administer. In our poster presentation, we describe the developed communications curriculum. We provide the rationale for selecting communicative self-efficacy (CSE) as our core concept. We show the process of constructing our survey instrument: the selection of foundational constructs and the operationalization of those constructs through survey items. We describe how we distributed the survey. Our primary aim was to assess the impact of the pilot courses. Our secondary aim was to assess that impact in relation to the larger population of undergraduate students in mechanical engineering. Finally, we briefly present salient results, highlighting the ways in which the instrument is both valid and reliable. We believe that such an instrument is both effective as a tool for assessment and adaptable.

Takeshi Kamijo
Ritsumeikan University, Japan

Communicating formative assessment in EAP through the use of classroom-based reading strategy portfolio reflections

Assessment of learning can be divided into summative and formative approaches. Through summative assessment, classroom teachers, coordinators and managers collect student learning data at the end of periods of learning. These include exams, standardized tests, and others. Summative assessment is used to evaluate students' learning achievements. Through formative assessment, classroom teachers use reflective tools and encourage learners to develop metacognitive skills (Grabe, 2009; Moore, Knight & Kiburz, 2014). Disseminating formative assessment data outside of the classroom can be a challenge for classroom teachers. Regarding formative assessment, the author conducted a study using reading strategy portfolios for academic purposes in a Japanese university classroom. Students carried out reading analyses as they identified the thesis, topic sentences, key words, transitions and examples for the assigned texts, subsequently writing reflections. Open coding and constant comparisons were applied to analyse the portfolio reflections. Two major characteristics emerged among successful learners. First, these learners self-assessed the usefulness of their selected strategies and understood the merits of the strategies. Second, they expressed more self-efficacy and developmental capacity. In the presentation, the author provides data from selected students' portfolio reflections analysed through open coding and constant comparisons. The author argues that the above formative assessment data should be presented to educational stakeholders alongside summative assessment data, because only using summative assessment data may not take into account students' metacognitive skills, self-efficacy, and L2 learner identity, all of which are essential to education in English for academic purposes.

Cecilia Olsson Jers
Anna Wärnsby
Malmö University, Sweden

From emendation to communicative skills

In this qualitative study, we illuminate *emendatio*—post-presentation processing as in active reflection and critical revision—in the context of a cross-disciplinary postgraduate course at Malmö University, Sweden. We investigate specifically what impact the postgraduate students report formative feedback has on their situated orality—oral performances in which both subject content and presentation form are assessed and feedbacked in an educational context. Our research questions are 1. In what way is formative feedback reported to be received? 2. What impact this feedback is reported to have on reflection and revision following the assessment situation? 3. What evidence of learning, if at all, may the students' reflections on the feedback and their subsequent revisions provide? Our findings show that the post-graduate students, through their reflections and revisions, clearly demonstrate to have appropriated, and in some cases, also transformed the course content in that they are able to select parts of feedback relevant to their development and redefine some of the concepts to suit their understanding of rhetorical situations. We find further, contrary to current research, that feedback focused on deficits in student presentations resulted both in reflection and revision, while affirmatory feedback resulted, if at all, in reflection only. In addition, we find that students learn to construe their research ethos also by developing their awareness of the audience. Thus emendatio is indeed an effective educational tool for assessment of situated orality in post-graduate education, and for the development of communicative skills.

Andriela Rääbis
University of Tartu, Estonia

How-are-you-inquiries in Estonian sales conversations

The paper discusses the use of how-are-you-sequences in Estonian sales conversations. The data come from the Corpus of Spoken Estonian of the University of Tartu and consist of 52 business phone conversations, where both parties are representing an institution. Callers represent a training company which provides courses in the field of sales, marketing, customer service, leadership and strategic management. How-are-you-sequences occur in 6 conversations. The comparative data include 131 everyday telephone conversations. The study was carried out in the framework of conversation analysis. The how-are-you-sequence is a routinized reciprocal formula in North American telephone conversations (Schegloff 1986). In Estonian everyday telephone conversations how-are-you-inquiries are used quite seldom (in 10 percent of conversations): as (a) genuine, information-gathering inquiries (e.g. about partner's state of health or about some agreement); (b) topic initial elicitors in 'keeping-in-touch' conversations; (c) pre-requests (Rääbis 2009). The answer is usually short and routine (e.g. *normaalselt* 'normally', *kenasti* 'fine', *pole viga* 'so-so'), but the sequence is expanded: the answerer adds information or the caller asks a follow-up question. How-are-you-inquiries do not function as greetings in Estonian conversations, the sequence is not reciprocated. The salespeople use how-are-you-inquiries to create a friendly atmosphere and establish initial contact, but the question causes problems in the conversation: long pauses and repetitions. The customer responds briefly and does not provide additional information even if asked. In one conversation the question is rejected and the customer raises the first topic. We can say that how-are-you is not appropriate in Estonian institutional context.

Ildiko Tar
Debrecen University, Hungary

Technical translation training at Debrecen University, Hungary

The poster introduces the structure, methodology, requirements and objectives of technical translator training at the Institute of the Economic Technical Languages and Communication Faculty of Economic Sciences Debrecen University. The author describes the environment of translation training in the era of globalization, the materials required to satisfy the needs of students preparing to work in the global job market; the required skills for tutors to train and students to develop to handle the multiple tasks of translation; the exams used to test the knowledge base of students at the onset of the course, at mid-term and at the final (state) exam; the role of creativity and consciousness in translation. The article introduces MEMOQ, a widely known CAT tool developed by Hungarian language specialists and its significance in technical translation training.

Maria Tarantino
University of Bari, Italy

Developing professional communication skills: Reflection on a complex venture

The presentation argues that training undergraduate and graduate students to read speak and write effectively about scientific arguments, in English as target language (TL), can be a challenging enterprise. The latter demands linguistic and didactic skills wedded to familiarity with content matter, epistemology, ontology, dialectic and pragmatic features of interdisciplinary domains. Adequate control of these components would require a collaborative effort between TL teacher, subject-teacher and students. The discussion briefly recalls the rationale of the innovative language and content teaching/learning model termed ESP/CLIL, currently adopted for academic didactics, and speculates about expectations foreknowledge it implies. Personal experience in EST teaching and comments from both ESP/CLIL trainers and *s*tudents contribute indications concerning factors determining anxiety, fossilization 'infelicitous' expressions, reluctance to interact in the TL. These include inadequate phonologic, syntactic and semantic skills; insufficient foreknowledge to grasp concepts and argumentation of disciplinary fields; unfamiliarity with dialectic and socio -pragmatic aspects of communication. These observations invite a reflection on the psycholinguistic, sociolinguistic, socio-pragmatic and dialectic competence useful for both TL and subject teachers engaged in ESP/CLIL programmes. This competence would also favour awareness of the students' cognitive, intellective and other characteristics which may enhance or hinder individual and class interactions. Conclusions suggest that training students to process and master linguistic and disciplinary content can be an enriching venture. But to be fruitful the learning/teaching process would require awareness of the dialectic of nature, the dialectic of critical thinking, the dialectic of argumentation, the dialectic of cooperative-class interactions.

Atsuko Misaki
Kindai University, Japan
Noriko Watanabe
Ritsumeikan University, Japan

Language practice in creative fields: Emerging needs and challenges in Japan

There is an assumption that art has no borders and boundaries. Indeed, a division of labour has subsisted between creative professionals and their agents, critics or translators; the former is expected to communicate with the audience through their own works while the latter explains, interprets and/or evaluates artists' works using words. This poster presentation challenges such a view based on our research on the language needs and uses of artists and designers in Japan. While developing their specialist skills has been valued over acquiring communication skills in their professional training and practice, people in creative professions are increasingly being required to communicate beyond professional and national boundaries using Japanese and English. While art universities are slow to identify and meet such needs, some art-related granting agencies now offer short-time communication programmes for artists and designers. Viewing these changes in terms of local and global contexts, we will introduce a variety of genres being used by them. In particular, self-promotional genres such as artists' portfolios and proposals are flourishing *across* creative fields. For those trained in Japan, verbalising their own works is a big challenge, and some respond to communication requirements by using vague, poetic language. We will also show some changes identified in their creative practice itself as they become more aware of and active in language production.

Alla Zaytseva
The Civil Defence Academy of EMERCOM of Russia, Russia

Mind and senses in professional communication: modus of human existence in the civil defence terminology

The presentation reports on vocabulary study of professional communication of emergency specialists. During the study a corpus of nearly 3000 Russian language terms related to emergency situations has been analysed, the main modus categories of the investigated professional area have been described and lexical-semantic groups/subgroups have been formed. The investigation deals with structural and functional trends in the civil defence terminology, one of the newest and dynamically developing terminological systems at present.

In the civil defence terminology the main modus category is the opposition *safety/hazard*. The object of safety is represented by processes as well as by activity. We fix the terms *"road safety", "life safety", "safety of navigation", "safety of production process", "occupational safety of rescuers".* The safety of material objects is fixed in the terms: *"safety of nuclear station", "safety of information network", "safety of production equipment", "safety of communication".* To define the term *safety* the following semes are important: *"event, fact"* – the situation; *"modus of human existence"* – the potential of negative processes and phenomena; *"consequence"* – damage of people, material damage, destructive effect; *"object"* - environment, health, economic activity, etc. Concrete implementation of these semes we find in the term *"hazard of emergency situation occurrence".* Modus of human existence *safety/hazard* is expressed not only in terms containing these generic words, but also in terms – word combinations with hyposemes, such as *safe/hazardous, special, emergency.* In the civil defence terminology the second member of the opposition *safe/hazardous* is vital. Thematically special definitions form several subgroups. Some examples: hazardous space - *hazardous zone, hazardous terrain, hazardous area;* hazardous substance - *hazardous biological agent, hazardous chemical substance; etc.*

Workshop

Careers for linguists: Preparing for what's next

Anastasia Nylund
The Rules, USA
Anna Marie Trester
FrameWorks Institute, USA

WORKSHOP SYNOPSIS

This workshop is designed to help linguists prepare for the next steps in their careers by bringing linguistic awareness and abilities to the contexts of professional self-presentation. Specifically, the workshop participants will discover and test out how to approach multiple activities related to professional development: Vocational discernment, reading and understanding job announcements, writing CVs and cover letters, understanding and preparing for job interviews, and so on. We provide a lens for approaching the job search as a research process, encouraging participants to research careers using the analytical and methodological skills they have honed so carefully as part of their academic training. We will use interactive activities, e.g. deconstructing job ads and analyzing the structure of a response to the classic "tell me about yourself" interview question in order to help participants jumpstart their own job searches. Ultimately, we will engage guided reflection and introspection about education, research interests, and personal experiences that inform career decision-making moving forward. Linguists at all levels of training, including undergraduates and postgraduate students, postdocs, staff, and alumni are welcome.

Anastasia Nylund is the Director of Research of The Rules and a sociolinguist with research specializations in narrative, framing and ideology in interaction and public discourse. She contributes linguistic insights to TR's integrated research methodology, content creation and community-building, addressing the root causes of global poverty, wealth inequality, and ecological crisis. In her academic work, Anastasia has written on issues of language and identity

in the United States, and ideologies of migration in Sweden. In her role as Co-Convenor of the Linguistics beyond Academia Special Interest group of the Linguistic Society of America, she leads professional development education for linguists at all levels. Anastasia previously directed the MA in Linguistics at Georgetown University, where she taught courses in language, gender and race, and professional development.

Anna Marie Trester is an interactional sociolinguist and storyteller whose research and practical interests center around the language of career. She is the founder of Career Linguist, a blog, resource center, and network designed to support professional development and exploration. She is also the author of *Bringing Linguistics to Work*, published in 2017. Anna Marie has taught such courses as: applied strategic communication, framing for social change, cross-cultural communication, language and social media, and the ethnography of communication at San Francisco State University, Georgetown University, Howard University, the University of Alberta, American University, and the University of Maryland, University College (UMUC).

List of presenters

de Sousa	Rosineide	rosimaga@uol.com.br	177
Desblache	Lucile	l.desblache@roehampton.ac.uk	43
D'hondt	Sigurd	sigurd.a.dhondt@jyu.fi	79
Dierickx	Laurence	laurence.dierickx@ulb.ac.be	80
Donaghue	Helen	h.donaghue@shu.ac.uk	81
Drake	Jemma	jemmadrake@hotmail.com	172,143
Du	Ping	Ping.Du@nottingham.edu.cn	156
Efthymiadou	Christina	c.efthymiadou@warwick.ac.uk	82
Eppler	Eva Duran	e.eppler@roehampton.ac.uk	45
Evans	Rick	rae27@cornell.edu	178,183
Flottum	Kjersti	kjersti.flottum@uib.no	77
Forey	Gail	g.forey@bath.ac.uk	84
Franceschi	Daniele	daniele.franceschi@jus.unipi.it	85
Garzone	Giuliana	giuliana.garzone@iulm.it	86
Giannoni	David S.	giannoni@unibg.it	88
Gilstad	Heidi	Heidi.gilstad@ntnu.no	90
Graftström	Maria	maria.grafstrom@score.su.se	129
Habil	Hadina	hadina@utm.my	61
Halvorsen	Kristin	kristin.halvorsen@ntnu.no	91
Hammerstad	Gøril Thomassen	goril.thomassen@ntnu.no	91
Handford	Michael	handfordm@cf.ac.uk	49
Harrison	Simon	simon.mark.harrison@gmail.com	93
Haworth	Kate	k.haworth@aston.ac.uk	95
Heffer	Chris	hefferc2@cardiff.ac.uk	96
Hendriks	Berna	b.hendriks@let.ru.nl	97
Heron	Marion	m.heron@surrey.ac.uk	98
Höhmann	Doris	dhoehmann@uniss.it	100
Horvatic Bilic	Irena	icajko@pravo.hr	102
Husinec	Snježana	shusinec@pravo.hr	102
Jahn Kassim	Puteri Shakira	kikiejahn@gmail.com	157
Jones	Rodney H.	r.h.jones@reading.ac.uk	36
Kadhim	Kais	kaisamir2011@hotmail.com	64
Kamijo	Takeshi	tkamijo@fc.ritsumei.ac.jp	179
Kappa	Kathrine	kkappa@hum.ku.dk	103

Pun	Jack	jackpun@me.com	126
Rääbis	Andriela	andriela.raabis@ut.ee	181
Rafik-Galea	Shameem	shameemgalea@gmail.com	128,142
Rahman	Noraini Abdul	nabdulrahman894@gmail.com	61
Rausch	Tom	t.rausch@qmul.ac.uk	165
Rehnberg	Hanna Sofia	hanna.sofia.rehnberg@sh.se	129
Reynolds	Judith	j.t.reynolds@durham.ac.uk	131
Rian	Monica	monica.rian@live.no	132
Roberts	Celia	celiaroberts11@gmail.com	37
Rock	Frances	RockF@cardiff.ac.uk	36
Rogerson-Revell	Pamela	pmrr1@le.ac.uk	133
Romy-Jones	Emma	e.romyjones@yahoo.com	172,143
Salih	Rashwan	rashwan.salih@su.edu.krd	134
Säljö	Roger	roger.saljo@ped.gu.se	30
Sannholm	Raphael	raphael.sannholm@su.se	166
Sarangi	Srikant	sarangi@hum.aau.dk	41
Sebuyungo	Enoch	Esebuyungo@Gmail.Com	135
Settelmeyer	Anke	settelmeyer@bibb.de	149
Seyfarth	Michael	seyfarth.daad@gmail.com	136
Sierocka	Halina	soll@poczta.onet.pl	137
Sjösvärd	Kerstin	Kerstin.sjosvard@aldrecentrum.se	138
Smart	Graham	GrahamSmart@CUNET.CARLETON.CA	39
Spilioti	Tereza	SpiliotiT1@cardiff.ac.uk	50
Spotti	Massimiliano	M.Spotti@uvt.nl	140
Steel	Kate	SteelCM@cardiff.ac.uk	56
Suni	Minna	minna.suni@jyu.fi	141
Surek-Clark	Clarissa	surek-clark.1@osu.edu	167
Tar	Ildiko	ildikotar@econ.unideb.hu	182
Tarantino	Maria	maria.tarantino@uniba.it	183
	Tengku Farah		
Tengku Mahmood	Petri	tengkufarahpetri@gmail.com	142
Thompstone	Gary	circustrynow@hotmail.com	143,172
Trester	Anna Marie	anna.trester@gmail.com	187
Trevisan	Piergiorgio	piertrevisan@gmail.com	146
Townsend	Ian	idt62@hotmail.com	143,172

.

<u>Notes</u>