

UNIVERSITY OF COPENHAGEN



The 6th International  
Applied Linguistics and  
Professional Practice Conference

# ALAPP 2016

Transnational flows and  
professional practice



The 6th International  
Applied Linguistics and Professional Practice Conference

**ALAPP 2016**  
**3-5 November 2016**

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Dear conference participants

It is a great privilege to welcome all of you to the University of Copenhagen for the ALAPP conference 2016. The conference is hosted by the Centre for Internationalisation and Parallel Language Use in collaboration with colleagues from Copenhagen Business School and Aarhus University.

We received a large number of abstracts for the conference, and we have been able to put an exciting program together focusing on this year's conference theme, transnational flows and professional practice, as well as the broad spectrum of themes covered by ALAPP and the Journal of Applied Linguistics and Professional Practice.

The conference's focus on transnational flows, multilingualism and professional practice is reflected in our selection of keynote speakers. We are absolutely delighted that Monica Heller, Peter L. Patrick and Kirk St. Amant have accepted our invitation to travel to Copenhagen and share their work with us. In addition, we are looking forward to the first Candlin lecture which will be given by Srikant Saranki in memory of Christopher N. Candlin.

We are proud to host the first ALAPP conference in a Nordic country, but we are also very pleased that the conference has attracted participants from many corners of the world. We are certain that our joint insights and experience will generate many fruitful discussions about local as well as global perspectives on the conference themes during our three days of conferencing.

Finally, we would like to thank Equinox and the editors of the Journal of Applied Linguistics and Professional Practice for their support, our scientific committee for their generous assistance in reviewing a great number of abstracts, and last but not least, our keynotes and participants for their interest in the conference. We hope that you will all enjoy the conference and your stay in Copenhagen!

On behalf of the organising committee,

A handwritten signature in black ink, appearing to read 'Anne Holmen', with a stylized, flowing script.

Anne Holmen

Conference chair

Director of Centre for Internationalisation and Parallel Language Use (CIP)

University of Copenhagen

Dear ALAPPers

I would like to extend a warm welcome to you all at ALAPP 2016. Since its launch in Cardiff in 2011, ALAPP has so far travelled some distance and this happens to be its first mooring in Scandinavia. We could not have chosen a better place than Copenhagen to take stock of the applied side of our intellectual endeavours while remaining reflexive about our own professional practices – especially when studying other professional spheres.

For the second year running ALAPP will miss Professor Chris Candlin who died in May 2015. He was an applied visionary, excelling in his professionalism. Starting with this year we have chosen to commemorate Chris via the Candlin Lecture and the Candlin Researcher Award. Regarding the latter, I was very hopeful to announce the Researcher Award during this ALAPP event, but the deadline for submission of manuscripts proved to be rather rushed. So it has been decided to extend the deadline until the end of January and the announcement of the winner will be made sometime in March 2017.

In my mind, the ALAPP Conference, the ALAPP Society and the Journal of Applied Linguistics and Professional Practice (JALPP) are very much intertwined. I am grateful to Equinox, publishers of JALPP, for their continued support and sponsorship.

It is appropriate here to thank the local organisers at the University of Copenhagen for a very smooth lead up to the conference. The programme looks enticing but as usual many great conversations will happen in the corridors and over coffee breaks and lunches/dinners.

Happy ALAPPING Danishly!

A handwritten signature in dark ink that reads "Srikant Sarangi". Below the signature is a horizontal line that starts under the first part of the name and ends with an arrowhead pointing to the right.

Srikant Sarangi  
Founding and International Advisor  
Danish Institute of Humanities and Medicine (DIHM)  
Aalborg University, Denmark

## **Welcome**

Welcome to ALAPP 2016! We would like to thank you for taking part in what promises to be a rewarding conference.

In this book of abstracts, you will find information about the conference programme, abstracts, and practical information.

## **Practical information**

### **Location**

The conference takes place at the University of Copenhagen's South Campus. The address is Njalsgade 126 (building 23) and Njalsgade 136 (building 27), DK-2300, Copenhagen S. The closest metro station is Islands Brygge. From here it is only a five-minute walk to the conference venue.

The full address is:

University of Copenhagen  
Faculty of Humanities  
Building 23/Building 27  
Njalsgade 126/136  
2300 Copenhagen S

### **Conference hub**

The conference hub is located in building 27, room 27.0.49. There will be a conference assistant present there who can help you with any questions you may have.

### **Rooms for presentations and space for posters**

The plenary papers are given in lecture hall 23.0.50 in building 23. All other activities take place in building 27. See the programme for details. The room numbering consists of three parts divided by full stops (e.g. 27.0.07): the first part (27) refers to the building; the second part (0) refers to the floor; and the last part (09) refers to the room. See page 9 for the conference site plan.

### **Technical setup**

Each room has a projector, a Windows computer (with PowerPoint and internet access), speakers that connect with a mini-jack (3.5 mm) and a clicker/pointer. You are welcome to bring your presentation on a USB memory stick. If you wish to use your own computer for your presentation, you can of course do so. The projector

connection available is a VGA cable connection. If your computer does not have a VGA output, please bring your own adapter.

Irrespective of whether you are using your own computer or not, please use a break to check that your presentation runs as intended. There will be no time to fix technical problems during the actual presentation slot. There is an assistant assigned to each conference room that can help you with technical questions during the breaks.

### **Internet access**

If you have an active Eduroam profile, you will be able to connect to the Eduroam WiFi access points at the university. If you do not have Eduroam, you need to apply for a personal guest login to get internet access. If you have already done so, the login information should have been sent to you. If you have not yet applied for access, go to the conference hub in room 27.0.49 to have an account set up for you.

### **Handouts**

We are unfortunately not able to offer printing services during the conference, so handouts must be prepared and printed before you arrive.

### **Paper presentations**

Paper presentations are organized in slots of 60 or 90 minutes, consisting of 2 or 3 papers in total. Presenters have up to 20 minutes for their presentations and 5 minutes for discussion (or more if the presentation is shorter than 20 minutes). Additional 5 minutes are reserved for changing rooms and getting the next presenter ready. All sessions have chairs who are responsible for time-keeping.

### **Panel presentations**

Panels are scheduled in slots of 90 minutes. Time-keeping is the responsibility of the panel coordinator.

### **Round table presentations**

Round table presentations are scheduled in slots of 90 minutes, comprising a total of three work-in-progress presentations. Each presenter has up to 15 minutes for presentation plus ample time for discussion. All round table sessions have a chair that will facilitate discussion and take care of time-keeping.

### **Poster presentations**

Posters will be on display throughout the conference on the ground floor of building 27. If you are a poster presenter, please make sure that your poster is mounted before the start of the conference at your allocated space (your name will

be pinned to a dedicated board). We will help you mount your poster on the morning of 3rd November 2016. Note that you are expected to be at your poster for the dedicated poster session on Thursday, 3rd November from 15:10 to 16:10.

### **Lunch**

Lunch is served on the balcony overlooking the canteen in building 23. Here you will find a buffet only for ALAPP 2016 participants. Remember to bring your name tag.

### **Coffee breaks**

Coffee, tea, water, and snacks are served in the open space of the ground floor in building 23 and 27. See programme for location.

### **Reception**

At the end of the first day, all conference participants are welcome to the conference reception in “Festsalen”, room 11C.0.08, at South Campus. A free drink and some light snacks will be served before the cash bar opens. The bar, which only accepts Danish currency, will close at 20:00. There is an ATM machine in building 22 of the South Campus.

### **Conference dinner**

The conference dinner takes place at restaurant *Ofelia* in the Danish Royal Theater’s playhouse near Nyhavn. To get to the restaurant we recommend that you take the metro from Islands Brygge station to Kongens Nytorv (two stops). From the metro it is a 10-15 minute walk to the playhouse and restaurant.

### **Feedback forms**

Please take a moment to fill out the feedback form which will be emailed to you shortly after the conference. Your response will help us plan future conferences at UCPH and future ALAPP conferences.

### **ALAPP contacts**

ALAPP phone:	(+45) 35 32 86 39 (office) (+45) 21 28 90 56 (mobile/conference hub)
ALAPP email:	alapp2016@ku.dk
ALAPP 2016 website:	<a href="http://alapp2016.ku.dk">http://alapp2016.ku.dk</a>

### **Useful websites, emails and phone numbers**

Copenhagen Airport:	<a href="http://www.cph.dk">www.cph.dk</a> / (+45) 32 31 32 31
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Taxi:	Dantaxi, <a href="http://www.dantaxi.dk">www.dantaxi.dk</a> , (+45) 70 25 25 25 TAXA 4X35, <a href="http://www.taxa.dk">www.taxa.dk</a> , (+45) 35 35 35 35
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DSB (national railway):	<a href="http://www.dsb.dk">www.dsb.dk</a> , (+45) 70 13 14 15
Journey Planner:	<a href="http://www.rejseplanen.dk">www.rejseplanen.dk</a>
Copenhagen metro:	<a href="http://www.m.dk">www.m.dk</a>
Medical emergencies:	112
Medical helpline:	1813
Police:	114
Visit Copenhagen:	<a href="http://www.visitcopenhagen.dk">www.visitcopenhagen.dk</a> (+45) 70 22 24 42

### **The ALAPP Organising Committee**

Anne Holmen	University of Copenhagen, CIP
Dorte Lønsmann	Copenhagen Business School, CIP
Elina Maslo	Aarhus University, Danish School of Education
Slobodanka Dimova	University of Copenhagen, CIP
Patrick Wonsyld	University of Copenhagen, CIP

### **Conference assistants**

Johanne Luplau Schnefeld	University of Copenhagen, CIP
Anne Marie Dyrberg	University of Copenhagen, CIP
Tommy Helle Jensen	University of Copenhagen, CIP
Victoria Amalie Høyer Kock	University of Copenhagen, CIP
Vibeke Nielsen	University of Copenhagen, TEACH

### **Acknowledgements**

We would like to express our gratitude to the members of the scientific committee who reviewed all submissions for the conference:

Anna Mauranen	University of Helsinki
Anne Holmen	University of Copenhagen
Celia Roberts	King's College London
Charlotte Øhrstrøm	University of Copenhagen
Dorte Lønsmann	Copenhagen Business School
Elina Maslo	Aarhus University
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Lian Malai Madsen  
Louise Tranekjær  
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Martha Sif Karrebæk  
Meredith Marra  
Rineke Brouwer  
Slobodanka Dimova  
Spencer Hazel  
Srikant Sarangi  
Theo van Leeuwen

Ghent University  
University of Southern Denmark  
Aalborg University  
The Hong Kong Polytechnic University  
Roskilde University  
University of Copenhagen  
University of Southern Denmark  
University of Copenhagen  
Roskilde University  
University of Copenhagen  
University of Copenhagen  
University of Victoria  
University of Southern Denmark  
University of Copenhagen  
University of Nottingham  
Aalborg University  
University of Southern Denmark

### **Sponsorships**

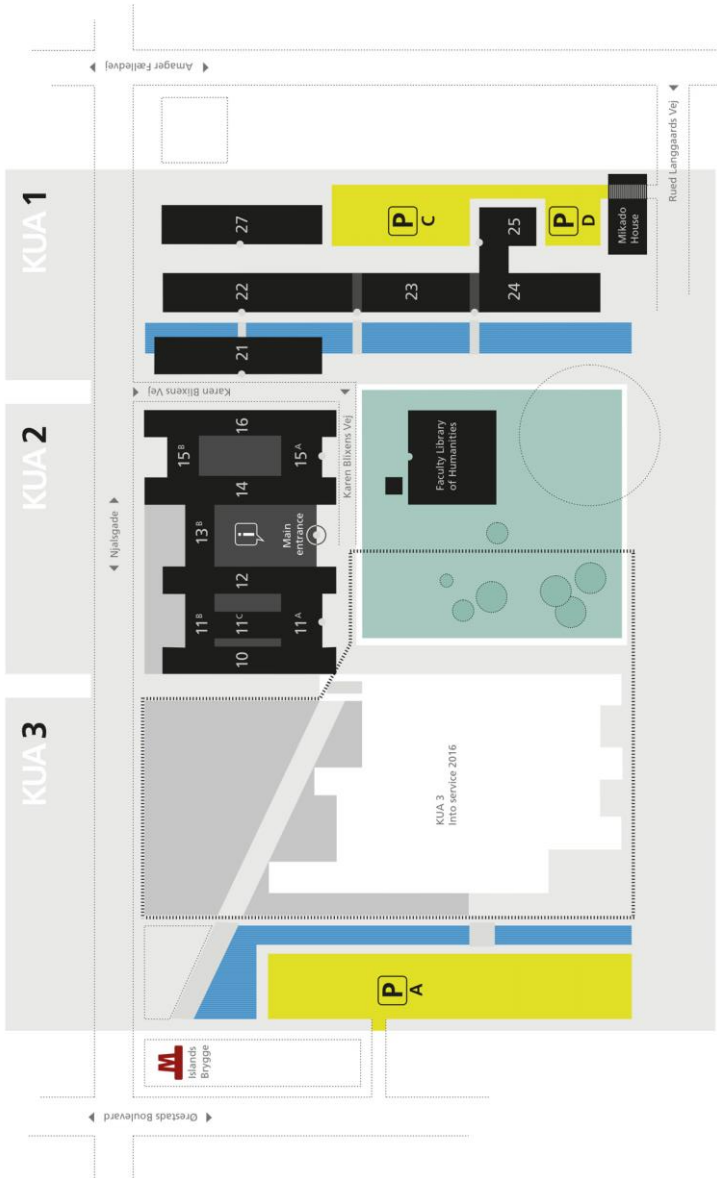
Thank you to Equinox Publishing, UK for supporting the conference.



### **Have a great conference!**

Patrick Wonsyld  
On behalf of the Organising Committee

## Map of South Campus



## Programme

The full programme is inserted in the book of abstracts as an A4 overview.  
You can access the updated detailed programme on the conference website:



([alapp2016.ku.dk/programme](http://alapp2016.ku.dk/programme))

## Programme overview

**Thursday, 3rd November 2016**

<b>09:00 – 09:45</b>	Registration and coffee
<b>09:45 – 10:00</b>	Conference opening
<b>10:00 – 11:00</b>	Plenary talk, Kirk St. Amant
<b>11:10 – 12:40</b>	Parallel sessions x 4
<b>12:40 – 13:40</b>	Lunch
<b>13:40 – 15:10</b>	Parallel sessions x 4
<b>15:10 – 16:10</b>	Poster sessions and coffee
<b>16:10 – 17:40</b>	Parallel sessions x 3
<b>17:45 – 18:15</b>	Candlin lecture, Srikant Sarangi
<b>18:15 – 20:00</b>	Reception

**Friday, 4th November 2016**

<b>09:00 – 10:30</b>	Parallel sessions x 4
<b>10:30 – 11:00</b>	Coffee
<b>11:00 – 12:30</b>	Parallel sessions x 4
<b>12:30 – 13:30</b>	Lunch
<b>13:30 – 14:30</b>	Plenary talk, Peter L. Patrick
<b>14:30 – 14:40</b>	Time to move
<b>14:40 – 15:40</b>	Parallel sessions x 4
<b>15:40 – 16:10</b>	Coffee
<b>16:10 – 17:40</b>	Parallel sessions x 4
<b>19:00 – 22:00</b>	Conference dinner

**Saturday, 5th November 2016**

<b>09:00 – 10:30</b>	Parallel sessions x 4
<b>10:30 – 11:00</b>	Coffee
<b>11:00 – 12:30</b>	Plenary talk, Monica Heller
<b>12:30 – 13:30</b>	Lunch

**Abstracts**

The abstracts for ALAPP 2016 are alphabetically organised under each category according to the last name of the (first) presenter. The categories are: Plenary presentations, posters, round table contributions, paper presentations and panels. The index of presenters (pages 118-132) will help you find the individual presentation abstracts.

## **Plenary presentations**

Kirk St. Amant  
Louisiana Tech University, USA  
University of Limerick, Ireland

## **Transnational business communication and links to uses of new media**

As online access around the world increases, electronic communication is becoming more global in nature. For businesses, this factor means organizations can now market goods and services on an unprecedented international scale. This situation has led to the perception that “going global” is simply a matter of posting an organization’s materials online for international audiences to view.

Unfortunately, this euphoric perspective overlooks how international online environments bring with them new, communication-based challenges that can affect how organizations interact with individuals in different nations. This situation can be particularly problematic in relation to social media that allow individuals to interact quickly and directly on a global scale. The challenge for business communicators becomes identifying and addressing factors that can create miscommunication in such contexts.

This presentation examines the problematic perspectives that can affect communication and cause confusion in international online environments. In discussing this topic, the presenter will also identify and review particular communication-based factors that can affect interactions in this new context. This approach will involve presenting methods individuals can use to identify such problem areas. In so doing, the presenter will use social media as an example of how such problems can occur and the steps organizations can take to address them. The presentation will then conclude with a summary of the kinds of research individuals in communication fields can do to better understand (and address) the problematic aspects associated with communicating in international online contexts.

Peter L Patrick  
University of Essex, UK

## **Taking an inch: Raising standards of practice in LADO (Language Analysis for Determination of Origin)**

In LADO (Language Analysis for Determination of Origin), linguistic analysis of various sorts is applied at the request of certain governments to assess the validity of asylum seekers' (AS) claims of national origin. LADO has been performed for over 20 years but only for the last decade have linguists been regularly involved in both performing it and critiquing it, and little research has yet been done that directly bears on it. Since it is not a research-driven enterprise nor one in which linguists play the leading role, the drivers have largely been external forces: legal casework and precedent, profit motives and commissioning practices, mass media scrutiny, government policy, and changes in the international refugee situation. In this plenary I reflect upon some of their drivers and the effects they are having on the practice of LADO, from the point of view of an academic linguist who has been involved in three principal ways since 2003: as a contributor to a brief but highly influential set of guidelines for practice (Language & National Origin Group 2004), as a co-organiser of many meetings and speaker to many forums concerned with LADO (often involving participants who are not linguists and hold folk views of language), and as an expert consultant evaluating government-commissioned LADO reports which are challenged in the UK asylum tribunals. For some years now I have been struggling with how linguists and their allies might raise standards of linguistic and forensic practice in LADO. This talk will review some recent developments which may or may not help to achieve that goal.

Monica Heller  
University of Toronto, Canada

## **From *workforce* to *wordforce*: Language(s) in the globalized new economy**

In the era of industrial capitalism the “language part of work” (*la part langagière du travail*; Boutet 2008) was distinctly divided between workers, managers and owners. For the most part, as Boutet has shown, industrial workers (the *workforce*) were enjoined not to communicate either verbally or in writing. Managers and owners communicated with each other within the constraints of the preference for monolingual standard languages (and consequent need to resolve international trade concerns through the management of bilingualism, or the dream of an international commercial language). The conditions of late capitalism have changed this picture, in many ways turning the *workforce* into the *wordforce*. Language is now both a means of production and a product of work. Further, the meaning and value of multilingualism has shifted.

This talk will examine some of the features of the globalized new economy that I argue have these effects. The most salient feature for these purposes is the *tertiarization* of the economy, with its concomitant commodification of language as skill and as emblem of authenticity, and general increased salience of linguistic form and communicative practice, in the service of building niche markets and niche products linked to bolstering the economies of deindustrialized zones, and managing extended and intensified webs of production, circulation and consumption. I will use examples of fieldwork in francophone Canada to illustrate the processes underway, and to raise questions about what they might mean for our general understanding of language, and for the ways we have institutionalized language learning and teaching, or recognized *la part langagière du travail*.

### **References**

Boutet, J. (2008). *La vie verbale au travail. Des manufactures aux centres d'appel*. Toulouse: Octares.

## **The mutation of expertise and expert systems in contemporary professional practice**

The notion of expertise is integral to all forms of professional practice in many domains – in education, healthcare, law, journalism, banking, information technology, marketing etc. In contemporary societies, expertise is no longer seen as an attribute of individuals deriving from scientific knowledge and practical experience. Instead, distributed expertise (e.g. multidisciplinary team) in its mediated format is what characterises decision-making in many professional and institutional settings.

In this presentation I extend the notion of distributed expertise to include what I refer to as ‘expert systems’ such as diagnostic technologies and decision support systems mediated by algorithms, which necessitates a reconfiguration of the very conditions and consequences of professional expertise. The metaphor of ‘mutation’, rooted in both linguistics and genetics, offers a means to appraise the ‘significant alterations’ called for, while pointing to tensions between professional expertise (intuition, judgement, tacit knowing-in-practice), management-induced expert systems (standardisation, proceduralisation, routinisation of practice) and the coming of age of ‘the expert client’.

I will draw on illustrative examples from the healthcare sector to argue that ‘communicative expertise’ in professional practice includes not only knowledge/skill *about* the mechanics of communication but also the channels through which the other types of knowledge/skill (including scientific, experiential, technological, organisational, legal and ethical) *are* communicated in real-life settings.

## Posters

Donald Allison  
Washington State University, USA

## **Language use and HIV/AIDS: Gender, culture, and Mexican migrant farmworker men**

Evaluating the sociocultural components of gender, discourse, and culture as expressed through language use provides a basis to discover perceptions, understandings, and experiences male Mexican migrants and seasonal farmworkers (MMSF) living in the US have surrounding HIV/AIDS. Lack of healthcare access and services are major concerns for those who provide healthcare for MMSF communities. HIV/AIDS is a growing concern in the United States within Latino populations and more specifically the MMSF community.

This study aims to examine culture and gender through *pláticas* (translated as a “small talk” inferring *confianza* [trust] and *respeto* [respect]) that facilitate the ways in which HIV/AIDS is understood and experienced by MMSF in the United States. In order to achieve this purpose, this study addresses three research questions. First, how do language and behavior surrounding HIV/AIDS reflect culture and gender ideologies of male Mexican migrant and seasonal farmworkers? Second, how do male Mexican migrant and seasonal farmworkers talk about HIV/AIDS? Third, what do culture, gender, and language reveal about help seeking behaviors for male Mexican migrant and seasonal farmworkers?

This qualitative ethnographic approach using participant observation, in-depth interviews, and informal discussions was conducted within a MMSF community in northern Colorado. Data, examined using narrative analysis, illustrate ways in which male MMSF talk about HIV/AIDS, exemplifying how their talk reflects culture and gender ideologies. Within the d/Discourse, five major themes emerge including *chiste* [jokes] and *vulgaridad* [vulgarity], *respeto* [respect] and *confianza* [trust], partner choice and warning others, sexuality, and language.

Ilze Lande  
Aalborg University, Denmark

## **Technical texts on the political agenda: An analysis of ideological aspects of the translator's role in the mediation of meaning in translation**

My research employs an interdisciplinary approach and focuses on applying Appraisal (evaluation) combined with parts of Critical Discourse Analysis in the analysis of translations from English into Latvian/Danish performed by professional freelance translators. The translation strategies applied by translators and their interpretation of source text meaning may have a certain effect on the quality and the effect of the target text. The interpretation of meaning, and possible changes in the target text, may or may not be related to the translator's ideological or axiological views, but the translators use their linguistic and socio-cultural background to interpret meaning and carry it across in another socio-cultural environment. The aim of my research is to work with the source text, identify "value-rich" elements in the source text, and thereafter analyze these elements in target texts in two different languages. In order to be able to gain the most detailed understanding of evaluative elements in the translations, I will hold retrospective interviews with the freelance translators mentioned in order to examine their linguistic and socio-cultural background and discuss their work on the translations.

Mareike Oesterle  
University of Education Karlsruhe, Germany

### **VEO - Video Enhanced Observation. A media-based and multiprofessional project for professional practice**

Based on the question "What works best?" (Hattie 2009) and the importance of facilitating continuing professional development (CPD) for teachers, the VEO Project collaboratively tries to develop a media-based concept for CPD. The on-going Erasmus+ funded VEO project will run at Karlsruhe University of Education from Oct15 to Oct17. It offers a multidisciplinary and multilingual setting regarding professional practice using new technologies and builds on work undertaken by Newcastle University, who have developed the VEO App for classroom observation.

The App is currently available for iPads and enables the observer to film and meanwhile tag a wide range of aspects. It is structured so that the teachers' classroom practices can be analysed in detail, including the way they talk, their questioning, classroom management or assessment strategies. As a tool for teachers, it aims to enable them to become agents of their own CPD, facilitate professional communication and reflective practices. In the context of a doctoral thesis, qualitative data shall be collected ethnographically, using different instruments (videos, interviews, professional dialogues, electronic diaries) to understand how English teachers teach and perceive themselves when teaching a second language. What are their professional needs and how do they monitor their own occupational backgrounds and classroom practices using new technologies? What are the effects of their professional periphery on their teaching and interaction with other professionals?

The doctoral thesis will investigate 8 English teachers from 2 different secondary schools in Germany (year 5-10). All data will be reconstructed, analysed and presented using a multimodal approach.

## **Professional discourse in the medical domain: Advertisements in the web as case studies**

Professional discourse may be defined, here, as any type of semiotic form – spoken, written or visual – used by professionals with special training in order to achieve different transactional and interactional functions. Furthermore, it can be better understood and studied on the basis of communicative behavior to achieve specific disciplinary and professional objectives rather than just on the basis of disciplinary theories (Bhatia 2012). It is through multimodal forms (including verbal language) that professional identity is established. In fact, these multimodal aspects, which are inserted in a professional as well as social practice, must comply with three principles (1) indexicality; (2) reflexivity; (3) performativity – Kong (2014). According to this, this paper aims at specifically discussing the discourse of medical information targeted at adults and produced by the Portuguese Directorate-General of Health (DGS) website to advise people on how to avoid certain health problems. In order to attain this goal, an analysis of professional genres (ten advertisements) in circulation in the DGS website will be carried out. This analysis involves a discussion regarding language strategies, images and audiovisual elements. At the same time, in order to verify the comprehension about the ad, an inquiry involving some adults will be carried out. Our hypothesis is that the tendency to emphasize emotional elements and the lack of rational elements, which are typical in the medical professional discourse, may help persuade people to improve their health behavior.

Goranka Rocco  
University of Trieste, Italy

Cinzia Spinzi  
University of Palermo, Italy

Mette Rudvin  
University of Bologna, Italy

### **A comparative study of “Economic Migrant” in four lingua-cultures: English, German, Italian and Norwegian**

The paper is a political, mediatic and epilinguistic study of the ‘fixing of meaning’ of discourse through mediatic exposure of one of the more controversial and debated European and international topics in 2015-2016, namely migration.

The study examines how the concept of Economic Refugee/Economic Migrant is introduced and used in political discourse how it is perceived or reproduced in the epilinguistic/metalinguistic discourse of speakers. The corpus is composed of newspaper articles containing ER/EM in four different languages, chosen not only because of their prominence in Europe, but because they reflect four different socio-cultural and political approaches: The UK and Germany are major EU players in the migrant issue as is Italy due to its geographical location. Norway has been included to examine whether or not its more traditionally migrant- and refugee-friendly policies are reflected in language use.

Theoretical framework and methodology: The qualitative data analysis is based on Laclau/Mouffe (partial and temporary “fixing of meaning”), Halliday, and Fairclough to examine how deliberately constructed connotative features of discourse influence meaning-perception. We adopt a combination of corpus linguistics and discourse analysis (Koller and Mautner 2004) for quantitative data, using an empirical approach to survey the corpus (Silverman 1993: 163) to illustrate how ideological discursive positions are construed globally across lingua-cultures through a variety of texts.

Anke Settelmeyer  
Federal Institute for Vocational Education and Training, Germany

Christina Widera  
Federal Institute for Vocational Education and Training, Germany

Matilde Grünhage-Monetti  
Federal Institute for Vocational Education and Training, Germany

## **Linguistic competences in vocational education and training – How about that?**

Linguistic and communicative competences play an important role for successfully completing vocational training and preserving employability. In our investigation we compare the role of language in education policy and vocational education and training (VET). We assume differences regarding political view and the way of dealing with language in practice.

Official documents are analyzed with regard to the relevance of language, e.g. the European Reference Framework of Key Competences of Lifelong Learning, the European Qualification Framework, and training regulations. Then we examine how trainers in companies and teachers at vocational schools reflect the relevance of language and how they deal with language.

The presentation is based on a research project carried out on linguistic and communicative requirements trainees have to manage during their dual vocational training in Germany. Data was collected by documentary analyses, semi-structured qualitative interviews with trainees, trainers and teachers, and participant observations in companies and vocational schools.

## **Crowds in the news: Cross-linguistic discourse analysis of articles about migrants**

The study focuses on a cross-linguistic exploratory discourse analysis of newspaper articles about the representation of migrants entering Hungary. The selected papers came from the American and Hungarian media. Both online and printed articles were analyzed. The American papers were the online editions of The Washington Post (WP), USA Today (USAT), and The New Yorker (TNY) whereas the Hungarian were the printed editions of Magyar Nemzet (MN), Népszava (NÉP), and Heti Világgazdaság (HVG). The articles were published in a period when the influx of crowds reached its peak in Hungary in 2015, between 1 August and 12 November, the day before a terrorist attack was committed in Paris. This latter incident had a great effect on public opinion about migrants and refugees which the author of the study aimed to avoid. As a first step of the project, the terms referring to migrants were explored, while in the second phase expressions meaning their origin, and the terms referring to the crisis caused by their arrival were investigated. The preliminary findings show that, among others, in the American sample migrants and refugees were the most frequently recurring terms, while in the Hungarian newspapers the Hungarian equivalents were most often used. The changes in the frequency of these terms through time shows that migrants became more common by the end of the observed period.

## **Development of professional language skills: International nursing students' access to linguistic resources**

The demand for nurses in the health care sector is growing while the population is aging in Western countries, also in Finland. Due to international recruitment and a growing number of international students, workplaces in this sector are becoming increasingly diverse. At the same time, the professional language skills of international workforce have been under debate because of assumed lack of Finnish language skills; hospital environment is predominantly monolingual. Despite the labor shortage, international students struggle with finding their niche within the Finnish labor market.

This paper examines the professional language skills of international nursing students studying in a bachelor's degree program administered in English. Drawing on sociocognitive and ecological perspectives (Atkinson 2011; Dufva & Aro 2015; van Lier 2004) this paper explores what factors are seen as either helping or hindering the development of students' professional language skills. The focus is on the access the students have: in ecological terms, every workplace forms its own ecosystem in which one needs to find his or her niche by gaining access to its linguistic resources (Suni forthcoming). The data consist of interviews with vocational teachers, the hospital staff, and international nursing students.

The results suggest that international students have a tight niche: in comparison to their Finnish peers, international students are given fewer responsibilities, and therefore, fewer opportunities to perceive and appropriate linguistic resources of the hospital environment. However, after being positioned as active actors by their mentors, international students can be potentially able to promote their professional language skills.

**Round table contributions**

Tobie Bass  
University of Georgia, USA

## **Tracing immigration policies through multiple networks circulating in K-12 teachers' professional development**

This study builds on research in the field of education regarding immigrants in the United States. Diversity in languages and cultures of students around the United States has prompted more teachers and school districts to seek ESOL (English for Speakers of Other Languages) endorsement, which provides coursework to enhance teachers' understandings of working with immigrant populations. Drawing on Latour's actor network theory (ANT), I take the approach of an ethnographic, qualitative case study whose starting point of reference is a university's ESOL teacher professional development course. Two purposes outline the study. First, the study aims to better understand how immigration policies circulate in professional development work with teachers. Additionally, the project aims to better understand how an ANT-informed lens can contribute to educational research. Like adult education, I contend that ESOL education is, "As a field of policy and practice it is positioned within complex and competing political agendas including those addressing inequalities, stigma and racism, social inclusion and economic development" (Hamilton 2009: 58). Attuning itself to human and non-human actors together in networks of action, the study includes teacher-participants, policies, stakeholder-leaders, an instructor, an online learning system, course readings, instructor discourses, teacher-participant discourses, all circulating in the course network. Within this network, things, "such as documents and the information they contain, can influence and structure human agents every bit as effectively as the agents influence the things" (Prior 2003: 3). Data analysis is ongoing and simultaneous with data collection, which began in summer 2015.

Claudio Bendazzoli  
University of Turin, Italy

## **Translation skills and disciplinary variation in English-medium instruction practices: A case study**

English has become the default language of internationalization in higher education settings. Academic staff in many non-Anglophone countries are under increasing pressure to adopt English as their main working language in a wide range of activities, from publishing and presenting their research works to applying for funding and teaching. In this paper I consider the use of English as a lingua franca in academic settings (ELFA), specifically within the context of the School of Management and Economics (University of Turin, Italy). Drawing on the results of a survey involving 50 non-native speakers among teaching and research staff, I look at how the respondents declared to meet their communicative needs in EMI practices, especially via Translation skills and services. In particular, I present the preliminary results of a case study based on in-depth interviews and field observations of an Italian professor who lectured the same course (Italian Private Law) both in Italian and in English. The two modules are contrasted in terms of overall organization, teaching mode, preparation and delivery. In addition to the lecturer's own linguistic competence, the shift in language medium raised a number of challenges which could only in part be overcome through translation. Given the fundamental differences between common law and civil law traditions, as well as the limited availability (and questionable appropriateness) of teaching resources already in English, the resulting picture may be useful to inform EMI practices in this field of internationalized higher education to the benefit of lecturers and students alike.

## **The International Classification for Nursing Practice in translation**

The International Classification for Nursing Practice (ICNP®) has been developed by the International Council of Nurses (ICN) and it provides formal terminology for nursing phenomena, actions and nursing outcomes in the nursing practice arranged in seven axes. Its purpose is to facilitate the comparison of nursing actions and possibly to contribute to improving healthcare services (ICN 2001, cf. Coenen 2003). The ICN undertook to develop the classification in its 1989 resolution, and the first ICNP® version - the ICNP® Alpha Version was published in 1996 (ICN 1996). The ICNP® Beta Version was translated into over 20 languages. The newest release, 2015, is already available in several languages, including English, German, Chinese, Farsi, Italian and Portuguese. It will soon be available in Polish as well, as the translation team is about to complete the Polish version.

This paper is designed to report preliminary conclusions from an ongoing corpus-based study of the English versus Polish version of the nursing classification aimed at exploring the tendencies in ICNP® translation, especially in the light of translation secondary term formation and standardization (cf. Sager 1998, 2001; Cabré 1999), also focusing on the translation of definitions. The project is also going to compare the ICNP® translation approach to generally accepted conventions or guidelines and to create an opportunity for reflection upon the tendencies, policies and approaches in terminology work (cf. Drame 2015), especially term formation, translation and standardization in a large-scale international terminology project.

Hanne Laurberg Petersen Mohapeloa  
Aalborg University, Denmark

## **The dilemma of conflicting accounts and actions in professional practice**

Sexual dysfunction in general and erectile dysfunction in particular are well-known complications associated with diabetes. Hence, according to clinical guidelines, healthcare professionals are obliged to investigate if their diabetic patient suffers such complications. Several studies on different patients and diseases claim that the topic of disease-related sexual problems is inadequately addressed in the clinical encounter, even though both patients and healthcare professionals recognize its legitimacy. Nevertheless, healthcare professionals list several considerations such as lack of time and fear of embarrassment, when they account for why the topic of sexual dysfunction is not elaborated upon in the actual clinical consultation.

This empirical study aims to explore how and why disease-related sexual problems are topicalised (or not) in the clinical encounter in a Danish Diabetes Clinic. For this presentation, I have selected audio recordings of clinical encounters and semi structured interviews with healthcare professionals from a large diverse data corpus. I use ethnographically informed discourse analysis and activity analysis for thematic mapping of the transcribed encounters and interviews. I pay attention to who initiates the topic, when and how it is elaborated, combined with the healthcare professionals' accounts of their concerns about discussing sexual dysfunction, which may be considered sensitive. Preliminary analysis shows that sexual function or reproduction is mentioned in 20% of the encounters and twice as often if the patient is male.

Using illustrative examples from my data, I present dilemmas of conflicting or even contradicting accounts and actions and discuss the impact this may have on professional practice.

Alessandra Molino  
University of Turin, Italy

## **Discourse explicitness in English-medium lectures: Focus on metadiscourse**

Discourse explicitness is considered one of the characterising traits of English as a Lingua Franca (ELF) communication due to the absence of certainty about shared common ground (Mauranen 2012). This study investigates whether and to what extent explicitness is attained in a small, specialised corpus of university lectures (around 45,000 words) delivered in English by non-native speakers in the fields of physical sciences and technology within the context of English-medium Instruction (EMI) in Italy. In a preliminary analysis conducted on the corpus, metadiscourse (talk about talk) was found to be the most pervasive means to foster discourse explicitness compared to other resources at syntactic (e.g. left/right dislocation) or textual (e.g. lexical repetition) level. Drawing on Ädel (2006, 2010), I focus on discourse structuring patterns and code/discourse-related comments, distinguishing between “personal” (i.e. participant-, speaker- and hearer-oriented) and “impersonal” (i.e. text/code-oriented) metadiscourse. The approach is primarily qualitative, and aims at describing the discourse functions of metadiscourse and their linguistic forms, also paying attention to manifestations of “shaky entrenchment” (Mauranen 2012: 217) of English structures. In addition, a preliminary quantitative study is carried out investigating comparable extracts from the corpus under scrutiny and from MICASE (Michigan Corpus of Spoken Academic English) to formulate hypotheses about the amount of metadiscourse in ELF and native-speaker lectures, and the preferred associations between discourse function and type of metadiscourse (i.e. personal or impersonal). The implications of the results for the type of language training or support needed by lecturers who teach on EMI programmes will be discussed.

Veronika Schoeb  
Hong Kong Polytechnic University, Hong Kong

Wing Hei Adrian Yip  
Hong Kong Polytechnic University, Hong Kong

## **A multimodal analysis of patient-physiotherapist interaction in exercise therapy**

In recent decades, there has been a gradual shift to more patient-centered approaches in physiotherapy (Heritage & Robinson 2006; Chester, Robinson & Roberts 2014). Patients are expected to take a more active role in consultations rather than listening passively to health professionals. To date, while medical interactions have been analyzed from a multimodal perspective (Collins, Peters & Watt 2011), similar studies in musculoskeletal settings are limited. The focus of this study is on exercise therapy, and the objective is to investigate the communicative resources physiotherapists employ to give instructions and feedback to patients, and the ways patients participate during exercises. In order to examine the naturally occurring patient-therapist encounters involving not only verbal but also non-verbal aspects such as gaze and gesture, Conversation Analysis (CA) is adopted. So far, a total of 40 consultations from two different clinical practice sites in Hong Kong were video-taped. The sites include a variety of practice setting, involving private and public clinics with Cantonese, Mandarin and English-speaking patients. Preliminary findings show that patients exploit both verbal and non-verbal resources to counteract their passive roles in clinical encounters. They self-initiate to participate when they intend to: express symptoms-related concerns, display in/competence, seek confirmation or clarification, request explanations and supplement information. However, physiotherapists do not always acknowledge nor take subsequent actions regarding the instances of patient participation. A closer examination into these areas could shed light on the more patient-oriented and effective communicative practices in rehabilitation sciences.

Clarissa Surek-Clark  
Ohio State University, USA

## **The demographic field worker as an interpreter**

Verbal autopsy is a widely known method used for epidemiological and vital registration purposes by demographic surveillance sites throughout the developing world. While the interview assessing causes of death may be conducted and recorded in local languages, the information collected in survey instruments and used by medical personnel as a starting point for analysis is often in English or other colonial languages. This report focuses on preliminary findings based on field work conducted in the autumn of 2015 in seven Health and Demographic Surveillance sites in Sub-Saharan Africa that participate in the Alpha Network. Specifically, it discusses the role of the field worker as an interpreter, including challenges and solutions applicable to medical interpreters and professionals interested in health and language methodology.

Antje Wilton  
University of Siegen, Germany

## **The use of English as a lingua franca in media sports communication**

This contribution reports on work-in-progress investigating the use of English as a lingua franca in post-match interviews with professional football (soccer) players. The study uses a conversation-analytic approach and is based on a small data set of interviews with German football players giving interviews in the media in English. The data set includes videos, their transcripts and additional ethnographic metadata. The post-match interview is a specific media format in which professional journalists and professional football players interact and jointly construct the communicative tasks set by the format, such as evaluating, narrating and collectivising. Rather than being adversarial or predominantly informative like other types of media interviews, post-match interviews have been shown to be characterised by their collaborative and consensual style (Wilton 2016). The present pilot study investigates how the specific structure, linguistic means and communicative tasks accomplished in the interview are affected by the use of English as a lingua franca. The presentation will focus on the role of formulaic language as an aid for nonnative speakers to guide them through the stages of the interview. Insights gained into the use of English as a lingua franca in international media sports communication will help inform media training and thus improve professional practice of journalists and players.

## **Paper presentations**

Janet Ainsworth  
Seattle University, USA

## **Contestation over knowledge in courtroom discourse: The expert witness on the stand**

Expert witnesses in adversary justice systems frequently find their experiences in court to be confusing and frustrating. Legal rules and lawyering norms governing the admission of expert testimony unnecessarily create many of these problems. These rules and norms operate both on macro-structural and micro-structural levels to generate discursive regimes for the construction and contestation of 'expertise.'

On a macro-structural level, admission of expert evidence is governed by rules based on a narrowly positivist view of scientific expertise. Yet methodologies and assessment of what counts as valid knowledge differ for different scholarly disciplines. A second macro-structural limitation on reception of 'expert knowledge' is created by the reluctance of courts to consider social science research in determining the contours of legal doctrine. Consequently, doctrines that fly in the face of well-accepted findings in social science are nonetheless perpetuated in law.

On a micro-structural level, legal pragmatics governing the ways in which expert testimony is taken in court are problematic. Unlike other discursive contexts in which face-threatening occurs, the expert witness is both unable to engage in face-reparative work and unable to engage in meta-commentary on the face-threats. Courtroom discourse norms and rules create a discursive setting in which what counts as 'true' evidence is governed by law, limiting the usefulness of expert evidence in accurate dispute resolution and engendering a real risk of miscarriages of justice when that evidence is inadequately integrated into legal decision-making.

Glen Michael Alessi  
Università degli Studi di Modena e Reggio Emilia, Italy

## **Edible Arizona : The discourse of foodways in the Sonoran desert**

Publications addressing sustainable regional culinary systems, along with 'Real' and 'Local' food movements have sprung up all over the United States. These "Edible Communities" publications exist in localized versions as quarterly magazines and websites represented in 85 regions. They address issues of producing, preparing, serving and promoting locally sourced food. The magazines include stories, interviews, recipes and writing about heritage foods, local ecologies, farming, marketing and locally sourced foods.

In the state of Arizona, two distinct 'Edible Community' publications exist: *Edible Phoenix* and the award-winning *Edible Baja Arizona*; the latter covering the greater Tucson area into northern Sonora, Mexico. These two distinct areas have distinct histories, local cultures, identities, and politics. Phoenix is regarded widely as a politically conservative, displaced 'Midwestern' city, while Tucson (the only U.S. city to be named World City of Gastronomy by UNESCO) as a city which prides itself on its pre-statehood status, progressive values, and its Hispanic and Native traditions. These distinct identities may likewise be reflected in lifestyle choices and related perspectives, discussions and language choices regarding food, cuisine, sustainability and ecological issues.

This work-in-progress takes these two Edible Communities publications as its starting point in investigating the breadth and depth of discourse surrounding regional food and culinary issues. Borrowing frameworks from critical genre analysis (Bhatia 2012) and corpus-assisted discourse studies (Partington 2012), it explores how these publications may (or may not) less-knowingly reveal marked local ideologies, regional values and distinct identities through language choices when discussing locally produced food and food culture.

Fatma M Al Haidari

Public Authority for Applied Education & Training, Kuwait

## **Agency, authority, and power in business experiences: A case study of three Kuwaiti male managers**

This paper explores how Kuwaiti male managers perform authority and power in business experiences in financial discourse. It reports on three interviews of Kuwaiti male managers describing their managerial social practices. The interviews analyze two major questions: 1) How managers with their managerial agency construct authority in their corporate culture, and 2) How managers with their managerial agency perform power in everyday professional communication. Following Ahearn (2001) on agency, Van Dijk (2001) and Wodak (2001, 2009), I examined the interviews using Van Leeuwen's (2001) model of discourse as a social practice. Kuwaiti managers' business discourses indicate that each manager used a different agency style in managing and performing his business experiences and practices. The first manager described himself as interactive, his agency of authority and power were focused more on improving the skills of labor and including only the skilled employers in his professional business tasks and activities. For him, authority is always necessary and a responsibility of managers, while power is essential to include and exclude trained and skilled employers into business tasks and activities. The second manager described himself as an empowering individual, regarding authority and power as unnecessary in his agency. As for the last manager, he saw himself as a delegate, emphasizing making decisions when power is given and authority is shared. This paper will add to the financial discourse literature conducted in the Middle East region. It will help managers to understand their own corporate culture and performance of power and authority in business experiences and tasks.

Mette Skovgaard Andersen  
Copenhagen Business School, Denmark

## **Language needs and language attitudes in Danish government ministries**

Most policy decisions made about the use of language, i.e. language policies in Denmark, are legitimized by reference to language needs (for national educational level see Andersen & Verstraete-Hansen 2014). This applies to language policies both at global (national) and local (business) level. However, knowledge about the actual needs is sparse and investigations are often conducted within the private sector (see for instance Grinsted 1992, 1994; Vandermeeren 2003; Dansk Industri 2007; Verstraete-Hansen 2008). A survey investigation conducted some years ago based on quantitative data revealed that even in Danish government ministries the use of, and need for, foreign languages other than English was complex and diverse (Andersen & Verstraete 2013). As Pratt points out, the complexity of language use and language competencies seems to be hard to describe (2003:7). In this paper (free) qualitative comments stemming from the survey are analyzed in order to shed light on the following questions: According to the respondents – which languages are needed? Which languages are used? Which approach to language do the respondents represent? Which attitudes to language, language competencies and which language hierarchies are prevalent in the organisation etc.? The qualitative comments qualify the quantitative data and give us, in Brannen et al.'s words, a better understanding of 'the multifaceted role of language' (Brannen, Piekkari, Tietze 2014), in this case with respect to Danish ministries.

Kristine Balslev  
University of Geneva, Switzerland

Chidichimo Alessandro  
University of Geneva, Switzerland

## **Language sciences in teacher education**

Because language is the principal tool teachers work with and learners learn by, links between educational studies and language sciences are not new. For example, Conversation Analysis or Bernstein's sociolinguistic theory has had an important impact on fundamental research in classroom interactions. Educational researchers use linguistic or sociolinguistic theories not only to understand how language works in the classroom but also to grasp how linguistic features shape teaching and learning processes. In the field of teacher education, from a research design point of view, researchers or trainers consider that language practices have an effect on learning. In this respect, to foster professional development, student teachers interact with their peers or trainers in formal settings, write portfolios or narratives etc. Researchers often refer to knowledge from linguistics for creating development settings, analysing these settings and their results or effects. But what theories or concepts of linguistics do they use? Which main authors do they refer to? How are language features linked to professional learning and knowledge? We would like to discuss a research project, namely a qualitative meta-analysis project of research in the field of teacher education published in *Teaching and Teacher Education* and *Linguistics and Education* between 2000 and 2015, that uses concepts and theories from linguistics, to grasp different ways of linking language with learning to teach. Our main goal is to discuss the relevance of such a project and to present results from an exploratory research.

Irena Horvatic Bilic  
University of Zagreb, Croatia

Snjezana Husinec  
University of Zagreb, Croatia

## **My English is excellent. And your English for law? Transition from GLP to LSP in linguistic training for legal professionals**

The paper presents results from research conducted with undergraduate students at the Faculty of Law at Zagreb University. Effective teaching of legal language (with its specificities: terminology, polysemy, structural features) is inseparable from the law and legal system in which it is used. In order to understand the exact meanings of legal terms and structures and to achieve linguistic competence in a foreign language of law, students need to be familiar with legal issues. Therefore, content-based instruction (CBI), an approach which integrates content learning with language teaching aims (Brinton et al. 1989: 2) is an appropriate method of teaching foreign languages for law. By using CBI the focus shifts from learning language in itself to learning language through applicable, in this case, legal context (Juez 2006: 328).

The research question focuses on students' understanding of the difference between general English language proficiency and English for legal purposes. Students often believe that a high level of English language proficiency is enough and do not immediately see the purpose of mastering English for law, which leads to the research hypothesis – increasing knowledge of subject matter increases understanding of LSP. A quantitative research design is used to examine the impact of the variable content. Questionnaires are administered to two groups of students: first-year students (none or a little input on legal topics) and second-year students (input in different fields of law). A comparative statistical analysis is conducted to establish the difference between the two groups and to confirm or reject the hypothesis.

Eniola Olamide Boluwaduro  
University of Bayreuth, Germany

## **Routine opening questions and patients' participation at HIV/AIDS clinics in Southwestern Nigeria**

This study contributes to current research on the discursive role of opening questions and its implications on patients' participation in medical encounters. Specifically, the study focuses on opening questions in the interaction between doctors and female HIV Patients in HIV out-patients' clinics in Southwestern Nigeria. The data consists of seventy audio recordings which were transcribed using insights from conversation analytic transcription conventions. Findings reveal that based on the institutional practices in select clinics, interactions bifurcate into types A and B. While openings in type A are patient-centered, in that provision is made for opening questions on patient's presenting concern (such as Any complain today? Hope there is no problem?), type B starts off with routine medical history taking questions (such as When last did you do CD4 count?). Though initial differences occur in opening questions in both types, physicians' epistemic identities tend to create subtle differences in patients' responses and participation in proceeding sequences and this ultimately makes the interactions rigorously routinized. My findings suggest that opening questions should be less epistemic, less-routinized and more patient-centered to encourage maximal patients' participation.

Máisa Helena Brum  
Federal University of Santa Maria, Brazil

Luciane Kirchhof Ticks  
Federal University of Santa Maria, Brazil

## **The construction of an interdisciplinary project within a continuing teacher education program in Brazil**

The interdisciplinary perspective at the school context is a recurrent topic of discussions and researches in Applied Linguistics in Brazil. Considering this background, this study investigates the collaborative construction of an interdisciplinary project in a continuing education program developed with teachers at a public school in the city of Santa Maria in southern Brazil. Furthermore, considering the teachers' discourse, the paper seeks to identify their representations of interdisciplinarity and interdisciplinary practices. Data was collected through two questionnaires, respectively, at the beginning and at the end of the program. Data was also constituted by transcripts from six reflective sessions carried out during the program. As a result, a change in teachers' representations of interdisciplinarity was noticed. In the initial questionnaire, the teachers conceptualize interdisciplinarity as an interaction between disciplines, which refers to an interdisciplinary perspective of juxtaposition of content. In the final questionnaire, there is an expansion in the teachers' representation of interdisciplinarity as a socially situated practice based on the interaction between different areas of knowledge dealing with the same objective. Thus, the final representations unveil a more elaborate definition (Bernstein 1996, p. 159) and a conceptual appropriation of teachers' own pedagogical practice. Considering the representation of interdisciplinarity identified during the reflective sessions, an alignment with the final representations identified in the questionnaires was noticed, as both signal interdisciplinary practices as exchange of ideas between different disciplines with a common goal. In conclusion, it is expected that the actions within the program could foster new initiatives of continuing education programs for teachers.

## **Avoidance as an interactional practice in political news interviews**

As a display of talk for “overhearers” (Goffman 1981), a political interview is an institutional type of discourse (Heritage 1984; Greatbatch 1986; Clayman 2001; Clayman and Heritage 2002) with a framework in which the roles are previously distributed: an interviewer asks the questions and the interviewee responds. In this context, with specific interactional purposes, avoidance appears as a strategic resource, which can mark and hide a stance. Avoidance “as a locally contingent practice that is collaboratively co constructed by participants” (Markee 2011) in a political interaction appears in different forms with diverse patterns.

Resorting to the Conversation Analysis methods (Sacks, Schegloff & Jefferson 1974; Sidnell & Stivers 2013), this research intends to present an investigation into avoidance practices in political interviews. The analysis is based on 8 hours of political interviews on Syria aired in 2013 and 2014. In doing so, a detailed transcription has been examined in terms of the interactional resources that occur around avoidance practices and the functions of these resources within interaction.

The results of the study highlight the practical purposes of these practices in interaction according to their role and function: to create tension between the categories used, avoid a place to win another, hide or advance a position. Among others, repairs, hesitations, extreme case formulations show up under the category of avoidance practice in non-answer response turns in political interviews. Accordingly, reformulating the question, repetitions and abundance of overlaps in a political interview, among others, show up as evidence for utilisation of avoidance practices.

Belinda Crawford Camiciottoli  
University of Pisa, Italy

Merja Koskela  
University of Vaasa, Finland

## **Communicating a “transparent” identity: An analysis of Investor Relations communications of Finnish vs. Italian listed companies**

Investor relations (IR) is a key component of corporate communication for the management of stakeholder support (Argenti 2009; Marston 2004). To (re)establish confidence among investors, companies need to convey transparency as a defining attribute of their corporate identity (cf. Belasen 2008). This paper aims to gain insight into how transparency emerges in the IR communication practices of Finnish vs. Italian companies, representing two culturally different players within the European financial community. Two datasets were compiled from web-based texts relating to IR communication policies of companies listed on OMX Helsinki 25 and FTSE MIB 40 (the Finnish and Italian benchmark stock indices, respectively). Using a two-pronged methodological approach, the principal of transparency was investigated through (1) rhetorical moves analysis (Swales 1990) and (2) micro-linguistic analysis using corpus tools (Rayson 2008). Preliminary results of the moves analysis indicated that both datasets were structured around the questions why, what, to whom, and how. However, the Finnish dataset tended to focus on the efficient disclosure of information from the company's side (what), whereas the Italian companies tended to express their commitment to constant dialogue with stakeholders (to whom). Exploratory micro-linguistic analysis supported these findings, showing that both transparency and dialogue emerged as keywords in the Italian dataset, but were relatively scarce in the Finnish dataset. These results could reflect cultural differences between the countries in terms of personal vs. contextual orientations (see Gudykunst & Ting-Toomey 1988). The personal orientation emerges when the Finnish authors orient towards their own company, while the contextual orientation is seen in the Italian companies' focus on their social role in relation to the stakeholders.

Paola Canteaccio  
Università degli Studi di Milano, Italy

## **Emerging professional identities: The construction of the CSR professional**

Over the last couple of decades, as Corporate Social Responsibility has taken centre stage in the corporate world, new organizational functions have started to emerge which are devoted specifically to managing this aspect of corporate performance. In a 2005 paper, Faber, Jorna and Engelen predicted that for sustainability to become sustainable such an evolution would be necessary (p. 28, 29). At the time, the figure of the Chief Sustainability Officer was fairly unknown – the first one having been appointed only in 2004 (Weinrieb Group, p. 5) – but it has been growing significantly since. Parallel to this, new professional figures have also arisen in consultancy firms to supply sustainability- and responsibility-related services to companies that do not have an internal function devoted to this aspect of management. Thus, new professional identities have gradually emerged, first establishing a niche and then gradually consolidating their position in the business/professional world.

This presentation investigates the way in which CSR professionals construct their identities in selected loci of engagement on the Web. Websites such as that of the International Society of Sustainability Professionals (<http://www.sustainabilityprofessionals.org/>), as well as those of educational institutions providing courses and certifications for perspective CSR professionals will be investigated with a view to identifying key discursive features of self-representation and identity-construction, which will then be critically analyzed in order to explore the way in which the concept of CSR is framed in professional terms.

The methodological approach is discourse-analytical in focus and aims to identify sites of ideological engagement at the interface between professional identity and market pressures/corporate needs.

Malgorzata Chalupnik  
University of Nottingham, UK

Sarah Atkins  
University of Nottingham, UK

## **The construction of leadership identities and collaboration in emergency medicine training**

Recognising the importance of communicative competence and the performance of leadership in the context of medical education for specialist trainee doctors, our paper focuses specifically on how leadership is not only enacted but also assessed in emergency medicine training. By drawing upon video-recorded simulations of multiple trauma resuscitations organised in a large teaching hospital based in the UK, we shed light on how assessments of trainee doctors' enactments of leadership are inevitably shaped by specific linguistic devices they choose to use.

In order to examine their employment of linguistic devices typically associated with the enactment of authority, we draw upon the analysis of directives combined with a close, micro-interactional analysis of the turn-by-turn talk. In doing so, we wish to not only outline which strategies are more positively assessed by the examiner but also explain why this is the case.

In the paper, we demonstrate that the trainee doctor's choice of linguistic strategies used to delegate tasks has a great impact on the examiner's evaluation of that person's construction of leadership identity. Collaborative and mitigating linguistic strategies, in particular, are shown to be used effectively to address tensions of giving authoritative directives while also maintaining rapport with members of the emergency department team. In the paper, we also show how instances of miscommunication observed in the opening sections of the simulation have serious consequences for its outcome. We, finally, outline how continuous research conducted in the context of emergency departments can contribute to the development of training materials and publications.

Jana Declercq  
Ghent University, Belgium

## **Balancing journalists' and scientists' professional practices: Producing an infotainment show about food**

This paper analyses how journalistic professional practices are inherently situated between, and therefore mediated by, two crucial actors: their sources and their audiences. We conducted linguistic ethnographic fieldwork at the editorial board of a new infotainment TV show on food, health and nutrition on Belgium's Dutch-language public broadcasting corporation, where editors constantly interacted with sources from the scientific and (para)medical world. These sources' professional frames are different from those of journalists; while scientific research, (para)medical advice and its discourses are based on falsifiability, specialization, dialectic, methodological reflexivity and education (Schokkaert et al. 2015), journalistic practices and discourses are based, i.a., on relevance, surprise, magnitude, entertainment (O'Neill & Harcup 2009), and accessibility and information (Reed 2001: 280). Therefore, reporting on medical matters or providing dietary advice which is scientifically correct, clear, interesting and entertaining for the audience proves to be a constant struggle for the show's editors. This paper analyses behind-the-scenes data from semi-structured interviews and ethnographic observations, as well as social media data from the audience, to explore how these different frames and practices intersect, collide and/or (eventually) fit together. Furthermore, we analyze what the effects of this discursive struggle are on the audience's uptake of the show's health and dietary messages, through a discourse analysis of the tweets on the show and Facebook posts on the show's Facebook page. By combining production and uptake perspectives, we can learn more about how the initial scientific/(para)medical discourse gets entextualized in the show's content, and get re-entextualized once more by the audience.

Michel Dispagne  
Université de Guyane, French Guiana

## **Pratiques langagières de travailleurs haïtiens en milieu urbain francophone: Mise en construction de leur comportement culturel, linguistique et identitaire**

L'étude présentée s'intéresse à l'analyse des pratiques langagières de travailleurs haïtiens en Martinique, île francophone où le créole martiniquais côtoie constamment le français. L'examen des formes linguistiques des réponses apportées par des locuteurs haïtienophones en créole martiniquais vise à répondre à la question : quelles indications linguistico-culturelles montrent que le processus d'intégration est en marche dans leur langage et que des éléments langagiers de leur culture y restent présents et actifs ? L'hypothèse avancée est que l'appropriation de la culture du pays d'accueil laisse apparaître des traces linguistiques de leur culture dans l'échange communicatif. Elle donne aussi consistance à des éléments d'interculturalité qui enrichissent l'identité culturelle. Notre méthodologie d'analyse se fonde sur deux tableaux. Chacun rend compte de l'examen d'une question : la première interroge les locuteurs sur le médium linguistique qu'ils utilisent dans l'échange avec le locuteur natif ; la seconde interroge sur le médium linguistique qu'ils emploient dans diverses situations de communication. L'étude conduit à mieux connaître le choix de la pratique linguistique et culturelle des migrants et à saisir les réflexes linguistiques endogènes et/ou exogènes lors de l'emploi des temps dans l'évocation des phénomènes.

Dominika Dobrowolska  
University of Geneva, Switzerland

Kristine Balslev  
University of Geneva, Switzerland

## **Voicing “professional self”: Discursive approach to positioning of prospective teachers**

Identity issues in professional communication, like the image people give of themselves, the way they preserve their face, have been investigated by many scholars. Nevertheless, the relation between identity and knowledge construction is less studied. In the field of teacher education, researchers grasp concepts such as "self" (Vanhulle, Perreard-Vité, Balslev & Dobrowolska 2016) or "identity" (Beijaard, Meijer & Verloop 2004) to analyse and understand the development of prospective teachers (PTs). We postulate that the professional self develops through positioning in an enunciative process (Bullough & Draper 2004; Rabatel 2007) and ask: how do PTs position themselves regarding a particular situation? What type of resources and reflective-discursive operations do they use? Our research concerns formal triadic mentoring conversations between PTs and their trainers (supervisors and tutors) in their last year of education. Between the professional and academic world, these conversations aim at evaluating internships in a formative and summative manner and triggering professional learning. For this paper we analyse conversations regarding 3 PTs following a discourse analysis grid (Balslev, Vanhulle & Pellanda Dieci 2015). Results show the link between a construction of a professional self and the type of mediation used by the educators. Thus, the production conditions of professional communication turn out to be an important factor in identity and knowledge construction. Furthermore, the PT's professional self develops through formalisation of praxeological and existential concerns that oscillate between the PT's adaptation to constraints and expectancies of their mentors and the creation of a singular point of view (Rabatel 2005).

## **Using new media to advise and cure from and through new media: Discursive and popularizing practices in the blogs of media psychologists**

New media have impacted language and its use by providing instruments and linguistic contexts that have led to the creation of new forms of written language, genres, discursive practices and uses. Among these, blogs, with their user-friendly and customizable format, have emerged for various possible applications, including therapy. In particular, media psychology, which has been gaining ground due to the increased use - and misuse - of new and social media, has made extensive use of blogs' free flowing and sincerely concerned diaristic form to convey theories, advice and warnings in an accessible way, both in terms of presentations and of reaching out to people, including "overhearers" and "eavesdroppers", in need of professional assistance. Interestingly then, media psychologists and psychotherapists use new and social media to reflect on media themselves by considering ongoing changes in verbal and non-verbal online communication, as well as arising issues such as online privacy and cyberbullying. They seek to delimit and employ media by developing definitions, guidelines and rules in an attempt to create therapeutic points of reference within an environment that remains open to interpretation from professional and operative perspectives. The present study will therefore aim at analyzing a variety of blogs written by media psychologists and experts on social media through means provided by critical discourse analysis in order to observe how professionals use blogs and their related languages (verbal, audio, visual, video, multimodal), rhetorical devices and discursive strategies to perform their work and attract, inform, warn and support patients and readers.

Brian Due  
University of Copenhagen, Denmark

## **The Cognitive Chart: Professional practice and economic encounters in opticians**

When buying spectacles, customers have to decide which lenses they need, and how much they are willing to pay for it. Customers rarely know about the nuances and details of different glasses and prize categories, and rely on the employee's descriptions and the use of graphic charts and embodied illustrations. Based on a large corpus of ethnographic data and more than 600 hours of video recordings from eleven different opticians in Denmark, this paper focuses on employees professional practice and multimodal actions when using the chart as a cognitive artefact in order to accomplish a sell. On the basis of EM/CA work on shop interaction (Garfinkel & Livingston 2003), optician interaction (Webb, Lehn, Heath, Gibson & Evans 2013) and multimodality within settings of professional vision (Goodwin 1994), this presentation shows how participants cooperatively use quite diverse semiotic resources and particularly employ the chart as an important cognitive artefact. The research and its findings have massive relevance for the professional practice in general concerning doing-being a seller who uses charts as tools.

## **Constructing professional identities and expertise on the Web: Assisted Reproductive Technologies (ARTs) and surrogacy**

Among Assisted Reproductive Technologies (ARTs), by now quite commonplace and capable of treating millions of infertile couples the world over, surrogacy is extremely controversial from an ethical and legal point of view. Usually a last-resort solution, with a tremendous emotional investment on the part of aspiring parents, surrogacy can only be practiced with the assistance of highly specialised professionals and organisations, and it is not easy for an outsider to find and contact them, also because in an increasing number of countries this practice is either forbidden by law or subject to heavy restrictions, so intended parents need to seek assistance abroad. This means that looking on the Internet is the main option for many couples who would like to make recourse to surrogacy.

Hence the important role played by surrogacy centres' websites, which are the first contact point between surrogacy organisations and aspiring parents (and also for women intending to act as surrogates or egg donors). The success of such organisations and their ability to attract clients and service providers depend entirely on the image they offer of themselves and their professional expertise.

This paper considers the websites of some surrogacy organisations operating in the US, Mexico, Canada, India, Georgia, Ukraine, Greece and Thailand, and looks at how the profile of professionals working in them is constructed. The methodological approach is essentially based on discourse analysis, but attention is also given to the visual dimension, which on websites is closely intertwined with the linguistic and discursive component.

## **Transnational practices: An integrated and empirical approach**

The present study builds on the outcomes of an analysis of presentations given by Japanese engineers in multilingual and multinational business environments. In 'transnational' business settings, the analytical frame is fluid and built against a constantly varying backdrop. In such environments, diversity and local identity maintenance are possible, and differences are continuously re-negotiated as communication procedures; hence, recontextualization strategies are part of the semiotic meaning-making process.

The present work suggests an interdisciplinary and multifaceted approach to translingual and transnational practices in which methods from ethnographic research, knowledge informed by interactional socio-linguistics, intercultural pragmatics and politeness combine and add to the tools provided by 'conventional' business discourse analysis.

Moreover, in multilingual business environments English frequently operates as the contact language. However, the 'conventional' conversation analytic and pragmatic approaches have proved to be limited when delving into the meaning negotiation of mediated and fluid translingual settings. In this study notions like ELF are challenged and the spotlight is turned on an integrated and empirical approach for the investigation of variations in genre (e.g. ki-sho-ten-ketsu patterns) and meanings with creative and adaptive strategies based on semiodiversity occasioned by constructed indexicalities.

Relying on empirical data, the presentation contributes to ongoing research on transnational flows and multilingualism in the professions in two ways. First, it proposes an integrated methodological approach to business discourse, which has proved functional to the analysis of practices in multivariate translocal settings. Second, it provides useful data for business and communication educators as well as business people operating in multinational and multilingual workplaces.

Karin Goettsch

The Mosaic Company & University of Minnesota, USA

## **Spotlight on ‘global’: Communication challenges in English-speaking global virtual teams**

In today’s rapidly-changing workplaces, effective global virtual team communication is a critical competency valued across many diverse, multicultural organizations (Daim 2012; Dekker 2010; Hofstede 2010; Rice-Bailey 2014; Tenzer et al. 2014). However, the complexities of these teams raise questions. What are dominant business communication challenges in leading linguistically and culturally diverse global teams? How can communication be optimized across multiple time zones, languages, national and organizational cultures? Which strategies help develop skills and improve outcomes?

While language and culture are frequently top challenges for global virtual teams, they are often underrepresented in applied linguistics and business communication research. To address this gap with a qualitative study’s unique intercultural communication and virtual communities of practice hybrid framework, the presenter interviewed 50 professionals (native and non-native English speakers representing 17 countries). Participants shared their experiences with teams having English as the lingua franca.

Key findings show commonalities and nuanced differences between native and non-native English speakers related to many linguistic and cultural themes, including perceptions of fluency and comprehension, trust, cultural priorities, social connections, and technology and communication modality preferences. Non-native English speakers had more communication challenges overall than native speakers and were more likely to cite language issues as critical. Strategies to create awareness and belongingness also surfaced.

These findings have a direct impact on multidisciplinary research and application in the three relevant, influential fields of applied linguistics, business and communication. As an inside researcher, the presenter argues for increased collaboration between academia and industry, who have mutual interests in such outcomes.

Lucy Gray  
The Open University, UK

## **Social work writing: Transferring learning from academic to professional writing**

Writing is a core activity in social work which represents a central way through which practice is embodied (Boud and Brew 2013). In the UK, professional writing is an implicit aspect of broader communication capabilities assessed during social work training. This study has explored the experiences of social work educators in higher education, practice agencies and graduates about where and how competence in professional social work writing is taught, learnt and assessed. The study builds on research into academic and professional social work writing (Lillis & Rai 2014; Rai & Lillis 2012; Rai & Lillis 2011; Rai 2006; Rai 2004) and focuses on the fertile but troubling spaces between academic and practice learning where students enact their practice. This oral presentation will share data and findings from this study and offer an analysis of some of the ways in which teaching could be more effective. This will include an understanding of writing as embodied practice and also the ways in which a focus on cognitive processes such as selection, synthesis and analysis of information can strengthen learning between academic and professional practice.

Emma Greenhalgh  
University of Sheffield, UK

## **‘Talking about language’: An interdisciplinary investigation into how second language teachers and speech and language therapists teach and informally assess language**

Speech and language therapists (SLTs) and second language teachers (L2Ts) share a common goal of helping their clients and students (people with communication impairments and people learning a second language respectively) improve their language skills and interpersonal communication. As Seedhouse (2004) has argued, the dual role of language as both goal and method seems to create a specialised form of interaction.

Recent research using Conversation Analysis has been useful in closely describing how these professionals interact with their clients, thus unpacking what is involved in the professional activity of teaching language within both speech and language therapy (e.g. Horton 2008; Wilkinson 2013) and second language teaching (e.g. Seedhouse 2004; Wong & Waring 2009). Up until now, however, these two areas of research activity have been researched separately, even though it seems evident from a reading of the literature that there are broad similarities (as well as differences) between the two disciplines.

My project analyses video recordings of SLTs and L2Ts in their professional settings with the aim of comparing how they teach and informally assess language. This type of detailed linguistic and interactional comparison of the talk produced by both groups has not been carried out before. As well as providing theoretical findings about language teaching and informal assessment, the project is highly likely to have some practical implications for practitioner training in both the health and education domains.

Lubie Grujicic-Alatrisme

New York City College of Technology, CUNY (City University of New York), USA

## **Discourse research and professional practice: The case of home workers**

This presentation aims to challenge the current state of research where findings are confined to academia, and frequently not spread to the world beyond. It asks the questions: Does our research matter outside of academia, and if so, how? Following the initial line of inquiry by Bygate (2004) and later on Candlin and Sarangi (2004), and Antaki (2011), this paper examines the tides of change from the turn of the millennium onwards, and it traces the big initiatives to make applied linguistics both more 'applicable' in the real world where the data was collected, and also more relevant to the practitioners and professional workplaces.

The past couple of decades have produced a substantial number of volumes focusing on 'real-world' language problems (e.g., Behrens & Parker 2010; Heritage & Clayman 2010). There has been an expansion of single-setting research focusing on courts, medical institutions etc. However, few have engaged real-life application of the research findings and even fewer have addressed reflexivity and praxis, which is neither easy nor straightforward (Candlin & Sarangi 2004; Stubbs 1983). Candlin and Sarangi (2011) outlined the need for, and the challenges of, connecting to professional practice. However, for most researchers, particularly junior ones, how to start the outreach process presents a considerable challenge.

I worked through stumbling blocks by building "A Framework for Application" (Grujicic-Alatrisme 2015) to assist junior researchers with establishing relationships with the places of practice. This presentation outlines the framework's elements, and illustrates its use in counseling and au pair agencies.

Sixian Hah  
University of Warwick, UK

## **To belong or not to belong to a discipline? - Academics' disciplinary identities as seen through positioning in interviews**

This paper would apply perspectives derived from notions of disciplinarity, polyphony and Conversation Analysis in qualitative research interviews to examine how academics position themselves vis-à-vis others and the larger discipline. It is increasingly recognized in the social sciences that the research interview should be seen as “a product of situated interaction, rather than as the elicitation of the interviewee's pre-existing cognitive state” (Lampropoulou & Myers 2012). Hence, in my study comprising of interviews with academic researchers from the social sciences and humanities in UK universities, I examine how they position themselves and construct their identities as researchers amidst expectations about how academic research is to be done in their various fields and institutions. Through a constant negotiation of positions in the interview, the academic researcher constructs his/her identity according to how s/he wants to be positioned as belonging (or not belonging) to a particular field or disciplinary community. The notion of disciplinarity in higher education institutions is examined for how it is constructed through their spoken discourse and how they describe their research, and where they would place their work in relation to the larger field or discipline. This paper would explore the combined use of an applied Conversation Analysis approach and discourse analysis in analysing how academic researchers construct certain identities and take up certain epistemic positions. This would be an analysis of academic discourse in a changing world, amidst the backdrop of new demands (such as impact, REF) on higher education institutions.

Kristin Halvorsen

Norwegian University of Science and Technology, Norway

## **Just ask? Questions as a strategy for empowering patients in health communication**

Studies of health care encounters show that questions posed by health care personnel frequently allow a measure of control over topics and agenda and limit the patient's opportunities to speak and influence the course of interaction. Patients are found to ask few questions in health care encounters and generally make few demands on information from health care personnel. The Norwegian patient safety program recently launched a patient handbook called "Just ask!", which encourages patients and families to pose questions during health care encounters. With the explicit purpose of strengthening patient safety, the handbook calls on patients to contribute to reducing the risk of errors and misunderstandings by asking when something is unclear. Based on a discourse analytic approach to questioning, this paper explores the agendas that are set and the presuppositions embodied in the questions proposed in this handbook. The analysis shows that the questions, in combination with other elements in the handbook, presuppose a highly literate patient capable of both processing and producing extensive oral and written information. The patient is also assumed to be communicatively competent, capable of paying attention to interactional aspects such as the timing of questioning in the encounter. The patient is generally positioned as likely to worry, not only about medical issues but also procedural issues such as the information flow between service providers. While the handbook might function to empower patients by granting them explicit permission to ask, one might ask whether it shifts the responsibility for patient safety to the patient.

Michael Handford  
Cardiff University, UK

### **‘The only Scotsman who don't like scotch’: The discursive construction of national identity in management-meetings**

Piller (2011) argues that the next step for intercultural business research is to explore how, and why, the nation is made relevant. This talk employs a methodology that combines corpus tools with qualitative discourse analysis methods to analyse the indexing of national identity in business meetings (Handford 2014, 2015). Rather than using CANBEC (a one-million-word corpus of business meetings) as a repository of examples which the researcher draws on to highlight differences between reified cultural groups, this approach can illuminate the discursive construction of sociocultural identities independent of the researcher's stance and stereotypes.

With reference to explicit national identity markers in the corpus, one of the interesting factors is their relative infrequency, occurring roughly once per hour of discussion. Furthermore, they occur far more in manufacturing than in other professional contexts, and usually in all-male meetings. Almost all references to national identity are to non-present others or groups, and can be categorised thus: individual identity, specified group, business sector, and stereotype. A fifth meta-category, combining one of the first three plus stereotype (as in the title) is also proposed. Various functions are invoked through the use of nation/nationality markers in CANBEC, including distinguishing between individuals, making relational asides (Koester 2004), evaluating, justifying, and Othering.

Such findings have implications for the epistemological status of culture and nationality in intercultural and professional communication studies, in that they support the assertion (e.g. Holliday 1999; Piller 2011) that we need to see nationality in a more discursive and critical light: as explanandum rather than explanans.

Geert Jacobs  
Ghent University, Belgium

Jana Declercq  
Ghent University, Belgium

## **Tell me your story: The role of narratives in corporate identity construction**

Narratives are of paramount importance for corporate identity construction (Linde 2001). By retelling important and meaningful narratives, employees actively produce and negotiate the company's identity (Bhatia 2011: 31), but also recontextualize and reinterpret these narratives, and consequently, the company's identity (Georgakopoulou 2007: 10). This paper analyses how different narratives of vicarious experience contribute to the multiple, complex and sometimes conflicting corporate identities in a European pharmaceutical company, and how they are retold by employees. Narratives of vicarious experience are "stories about other people engaged in actions that the tellers did not witness" (Norrick 2013: 385). In big companies, the majority of identity narratives are inevitably stories of vicarious experience; the collective nature of corporate identity construction makes it impossible to rely exclusively on narratives of personal experience.

Drawing on a linguistic ethnographic approach, including semi-structured interviewing and participant observation in the PR department, we demonstrate how the founder's narrative on the one hand, and the so-called Bad Pharma discourse on the other are retold. While the founder's narrative provides us with the company's 'ideal identity', the Bad Pharma discourse reflects the identity as constructed by the industry's opponents. We examine how employees deal with these conflicting narratives by analysing how they position themselves, how they establish epistemic authority, and the relation between personal and collective identities. We account for how these seemingly contradictory stories can be part of the same identity discourse, and how the notion of narrative of vicarious experience can be useful to make sense of this.

Martha Sif Karrebaek  
University of Copenhagen, Denmark

## **Pork and a perker in the kitchen: A young chef's creation of a professional niche**

This paper discusses how a young Turkish-Danish chef creates a professional niche for himself by drawing on his background as a Muslim and an immigrant. This niche is enabled by current understandings in Denmark of the meaning of pork, a key element in the traditional Danish kitchen (Boyhus 1998), in contrast to a well-known pork taboo in Islam.

The difference in food orientation gives pork a particular semiotic potential. Pork comes to signify traditional Danish-ness, and specific food practices recursively reproduce what is rendered as differences at other societal levels (immigrants versus "Danes").

I demonstrate how the chef exploits circulating (re-)interpretations of pork to his own advantage by paying allegiance to Denmark through his adoption of pork as a trademark; his background becomes a marketing-device. He validates circulating understandings and offers humorous and reflexive comments on them. I also show how his background is taken up by others, in traditional media (newspapers, national tv) as well as in social media, yet it remains invisible at the restaurant. In this way I illustrate how new Danish citizens may use their background to professional advantage, but also how the complexity of the increasingly heterogeneous society is a sensitive matter.

Marta Kirilova  
University of Copenhagen, Denmark

## **‘Getting the job done’ - Formulaic speech in job interviews with L2 speakers of Danish**

Based on 41 audio recorded job interviews with L2 speakers of Danish, this talk explores the notion of speech formulae in L2 institutional interaction as a factor contributing to successful performance in gatekeeping encounters. In traditional SLA research on formulaic language (e.g. Ellis et al. 2008), speech formulae are described as relatively stable units that require a high level of phonetic and grammatical accuracy as well as precise pragmatic use in order to be recognized as formulae. However, studies have shown that formulae may function independently as ‘zones of safety’ (Boers et al. 2006), ‘islands of reliability’ (Dechert 1984) or code-switching strategies in less well-developed L2 speech. Interactional studies in particular suggest that formulae allow speakers to focus on the social (as opposed to the linguistic) aspects of a situation. For example, use of formulae can signal affiliation to the target language and open up for negotiating co-membership and interpersonal involvement. I present and discuss a range of examples to support the socio-pragmatic function of speech formulae. I propose that: 1) use of formulaic expressions helps L2 speakers already at a beginner’s level to act as skillful professionals by co-constructing environments of shared norms and values; and 2) formulaic speech functions as a marker of both linguistic and cultural belonging to the target context. Thus, studying formulaic speech from a socio-pragmatic perspective provides new insights to the complex relation between language and culture.

Susanne Kirndorfer  
Ludwig-Maximilians-Universität München, Germany

## **Linguistic training for professionals: Communicative competency for medical assistants in vocational training**

Teaching in vocational schools in Germany is characterized by a growing number of students with heterogeneous cultural and linguistic backgrounds. An advanced level of linguistic sophistication in written and spoken German is regarded as the key to successful education, vocational training and professional life. Furthermore, employers name the ability to communicate adequately as one of their main requirements. Most teachers and vocational trainers, however, are not qualified for (second) language teaching. The greatest challenge for both teachers and students is the discrepancy between professional or technical language and the language we use in daily life, which is often quite different.

Medical assistantship (German: Medizinische Fachangestellte) is one example of a job in which accurate communication constantly plays an important role. For example, they are required to handle difficult patients, to assist doctors with knowledge of necessary medical terminology, as well as communicate with related professionals working in medical laboratories or health insurance companies. Medical assistants must switch between very different professional contexts and terminologies every day.

Over the last few months, data was collected pertaining to students' language skills in training for medical assistantships as part of a project carried out by the LMU Munich, the TU Munich and the Mercator-Institute in Cologne. This presentation aims to show the primary characteristics and challenges in terminology for medical assistants, and ways in which vocational training teachers can address and manage them.

Kamilla Kraft  
University of Oslo, Norway

## **Self-skilling: Linguistic skills as professional opportunity and stratification**

The political push for a mobile and transnational workforce impact the status of language and communication. Within a labour market context, this means that languages are increasingly imagined as profit and resources (Duchêne & Heller 2012); a commodity for the workplace, a skill for the worker (Urciuoli 2008).

My own work on transnational construction sites in Norway shows a significant professional division based on employee skills in Norwegian, the dominant language of the workplace, or lack thereof. Thus, competence in this language becomes central to the professional opportunities of the workers. These come from Poland, Norway and Sweden.

In this paper, I will use video-recordings of naturally-occurring work interactions to demonstrate how workers improve their own or aid colleagues improve their Norwegian competence. This is typically initiated by the worker interested in acquiring more Norwegian as a side-sequence to the on-going activity, e.g. through word searches or direct requests for a word.

I refer to this practice as 'self-skilling' since it is the outcome of individuals' management of communication in a transnational workplace, with no institutional support. Yet, the companies do favour the linguistic and communication skills that the practice results in, and subsequently linguistic skills are recognised and rewarded. While self-skilling is an individual endeavour, it is anchored within institutional policies that reinforce the status of Norwegian and the privileges of Norwegian/Scandinavian speakers. As such, it reproduces a labour system where language is the source of professional opportunities as well as barriers.

Hans J Ladegaard  
The Hong Kong Polytechnic University, Hong Kong

### **Language competence, identity construction and discursive boundary-making: Distancing and alignment in domestic migrant worker narratives**

Increased mobility is an essential premise of life in a globalized world. For some people, mobility is a choice but for others, it is a necessity. People in developing countries are often faced with a grim choice: either they stay at home with their children, who are then kept in poverty, or they become migrant workers, which means more or less permanent separation from their families. This paper focuses on one of the weakest groups in the globalization market: domestic migrant workers. It draws on a large corpus of more than 400 narratives recorded at a church shelter in Hong Kong, and among migrant worker returnees in villages in rural Indonesia and the Philippines. In sharing sessions, Filipina and Indonesian migrant women share their experiences of working for abusive employers, and the paper analyses how language is used to include and exclude. The women tell how their employers construct them as 'incompetent' and 'stupid' because they do not speak Chinese. However, faced by repression and extreme marginalization, the women also use language to get back at their employers and gain the upper hand, if only momentarily. They construct their employers as 'incompetent' and 'ignorant' because they do not speak English, or because their English proficiency is poor. Mastery of English is used by the women to distinguish between the cultivated 'us' and the ignorant 'other'. Finally, the paper considers how employers, in the absence of a mutually intelligible language, may resort to violence to control and discipline their domestic helpers.

Beverley Elsom Lafaye  
Tokaigakuen University, Japan

## **English language use in business in Japan**

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

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

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

Virginie Fasel Lauzon  
University of Neuchâtel, Switzerland

Cécile Petitjean  
University of Neuchâtel, Switzerland

## **Instrumental and beyond: Radio communications between dispatchers and police officers**

Instrumental or task-oriented communication is focused on the transmission of information and the management of tasks. It is predominantly functional and usually presented as opposed to affective communication (Haskard et al. 2009). Communication taking place at emergency dispatch centers offers a good example of instrumental communication: the participants are occupied with a single order of business and communicate in order to accomplish a single goal, that is, to get/send help (Zimmerman 1984). However, studies in Ethnomethodological Conversation Analysis (EMCA) have shown that social events are built turn by turn by people who take part in them and that their nature is therefore not shaped once and for all. A social encounter opened as 'purely instrumental' may thus evolve into an affective one or be momentarily 'colored' with affective tokens.

In this paper, institutional Conversation Analysis (Heritage & Clayman 2010) is used to investigate a corpus of 185 radio communications between dispatchers and police officers recorded in French-speaking Switzerland. The analysis will show how dispatchers and police officers shape their contributions as instrumental. It will then account for events in which the participants 'do more' than accomplish the dispatch. For example, the participants may provide humorous reformulations of their interlocutors' talk, use familiar expressions that contrast with their usual technical vocabulary, compliment each other, etc. We argue that these practices allow maintaining good work relationships by 'infusing' an otherwise instrumental communication with an affective dimension, without threatening the progressivity of the dispatch process.

Christian Licoppe  
Telecom Paristech, France

Clair-Antoine Veyrier  
Telecom Paristech, France

## **Consecutive courtroom interpreting and the management of long turns. Video-mediated hearings at the French appeal court for asylum demands**

Multilingual courtroom hearings almost always involve question answer sequences which are usually interpreted in a consecutive mode. This provides for an ideal template for such sequences, question, interpreted question, answer, interpreted answer. We have video-recorded an extensive corpus of such multi-lingual courtroom sequences in appeal hearings for asylum-seeking cases, with asylum seekers appearing remotely through a video link, and the interpreter either in the courtroom or beside the remote asylum seeker. We analyze here how this ideal interpreting template for the consecutive interpreting is put to the test by the possibility that the answer gets to be elaborated into a developing 'long turn'. We discuss here on the basis of naturally occurring data:

- How do participants display a concern with the potential tension between recognizably 'long' turns and consecutive interpreting?
- How do they manage emerging long turns, and what kinds of categories, rights and obligations do their collaboratively achieved fragmentation of long turns make publicly available?
- How do issues of control and power surface in such circumstances at characteristic sequential juncture, in particular with respect to speaker selection after the interpretation of a recognizably 'partial' answer?

Theresa Lillis  
The Open University, UK

Maria Leedham  
The Open University, UK

Alison Twiner  
The Open University, UK

## **Combining ethnography and corpus linguistics to research writing practices in social work: Challenges and opportunities in methodology, epistemology and application**

The production of written texts is a high-stakes activity in professional social work, playing a central role in all decisions about services and simultaneously used to evaluate social workers' professional competence. Social work writing (often referred to as recording or paperwork) is frequently the target of criticism in reviews and public media reporting. Despite its significance, little empirical research has been carried out on writing in professional practice. 'Writing in professional social work practice in a changing communicative landscape' (WiSP) is a 2-year, ESRC-funded project which aims to address this gap. Involving 50 social workers from a range of social work domains, including children's, adult's and mental health, the project explores the range of written texts produced, the writing practices of social workers and the perspectives of social workers on the nature and place of recording in everyday professional practice.

This paper will illustrate and critically explore the potential value and challenges of combining an ethnographic approach with a corpus approach to document and theorize contemporary social work writing practices. Using a range of data including texts, interviews and observations from 20 social workers, we will discuss: a) the methodological and ethical challenges in adopting this combined ethnographic-corpus approach; b) the epistemological tensions between the two approaches - corpus linguistics typically values textual patterns where ethnography values context-rich case studies; c) the application opportunities (making findings relevant to practitioners) that a combined approach potentially offers.

## **International internal communication in the workplace: A transdisciplinary approach**

Successful communication among employees working in the same company is essential. It can become challenging, however, when the employees are from different national and linguistic backgrounds and are required to interact in English, used as a lingua franca for business purposes (BELF) (Louhiala-Salminen, Charles & Kankaanranta 2005) in which they may be less competent than in their mother tongues. In the present contribution, I will investigate the following research questions:

- What are the key challenges facing employees working internationally in the same company when they communicate with their international colleagues and what methodological approach can be used to investigate these issues?
- How do employees belonging to the same community of practice and working at the same level of hierarchy make sense of cultural differences and communication practices in the workplace?
- How do Northern European employees write internal emails in English to express request, criticism and disagreement to their Asian colleagues?
- How are these emails perceived by the Asian colleagues?

To answer these questions, I adopt a transdisciplinary approach and draw on an eclectic set of theories from pragmatics (speech act theory, politeness theory), sociolinguistics (BELF, the concept of community of practice) and from organisational behaviour (sense making theory (Vaara 2000; Weick 1995)). I also use methodological triangulation to tackle these questions. The data is composed of 16 interviews, 182 emails elicited by role enactment and 33 perception questionnaires.

Stefania M. Maci  
University of Bergamo, Italy

## **A framework for medical poster multimodal analysis: A pilot study**

In academia, professional recognition is indirectly confirmed by ‘publish or perish’ pressure. This supports the proliferation of both specialised journals and international conferences particularly in the hard sciences.

Conferences in the medical sciences are mainly characterized by poster sessions, because “[g]iven the limitations of time, the poster format does provide for the maximum number of presentations to be scheduled in a given period, space permitting” (Pearce 1992: 1680).

There is a large amount of literature available on medical posters by scientific authors. From the perspective of applied linguistics, the genre of posters has undergone mainly descriptive investigation (Burgess/Fagan 2004; Swales 2004; MacIntosh-Murray 2007) rather than interpretative. To the best of my knowledge, the only contribution in terms of multimodal analysis of academic posters is offered by D’Angelo (2010).

Given the limited analysis of the genre of medical posters from an applied linguistics perspective, it is the aim of this paper to create a framework for the multimodal analysis of medical posters.

As posters are viewed along with dozens of others, it is certainly essential to capture the audience’s attention. Drawing from Kress and van Leeuwen (1996), my assumption here is that such a requirement is commonly met thanks to appropriate interrelation between visuals and text for the sake of achieving effective efficacious communication.

Lian Malai Madsen  
University of Copenhagen, Denmark

Thomas Rørbeck Nørreby  
University of Copenhagen, Denmark

### **“A multicultural school - in a French-Danish context”: The symbolic organization of linguistic diversity in a high prestige school**

While it has been argued that the impact of educational institutions on societal inequalities and opportunities is limited (Moore 2007; Jaspers & Madsen 2016), institutional responses to linguistic diversity still play an important part in constructing links between linguistic repertoires, social hierarchies and prestige. Hence, scholars have shown how the symbolic organization of different language use around educational practices reproduces wider patterns of social stratification (Collins 2015; Jaspers 2014). Thereby we can learn more about social stratification by investigating such symbolic organization of language in different educational settings.

Whereas in everyday communication young people in Denmark use a wide range of linguistic resources for different purposes, when it comes to achieving educational and professional success in the public Danish school system, we know the hierarchical ideological to be clear; standard Danish dominates (e.g. Stæhr & Madsen 2015; Karrebæk 2013). However, we do not know much about the symbolic organization of linguistic diversity in international schools with prestigious reputations. Due to their international pupil population and the non-Danish instruction language, these schools are certainly characterized by linguistic diversity, but likely also by sociolinguistic ordering different from that of the urban public schools.

In this presentation we look into linguistic and ethnographic data from a French prestigious private school in Copenhagen. We investigate explicit and implicit beliefs about language and linguistic diversity as they are expressed and enacted among teachers and students and discuss these in relation to dominating language regimes and patterns of social stratification in the wider Danish society.

Meredith Marra  
Victoria University of Wellington, New Zealand

## **Men's work? Women's work? Gendered practices in their cultural contexts**

An ongoing collaborative project on the discourse of carers (i.e. nurses, aged care workers, early childhood educators) across international contexts highlights the influence of sociocultural norms on identity construction. What appears to be stereotypically feminine behaviour through a Western lens (e.g. Grainger 2004), may be interpreted as appropriately professional and gender-neutral when a different worldview is applied. This distinction becomes particularly relevant in a climate of employee mobility in which workers move between national contexts but within their own profession. Understanding professional practice as either 'feminine' or 'masculine' needs to be recognised as culturally and contextually-dependent.

In this paper I explore recordings of male eldercare workers from a range of cultural backgrounds in day-to-day interaction with residents. The analysis focuses on the carers' successful negotiation of masculine, professional and ethnic identities, particularly in contexts where there is potential for these identities to be in conflict. In exploring the data I adopt a social realist position, making use of a model for analysing interaction at various levels of contextual constraint, from societal through organisational to the specific group of carers and residents (Holmes, Marra & Vine 2011).

The analysis engages with the notion of gender-segregated occupations and addresses societal and cultural expectations regarding professional practices. I aim to complexify our understanding of stereotypically gendered professions to recognise the influence of (socio)cultural background for workers who move between national contexts.

Davide Mazzi  
University of Modena and Reggio Emilia, Italy

## **“...reluctant to behave as a bilingual State”: Phraseology, argumentation and identity in the discourse of the Supreme Court of Ireland**

Article 8 of the Constitution of Ireland states that Irish is the “first official language” of the State, while English is “recognised as a second official language”. However, the Irish judiciary’s approach to bilingualism as the constitutional guarantee of the right to use either language for any official purpose, has proved highly flexible. While proper emphasis has been laid on principles of constitutional interpretation from the practitioner’s perspective (Byrne et al. 2014), the overall discursive dimension of cases involving language policy has yet to be fully elucidated. This paper combines quantitative analysis with a qualitative perspective (Baker 2006), in order to focus on phraseological and argumentative patterns in a corpus of Supreme Court of Ireland’s judgments. First of all, the ten most frequent “lexical bundles” (Breeze 2013) of the corpus were extracted and concordanced, in order to study the main discourse functions of phraseology in context. Secondly, a manual text analysis was conducted of the two cases where recurrent phraseological patterns were most widely attested. This allowed for the isolation of the argument schemes underlying the structure of the Justices’ opinions (Snoeck Henkemans 2003; Van Eemeren 2016). While phraseology points to a shared “institutional” identity of Irish Justices as gatekeepers of the Constitution, the use of causal argumentative patterns suggests that they may forge heterogeneous “professional” identities (De Fina 2003; Van De Mierop 2007), by shifting from a rigoristic view of language rights to forms of judicial pragmatism (Ó Conaill 2014).

Louise Jane Mullany  
University of Nottingham, UK

Spencer Hazel  
Newcastle University, UK

## **Enhancing professional practice: External engagement as research strategy**

Recent years have witnessed increasing demands for those working in the humanities, including linguistics, to justify their research and its benefits to wider populations. This paper reports on a research consultancy initiative that seeks to address the call for translating and delivering academic research expertise in discourse analysis and sociolinguistics to professional groups, to enhance their communicative abilities and enrich their everyday working lives. The University of Nottingham's Linguistic Profiling for Professionals (LiPP) was established to increase external engagement with partners in public and private spheres. This is driven through a stronger promotion of joint activities between members of the research unit and those for whom the research can have real-world benefits to their professional practices.

In line with this, an enhanced pro-active strategy for stakeholder engagement links up the unit's expertise with opportunities for co-participation with stakeholders in the wider community. This entails a designated business development team coordinating an on-going campaign that matches unit members' respective skills and expertise with potential clients, with a view to opening up more channels of cooperation with stakeholder partners in other sectors.

Drawing on a series of case studies, we demonstrate how this model offers researchers and stakeholders a range of research opportunities, as well as addressing the methodological challenges such work presents. Workshop programmes and consultancy engagements can benefit external partners through enhanced professional development; at the same time, they afford researchers opportunities to identify new research questions and gain access to data in restricted research sites.

## **Delivery of police caution: An interactive event**

In US police interviews, a valid waiver of one's rights, requires suspects to 'knowingly' and 'intelligently' waive their rights (Miranda Rights/Waiver), a necessary step before police can begin a formal interview. Too often the rights package is communicated somewhat quickly to suspects. Suspects are then usually expected to respond "yes" and sign a form. Sometimes each right is individually delivered and followed by a Yes/ No question: "Do you understand?"

The language usually involves legalese and complex structures. It is usually seen as a one-way procedure from police officers to suspects. However, in a drug trafficking case along the US-Mexican border this "one-way" assumption was challenged.

Communications were in Spanish. An expert in applied linguistics was hired to determine how valid the suspect's responses and initials/signature were as evidence that he 'knowingly' and 'intelligently' waived his rights. Analyses needed to be systemically done, preferably providing quantifiable data. The communicative functions of Comprehension Checks, Assists, and Clarifications were examined.

What is the linguistic evidence that the Agent made appropriate efforts to

- check that Mr. X understood his Miranda Rights and the Waiver?
- clarify apparent points of confusion?

Are Mr. X's signatures/initials and his statements of "sí" and head nods, in response to 'Do you understand?', sufficient evidence of his ability to have 'knowingly' and 'intelligently' waived his rights?

This forensic report also reflects some issues in the 2015 guidelines on communicating rights to non-native speakers developed by an international group of experts in linguistics, psychology, interpreting, and the law.

Mie Femø Nielsen  
University of Copenhagen, Denmark

## **How is basic trust interactionally constructed in video mediated business meetings?**

Trust is important to "the commonsensically ordered and ordering routines of everyday actions and their objects" (Garfinkel 1963:237) and underlies all interaction (Koschmann et al. 2011).

The aim of this paper is to discuss how we may translate elements of the sociological concept of 'trust' to an EMCA concept that is empirically researchable on a micro analytic level, and to explore how more basic kinds of trust materialize themselves in institutional video meeting interaction, collaboratively constructed at a very local turn-by-turn level.

The paper will present a model for analysis of interactional trust and show how trust is sequential. Central claims are that some interactional actions and features show that trust is achieved, enabling smoothly progressing talk and collaborative task accomplishment; that some interactional strategies aim at establishing trust in order to accomplish some future endeavour; and that some interactional strategies deal with a lack of trust. The hypothesis is that it matters to the course of the interaction, and to the relationship between participants, if these features and strategies *are present or not* in the interaction.

Data collected for the project include video recordings of face-to-face and video mediated institutional interaction (plus interviews, focus groups, contextual inquiry and participant observation) at multiple business locations in Africa, Asia, Europe and the Americas. Methods of Conversation Analysis, discourse analysis, video ethnography and multimodal interaction analysis are applied to the data.

Andreas Nord

University of Gothenburg and Language Council of Sweden, Sweden

Lena Lind Palicki

University of Gothenburg and Language Council of Sweden, Sweden

## **Recontextualizing the Plain Language ideology in a workplace context: Two case studies**

For several decades, the Swedish government has advocated the Plain Swedish ideal as the norm for writing at government agencies, and its ultimate goals of promoting transparency, legal security and efficiency are supported by a solid political consensus (see e.g. Nord 2014). However, the practical operationalization of this language-planning project has been only sparsely studied. Drawing on the Language Policy and Planning tradition, this paper presents two case studies investigating the relationship between the discourse in language policy documents from the political sphere, and its operative side: in marketing materials from small commercial providers and in a short course offered at municipal offices. The analysis follows van Leeuwen's (2007, 2008) framework for analysis of legitimation in discourse.

The results show that the legitimations in practice differ considerably from the legitimations in the political sphere: the legitimations related to democracy and legal security are only drawn upon very implicitly. Far more salient are legitimations adapted to 'local', hands-on requirements. Advices are mainly legitimized as tools for reaching the goals of the employees' everyday tasks. In sum, the results indicate that the ideological aspects of the political Plain Swedish effort are barely recognizable at the micro level, since its democratic aspects are virtually absent. Instead, arguments tend to reference efficiency, cost reductions and benefits for the individual writer. The paper concludes by arguing that the Plain Swedish project may lose its validity if it is consistently reduced to resolving the individual bureaucrat's 'here and now' problems.

Florence Oloff  
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Claudine Gaibrois  
University of St. Gallen, Switzerland

## **Doing and talking about multilingualism: A complementary approach to hybrid linguistic practices in business settings**

Multilingual practices and language mixing in international professional and institutional settings have already been acknowledged as relevant phenomena in various approaches, not only in (interactional) linguistics (Gardner & Wagner 2004, Berthoud et al. 2013, Unger et al. 2014), but also in the domains of management studies and international business research (Janssens & Steyaert 2014, Gaibrois 2016, Langinier et al. 2016). Although concepts such as multilingualism or translanguaging (García 2008, Jørgensen et al. 2011, Canagarajah 2013) have been widely used, the way in which a multilingual workforce in transnational flows (Appadurai 1996, Duchêne et al. 2013) exploits and implements these hybrid linguistic practices has received less attention.

In this paper, we aim to investigate multilingualism in situ by utilizing and contrasting approaches (international business research and Conversation Analysis) as well as data (interviews and interactions involving white- and blue-collar workers, collected in different work settings in France and Switzerland). More specifically, we are looking at the way in which participants talk about and do mixing languages. One key finding is that participants display high context-sensitivity, as multilingual representations and practices seem to differ within more or less formal professional activities (e.g. presentations vs. relaxed discussions).

Our complementary approach shall evaluate and encourage a possible interdisciplinary exchange on multilingualism in professional settings, as our findings suggest a more nuanced view on hybrid linguistic practices. Analyses of our audio- and video-taped data will illustrate different stands on multilingualism, as well as a variety of functions, ranging from enhancing mutual understanding to displaying resistance.

## **Making WhatsApp more useful: Investigating decision-making episodes in face-to-face meetings and WhatsApp messages**

Because decision-making episodes are continuously faced with changes and adjustments of tasks and plans, decisions are short-lived and often burdened with uncertainty (Halvorsen and Sarangi 2015: 11). Even after a decision has been reached and ratified, it remains open for further scrutiny and change – sometimes even across interactional contexts. So a decision made and agreed upon in a face-to-face meeting could easily be challenged, revisited, and revised accordingly after the meeting in WhatsApp messages sent by team members. This study aims to address this fluid and ephemeral nature of decisions by exploring the processes of decision making displayed by the members of a group of academic and administrative staff at an institute of higher education in Malaysia. The focus will be on how decisions are negotiated, made and ratified in the team's regular meetings, and how these decisions are often revisited, further negotiated, and sometimes even changed in the team's subsequent discussions on the online platform WhatsApp. Findings illustrate that a continuous stream of decision-making across the different interactional contexts exists, and that current models and frameworks fail to capture this complexity. Insights gained from this exploratory study have important implications for research on decision making as they address the crucial questions of 'what is a decision?', '(where) does a decision making episode begin and end?', and 'how can we, as analysts, capture the complexities of decision making?'

## **La mondialisation et la diversité linguistique dans les entreprises**

Le contexte actuel de mondialisation et d'internationalisation implique divers échanges entre différents continents, différents pays. Aujourd'hui, dans un marché de travail en mutation où communiquer avec le monde entier est devenu une nécessité incontournable, les langues sont comptées parmi les compétences clés.

En effet, les langues sont un outil de travail pour les entreprises qui cherchent à étendre leurs activités sur les marchés mondiaux. Elles sont également un outil de travail pour ceux qui manipulent, montent, assemblent, réparent les machines dont les notices sont rédigées en langues étrangères. Elles sont, en outre, un outil de travail pour le secteur du tourisme. Elles sont, enfin, un outil de travail pour les techniciens dont la mobilité géographique est permanente.

Ce qui nous intéresse, ici, ce sont les compétences et l'usage de plusieurs langues dans l'activité professionnelle. Nous avons choisi de mener une enquête par questionnaires auprès des employés de l'entreprise –KOUGC- chargée de la réalisation de travaux du bâtiment.

Nous tenterons de répondre aux questions motrices :

1. Quelles sont les différentes langues pratiquées par le personnel de cette grande entreprise?
2. Qui, dans l'entreprise, a tout particulièrement besoin des langues étrangères?
3. Quelles sont les langues étrangères qui favorisent la productivité et les profits?
4. Quelles sont les tâches dans lesquelles les langues étrangères sont particulièrement utiles?

Tania Fahey Palma  
University of Aberdeen, UK

Jennifer Cleland  
University of Aberdeen, UK

### **“Aspirations of people who come from state education are different”: Representations of Widening Access participants in medical education**

People from less advantaged social backgrounds, ethnic and culturally diverse groups remain under-represented in medicine worldwide (Association of American Medical Colleges 2011; BMA 2009). Although Widening Access (WA) programmes have been implemented to encourage applicants from diverse social backgrounds, recent evidence from the United Kingdom indicates that those from less affluent backgrounds remain less likely to apply and less likely to gain an accepted offer to study medicine than applicants from more “traditional” backgrounds (Steven et al. 2016).

By examining authentic data from interviews with Medical Admissions Deans from 26 UK medical schools, this paper investigates the extent to which existing social structures, attitudes and beliefs influence the representations of applicants and students from outside the ‘traditional’ medical education model. Considering the hierarchical role of Medical Admissions Deans in the selection process and access to medical education, this study specifically examines the representation of WA participants through the use of ‘othering strategies’ (Coupland 1999) in the interviews.

Applying a mixed method approach, Critical Discourse Analysis was employed in order to identify the construction of ‘othering’ strategies in statements referring to students undertaking WA programmes. These instances of ‘othering’ were then tagged and quantified using corpus linguistic tools to provide a broader perspective of the data. The results indicate that language used to represent WA participants reflects prevailing prejudices within medical education towards WA practices. This highlights the need to further integrate WA participants into the medical education system and challenge the assumptions constructed through discourse in the field.

## **(Co-) construction of knowledge of HIV/AIDS in antenatal group talks in Malawi**

The paper examines the extent to which clients and health professionals in antenatal clinics in a rural hospital in Malawi co-construct their knowledge about HIV/AIDS during group counselling talks. Analysing co-construction in medical care is a move towards patient-centeredness (Heritage and Maynard, 2006). The process of producing or reproducing knowledge of HIV/AIDS is meant to involve all members at all levels of health care (Chirwa 2010). The National AIDS Commission (NAC, 2011) ensures that people living with HIV/AIDS and all vulnerable groups are involved in the designing, planning, and implementation of treatment access. In order to assess the extent to which such an involvement in the sharing of knowledge about HIV/AIDS prevention and treatment is actually taking place, this study analyses audio-recordings of authentic antenatal group talks involving health practitioners and pregnant women in a local community hospital in Malawi. This ethnographically informed study employs a discourse analytical approach to explore the HIV/AIDS discourses in this context. Findings demonstrate that although the health professionals explicitly recognise the pregnant women as co-constructors of knowledge and employ co-constructive strategies, these tendencies are counter-balanced by their use of strategies which discourage participation and which silence the women. On the one hand, the health professionals use a range of discourse strategies to actively encourage the co-construction of knowledge with the pregnant women, while, on the other hand, they also sometimes draw on strategies that complicate or prevent such co-construction. The implications of these observations for actual practice are also critically discussed.

John Pill  
American University of Beirut, Lebanon

## **How notions of language and communication are represented in calls for consultation and consultation reports on English language standards for migrating doctors**

In the UK and Australia, shortfalls in provision of locally trained doctors are lessened by employing practitioners trained elsewhere. Authorities managing professional licensure must ensure that incoming doctors have the skills to maintain standards of care and safety. This is done through examination or established equivalences.

A concern in the media is the apparent difficulty for some doctors to communicate in English. Language tests have long been used in Australia, and in the UK for doctors from outside the European Economic Area, but standards are criticized as too low. It is also argued, however, that these tests are insufficient to assess the complex linguistic, professional and cultural skills doctors need to interact with patients and colleagues.

In September 2013, the UK's General Medical Council and Department of Health opened consultations on, respectively, doctors' "knowledge of English to practice safely" and changes to existing law in this area. Their reports were published in January 2014. Similarly, in October 2013, the Australian Health Practitioner Regulation Agency established a consultation to review its "English language skills registration standard". The report was published in May 2015.

This paper presents findings from an exploratory study of these documents using discourse analytic methods. The study investigated how notions of "language" and "communication" were represented in the corpus, for example, through their collocations (following Baker & McEnery 2005, 2014). Greater awareness of institutional perspectives on these notions allows evaluation of the suitability of current registration requirements, for example, regarding language assessment. Recognizing mismatches between what regulators intend and what tests assess may inform improvements in regulatory practice.

Hanna Sofia Rehnberg  
Södertörn University, Sweden

## **All good things are three. Recontextualization of the core values of the Swedish Transport Administration**

There is a trend in Swedish organizations to select and promote official core values, which are supposed to characterize the organization and guide the employees in their daily efforts (Nyström Höög 2015, Rehnberg 2014). When the Swedish Transport Administration was founded in 2010, three official core values of the agency were already set. They were (in Swedish): lyhördhet (the quality of being keen, sharp, with a sensitive ear), helhetssyn (comprehensive view) and nyskapande (the creating of new; innovation). The meaning of these concepts were explicated in a brand strategy document. Furthermore, the co-workers were encouraged to tell stories from their daily work connected to the core values.

This presentation consists of a comparative analysis between the brand strategy document and the collected stories (i.e. two different text types aimed to guide the employees' conduct) for the purpose of examining how the core value words are recontextualized. From a discourse analytical and narratological perspective, using systemic functional grammar as an analytical tool, I seek to answer the following questions: How are the core value words made meaningful and what meanings are ascribed to them in the stories and the strategy document respectively? How can possible differences be understood?

Some central differences are uncovered in the analysis, and the results show that to a large extent these differences can be ascribed to the core value words being embedded in different discourses: a (pseudo)scientific discourse, a management discourse and a narrative discourse.

Ursula Ritzau  
FHNW School of Education, Switzerland

Marta Kirilova  
University of Copenhagen, Denmark

Charlotte Øhrstrøm  
University of Copenhagen, Denmark

## **L2 users' 'fitting in' in occupational and educational contexts**

This paper addresses the concept of linguistic and cultural 'fitting in' in three different datasets in which Danish is used as an L2. It draws on postmodern interactional approaches to identity, culture and learning with inspiration from Bourdieu's habitus, Goffman's stigma, and Van Lier's affordances. The first dataset consists of job interviews with immigrants and newcomers to Denmark; the second dataset represents interviews with and audio self-recordings of international employees in a Danish company; the third dataset consists of learning journals and audio recordings from Swiss university students learning Danish as part of their study programme. On the basis of this relatively large corpus of written and interactional data, the aim of our paper is to conceptualize the notion of fitting in by examining what skills (linguistic as well as socio-cultural) users of Danish as L2 are expected to have in order to fit into relevant occupational and educational contexts. We focus primarily on opportunities to listen to and practice Danish, use of different foreign languages as stepping stones for learning Danish and negotiation of socio-pragmatic competence.

Through integrating the concept of fitting in into three datasets, our paper contributes to understanding how L2 speakers negotiate identities in a variety of contexts. Empirically, it casts light on L2 speakers' experiences and needs in relation to specific professional environments, which is significant for developing training programmes and educational resources. Theoretically, it feeds into current discussions of the notion of fitting in by illuminating differences and similarities in a range of settings.

Lena Rogström  
University of Gothenburg, Sweden

Hans Landqvist  
University of Gothenburg, Sweden

## **Approaches to Latin and Swedish in two Swedish 17th century legal handbooks – an early sign of changing language policy among members of the legal profession?**

Since the Middle Ages, Swedish has been used to write laws in Sweden, and was used in the lower court systems there (Korpiola 2014:33-40). However, up until the 19th century, Latin was the traditional language used by legal professionals (Mattila 2000:281).

The use of Latin was enforced by the establishment of courts of appeal (sw. "hovrätter") in the 17th century. Members of these courts used Swedish and Latin in their professional communication (cf. Modéer 2014:403). The judges of lower courts seldom knew Latin, and thus required information in Swedish concerning legal doctrine and the correct application of it (cf. Björne 1995:38, 376; Modéer 2014:405).

Two legal handbooks were published in the 1670s by Clas Rålamb and Claudius Kloot. The handbooks were intended for judges, attorneys, plaintiffs and defendants. Both handbooks were written in Swedish, but Rålamb and Kloot depended on Latin.

We have analyzed sections of the handbooks that deal with civil cases from a lexicological starting point. Our analysis shows a number of similarities and differences with respect to Rålamb's and Kloot's use of both Latin and Swedish legal terms. We also discuss to what extent the strategies used may have had an impact on the coining and standardization of legal terms in Swedish in the 17th and 18th century (cf. Björne 1995:377–378).

Xavier Martin Rubió  
Universitat de Lleida, Spain

## **Englishization of higher education in Denmark: Pros and cons**

This presentation focuses on the impact of the language policy of a highly internationalised Danish university on two different kinds of exchange engineering students from a mid-size Catalan university: those who stay in the Danish university for one semester and those who stay for a whole year with the expectation of staying for even longer. The university is highly internationalised in the sense that (a) half the student population is from forty different countries, and (b) all courses are taught in English. For the short-stay Erasmus students, the combination of a global environment in which English is the only feasible lingua franca with a teaching style that favours student participation in class contributes to an increase in the student's self-confidence and, ultimately, fluency. However, for those students who are considering the possibility of extending their stay and even finding a job in Denmark, the scarce presence of Danish within the university environment distorts their perception of the professional environment in Denmark, in which competence in Danish becomes essential. The findings come from the discursive analysis of three group discussions, two with Catalan Erasmus students before and after their stay in Denmark and one with teaching and administrative staff from the Danish university.

Vicent Salvador  
Universitat Jaume I, Spain

Cecili Macian  
Universitat de València, Spain

## **Physicians and nurses: Constructing the health professions through discourse**

A profession is much more than a trade, a job or a temporary occupation. The health professions have a history, an institutional setting and a social image. We adhere to the conception of the social reality as a *construction*: people's knowledge and beliefs about reality are embedded in the institutional mechanisms of a society, and moreover a profession is the product of historical and current conventions. Our framework is based also on Critical Discourse Analysis considered as an interpretation of social practices as well as a repertoire of methodological tools.

Professions such as medicine or nursing have historically been constructed from several kinds of discursive practices: a) regulative discourse: the laws and social rules governing their performance, academic training required, etc.; b) discourse produced by the members of these *communities of practice*: specialized genres, terminology, popularization, etc.; c) external discourse about these professions: the (stereotyped) image of these professions as it is provided by the folk culture, literature and mass media.

This paper examines some of the mechanisms through which the social image, the symbolic status and the effective functions of doctors and nurses have been constructed focusing on similarities, differences, gender distribution of roles, conflicts and principles of complementarity.

The *samples* to be analyzed correspond to the three types of social practices listed above: a) regulative texts (laws, academic curricula, college regulations); b) discourses elaborated by health professionals (specialized journals, professional claims, autobiographies); and c) social representations of these professions (sayings, jokes, novels, films, TV series).

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Copenhagen Business School, Denmark

Anne Kankaanranta  
Aalto University School of Business, Finland

## **‘English is an unwritten rule here’: A case of non-formalised language policies in Scandinavian business**

The present paper examines the language policies of three multinational corporations (MNCs) headquartered in Denmark and Finland. The case companies all use English as their common corporate language, however, these language policies are implemented without formal language policy decisions and explicit language policy statements. Based on interviews with 27 informants, company visits, field notes and document data, we review the companies’ covert language policies (Baldauf 2006; Schiffman 1996), which we refer to as non-formalised by drawing on international management literature, where formalisation of rules and procedures is seen as a type of corporate control that limits the room for individual decision-making among employees (Nobel & Birkinshaw 1998). We also examine the formation of the companies’ language policies, and issues of policy compliance and noncompliance in a quest to uncover the immediate and long-term consequences of non-formalised language policies in Scandinavian business.

On the basis of our empirical findings we discuss how non-formalised, covert language policies are clearly distinct from formalised, overt language policies in terms of language policy format, language policy focus, language policy formation, language planning agency, and finally, management style. Given the many different roles and functions of language within multilingual workplaces, we suggest that multilingual organisations may find it more useful to develop diverse language policies, i.e. combining non-formalised and formalised language policies, rather than opting for one overarching language policy applicable to all forms of company-internal language use.

## **A comparative analysis of boosters and hedges in business e-mails**

This study examines two interactional metadiscourse devices, hedges and boosters, when used in cross-cultural business communication, comparing a corpus of e-mails written in English by Iranian businessmen and a corpus of e-mails the same Iranian employees have received from companies worldwide ranging from Asia, Europe and America. The research questions are as follows: Are there any variations in the hedges and boosters used by Iranian writers of English business e-mails and the writers from other countries? What are the usages of hedges and boosters in the two corpora that may account for the aspects in which Iranian nationals' discursive behavior differs from that of businessmen from other countries? What would be the reasons of the different distribution and function of boosting and hedging in two corpora regarding commercial cultural background?

A corpus of 210 e-mails written by a group of non-native English speakers of English, Iranians, and a corpus of 210 e-mails received by the same Iranian employees from other countries have been compiled. Hedges and boosters have been identified manually considering the repertoire in Hyland (2005). The results were double-checked with the WordSmith 5.0 software for frequency and distinguishing variations in hedges and boosters used in the two corpora.

The preliminary results showed variations in hedging and boosting distribution as well as diverse functions and usages of hedges and boosters (certainty, politeness, assertiveness etc.) in the two corpora. It demonstrated varieties which could come out of diverse business cultures of two corpora especially Iranian commercial culture.

Martin Solly  
University of Turin, Italy

## **Street cred in professional practice**

This paper will focus on the role of language use in the construction and maintenance of credibility (Riley 2007) in professional communities of practice. Indeed, the credibility of the discourse with which professional groups mark their distinctive identity – thus their utterances and voices (Bakhtin 1986) – is essential to a group's cohesion, its persuasive appeal to outsiders, its gatekeeping mechanisms, but also to protect the community of practice from imposters, scams and other similar issues linked to inauthenticity. In other words, appropriate language use is an essential component of members' and would-be members' street cred.

After asserting that a knowledge of stylistics can shed light on how the discourse of professional communities is used not just to convey meanings, but also to construct identity and a sense of membership (Solly 2016), the paper will look at a number of texts from law and medicine through the lens of stylistics in order to focus on some of their specialized features and also to suggest that a stylistics-informed pedagogy can provide the key for appropriate and acceptable language use, enabling successful communication and potential membership of professional communities.

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## **Monological/dialogical perspectives on interpreter-mediated communication: Academic cold controversy meets lukewarm practices**

The ‘dialogical turn’ (Linell & Marková 2015: xvii) in the humanities and social science created a dichotomy of on the one hand dialogical approaches to communication (Bakhtin; Wadensjö; Linell) – according to which communicative activities are jointly generated, interpreted and negotiated by the self and others – and the opposite traditional monologist ‘channel metaphor’ – human interaction being understood as a unidirectional process of information transfer from one person to another.

Although dialogism is regarded a better model for understanding the dynamics of conversation, practicing interpreters still report that many task-givers are reluctant to provide the interpreter with information about the assignment in advance (Skaaden 2013), arguing that “it’s just ordinary everyday language, just interpret word by word what I’m saying”. Interpreters are faced with monological presumptions about their role performance (Linell & Marková; Wadensjö).

I would like to discuss in what way – and whether – this dialogical shift is apparent in formulations of policy guidelines regarding interpreter-mediated encounters, as a background text study for my planned qualitative analysis of interactional patterns in around 24 doctor-patient video-recorded interpreter-mediated consultations in the mid-Norway region, data collection presumably starting this autumn. Through discourse analysis, I seek to examine the specific role-relational trajectories in such consultations. Following Cecilia Wadensjö’s description of interpreter-mediated communication as a particular *pas-de-trois*, my point of departure is to avoid notions of the interpreter as a disturbing element in an otherwise habitual, routine conversation, but rather to examine this specific form of conversation on its own terms.

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Zürich University of Applied Sciences, Switzerland

## **Programme directors' perspectives on quality standards for English-medium instruction: An exploratory study**

As more higher education institutions in Europe implement internationalisation policies, English-taught programmes continue to increase in number. This trend is rooted in the belief that such an increase will improve institutional prestige, attract foreign students, and improve student employability and mobility in line with Bologna Declaration objectives (Wächter & Maiworm 2014, Council of Europe 2001). This move towards internationalisation in teaching and learning has led to the implementation of manifold curricular structures and policies in schools that offer support and reward to both teachers and students involved in international higher education contexts. While these structures and policies undoubtedly have their local merits, no overarching quality guidelines have been established to date that provide schools with concrete parameters they should aim for when implementing international profiles in their programmes.

In the present study, we examine the attitudes of programme directors (N=36) at a major Swiss UAS towards the implementation of comprehensive EMI quality measures. Through the analysis and triangulation of qualitative and quantitative data (correlations, t-tests)—collected via an online questionnaire—insight is gained into the factors that contribute to decision-makers' motivational repertoires with regards to EMI quality. Findings add to the body of research that investigates programme directors' perspectives regarding EMI (e.g., Studer 2013, Tatzl 2011, Wächter & Maiworm 2008, 2014), and provides insight into higher education stakeholders' willingness to act at the individual programme scale. The study will be of interest to policy makers that may be considering the implementation of quality measures for EMI and/or internationalisation programmes.

Minna Suni  
University of Jyväskylä, Finland

Nóra Schleicher  
Metropolitan University, Hungary

## **Hungarian doctors and nurses on the move: Contradictory discourses and language learning experiences**

The focus of this paper is on Hungarian medical doctors, dentists and nurses who are moving or have already moved to Nordic countries to work. Their lived experiences of decision making and Finnish or Swedish language learning and use are reflected against the media discourses surrounding labour migration in healthcare context in Hungary and Finland, in particular.

The data consist of in-depth interviews with five healthcare specialists who migrated to Finland and six heading towards Sweden, as well as media data excerpts on labour migration to and from Hungary. Narrative and discourse analytic methods were employed in bringing the two data sets together.

The findings show that the media discourses and language learning experiences are controversial as such but not clearly intersecting each other. The participants did not position themselves as part of any major migration trend but merely as well-educated individuals seeking valuable work experience abroad. Many of them were not that well prepared for the investment of time and effort needed to learn a new language for work, however. Consequently, different language ideologies were strongly present when they described the Nordic language and education policies that they had already faced and the progress that they were making in relation to their own work-related language skills.

Ann Tai  
Columbia University, USA

## **‘Blazing new trails’: Strategies to construct a professional image in LinkedIn Summary**

In the competitive job market today, many working professionals take advantage of using social media networks, such as LinkedIn, as a way to build connections with colleagues and potential employers. Consequently, users online ought to construct a professional image by presenting themselves as competent and competitive candidates. While previous research on social network users primary focused on human behaviors, little is known about the types of strategies individuals employ to construct a professional identity online.

This paper attempts to uncover the ways in which individuals, specifically marketing professionals, build their professional image online by inspecting the types of strategies and linguistic features they employed to present themselves as competent candidates. With a primary focus on LinkedIn Summary, the data were collected from 10 marketers (5 males and 5 females). Adopting a genre analysis approach to analyzing the data, the findings reveal that individuals employ 3 most salient strategies, namely listing a maximal range of specialties, specifying the number of years of work experience, and invoking visual imageries, to present themselves as qualified and experienced candidates.

Theoretically, these findings contribute to the existing literature on professional identity construction by focusing on the types of strategies and linguistic features working individuals employ in presenting themselves as competent and competitive candidates. Pedagogically, the findings of this study may provide new insights for English for Specific Purposes (ESP) learners who wish to improve their résumé writing skills, as well as for those who wish to pursue a marketing career in an English-speaking country.

Maria Tarantino  
University of Bari, Italy

## **Effective communicators: Insight into the craft of producing and interpreting scientific discourse**

The presentation suggests that teaching how to write and interpret scientific texts besides genre features should include considerations of cognitive, philosophical and dialectical processes which govern inquiry and argumentation models and drive knowledge and communication advancement in disciplinary fields.

The discussion touches on the enrichment brought about by ESP/EST experts in theoretical and applied linguistics. It then poses the need to add perspectives on ESP/EST research and practice in terms of both Toulmin's (2003) core content model and considerations regarding the role of inferential, causal, exploratory, predictive and other types of data constituting scientific communication.

The importance of such elements in encoding/decoding specialist texts emerges through the analysis of the controversy sparked in the medical field due to the misrepresentation in journalistic and media reports of data and conclusions discussed in a study on the correlation between stem cell division mechanisms and cancer (Tomasetti and Vogelstein 2015).

The evidence discussed invites a reflection on the organic nature of specialist texts and their dependence on epistemological, operational and pragma-dialectical variables shared by transnational knowledge communities.

The discussion invites the conclusion that awareness of the composite nature of research and of the implicit pragmatic features characterising specialist communication (Verschuere 2016) could favour target language teachers to become conversant in scientific disciplines and guide science students and interpreters in their efforts to become mediators of knowledge (van Eemeren 2010; Engberg 2014). This insight could also contribute to a better understanding of human endeavours to define and explain the complexities of nature.

Shelley K. Taylor  
Western University, Canada

## **Identity construction in the professorate: Professors navigating plurilingual encounters in ‘bilingual’ academic spaces in Denmark**

In many Western contexts, professors who have not had to function academically in a foreign language (FL), and whose areas of expertise lie in disciplines unrelated to (language) pedagogy, frequently lack awareness of international students’ linguistic challenges. Plurilingual international students are often described in deficit-perspective due to their lack of familiarity with national academic expectations and their challenges with oral/aural academic language (Marshall & Moore 2013). In Denmark, the tables have been turned for many professors. The University of Copenhagen has a fluid language policy, with Danish professors opting to teach in Danish or English; often supervising the research of Danish and international students that is written up in English. The students’ proficiency in English varies, with some students who are more proficient in the language than their professors. In one campus of the university, all instructors deliver graduate level science courses in English; in other faculties, the medium of instruction for graduate course teaching varies as per the lecturer’s preferences. As a result, a good many Danish professors function professionally in a bilingual (English-Danish) capacity, and are bilingual, if not plurilingual—as are many of their students. This talk draws on a qualitative case study investigating how Danish professors who are cognizant of the linguistic demands of functioning academically in a FL shape their pedagogy for an increasingly international (and linguistically diverse) student body. Analyses of policy and curricular documents, and interview data reveal how sharing students’ linguistic challenges influences professors’ views and practices, and shapes their identity construction.

Carla Teixeira  
Universidade Nova de Lisboa, Portugal

Rosalice Pinto  
Universidade Nova de Lisboa, Portugal

Audria Leal  
Universidade Nova de Lisboa, Portugal

## **Multimodalité dans les médias lusophones: Une étude comparative de la valeur du signe ‘Zika’ dans la presse écrite**

Tout en nous focalisant sur le caractère social du signe ‘Zika’, l’objectif de cette présentation est de spécifier comment cette unité est commentée, par les professionnels de la pratique journalistique, dans l’espace lusophone. À partir des présupposés théoriques développés dans le cadre de l’interactionnisme socio-discursif (Bronckart 1999, 2008) et des travaux de Kress et van Leeuwen (2006) sur la sémiotique visuelle, notre enjeu dans ce travail est de montrer l’importance sociale de l’agir professionnel du journaliste. Nous nous interrogerons en particulier sur l’organisation discursive et thématique des textes, à partir des procédés multimodaux utilisés. Pour ce faire, cette présentation s’appuiera sur des analyses qualitatives et comparatives de quelques exemplaires de genres textuels des presses portugaise et brésilienne: journaux et revues qui ont circulé du 15 janvier au 15 février 2016.

Les résultats préliminaires confirment l’importance du rôle social des médias pour l’information et la prévention des maladies causées par ce virus. En plus, ils nous font dire que les différences sont bien perceptibles tantôt au niveau discursif que thématique. Dans le contexte brésilien, c’est le thème ‘prévention’ et le récit interactif qui prédominent, par contre, au Portugal, c’est surtout des explications sur le virus et le discours théorique qui sont mis en évidence. Ces aspects sont probablement liés au fait que le signe linguistique ‘Zika’ est une unité sémiotique “vivante” (Bulea 2006: 15) et a une valeur sociale, culturellement instaurée.

## **Web-based CSR reports as hypertextual and multimodal narratives: A study of the top 20 Fortune Global 500 corporations**

Corporate Social Responsibility (CSR) encapsulates companies' urge to contribute to sustainable development by behaving in a socially responsible way. CSR, which has been theorized as a discourse negotiated by companies and their stakeholders (Tang, Gallagher & Bie 2015), is now a prerequisite of companies' official communication and is usually devoted entire sections on corporate websites.

Following from the premise that corporate websites combine a variety of texts via hyperlinks and rely upon multiple modes (e.g. images, colours and layout) to convey the companies' message (Garzone 2007), this paper aims at investigating how textual information, hypertextuality and multimodality are balanced by the top 20 corporations in the Fortune Global 500 in the year 2015, with a view to constructing their CSR online. Firstly, the contents of the CSR sections retrieved will be mapped, next, the most frequent lexico-grammatical patterns and their interplay with hypertextual and multimodal resources will be explored by deploying an approach grounded in multimodal discourse analysis (O'Halloran 2011).

The provisional results seem to suggest that the textual and visual contents of the CSR sections vary with each company. This testifies to the companies' willingness to stand out from their competitors with regard to the activities they undertake to trade in ways which are both profitable and responsible. Besides, companies seek to win their stakeholders' favour by supporting them in the meaning-making process: hyperlinks are designed to improve interactivity and accessibility, while multimodal elements cater for visual cohesion.

Johan Trærup  
University of Copenhagen, Denmark

Brian Due  
University of Copenhagen, Denmark

## **The co-ordinated and co-constructed determination of visual acuity**

In order to sell the right corrective lenses, optometrists need to measure customers' eyesight in a reliable manner. Clients are asked to perform different tasks such as reading out letters from a chart, choosing which of two lenses he/she thinks is the better one, and reporting when objects are perceived as blurry or sharp. In this presentation we show how the arrival at a visual acuity score in a subjective refraction is a co-ordinated and co-constructed interactional achievement, performed through diverse semiotic resources. We show how the optometrist through instructions, questions with strong preference as well as evaluative assessments can co-construct the client's reports of his/her subjective experience of seeing. The overall aim is to identify 'trainables' for interactional training for optometrists by identifying the interactional consequences of different interactional strategies. The research is based on a large corpus of ethnographic data and more than 600 hours of video recordings from eleven Danish opticians. We employ an EM/CA multimodal perspective (e.g. Streeck, Goodwin & LeBaron 2011) on the optometrist-client interaction during subjective refraction, building on existing literature in this field (Vom Lehn, Webb, Heath & Gibson 2013; Webb, Heath, vom Lehn & Gibson 2013).

Tuntiga Wang  
Srinakharinwirot University Bangkok, Thailand

U-maporn Kardkarnklai  
Srinakharinwirot University Bangkok, Thailand

## **Immigration communication: Novice trainers' perception of intercultural communicative competence in teaching English for Immigration Purposes**

Over the past decades, numerous proliferating international visitors to Thailand have brought great benefits to the Thai economy (Thailand Department of Tourism 2015). In this respect, Royal Thai immigration officers are required to have good English communication skills to handle international visitors effectively in daily immigration services and to promote the country's reputation across international boundaries. In this immigration context, a clear notion of ICC for trainers in teaching English for Immigration Purposes (EIP) is important to assist the officers in avoiding misinterpretation and conflict situations. Previous research has indicated the need for developing ICC in language teaching. Byram, Gribkova, and Starkey (2002) assert that teachers should consider the ability of grammatical rules and using language correctly and appropriately in intercultural contexts. Moreover, the recent study of Thai secondary teachers' views on English teaching reveal that by engaging the students with cultural knowledge and life skills in real life situations makes them become competent in English (Fungchomchoei & Kardkarnklai 2016).

This research is in an initial stage of EIP training which aims to explore novice trainers' perception of the ICC understanding in teaching EIP, the integration of ICC in teaching EIP, and the recommendations of EIP training regarding curriculum design and teaching materials. The data from nine English language teachers are collected using intercultural competence questionnaire based on Sercu et al. (2005), semi-structured interviews, and trainers' journal writing. The findings of the trainers' understanding of ICC, their knowledge of integrating ICC in immigration training, and some practical implications of EIP curriculum development are presented.

Xia Zhang  
Copenhagen Business School, Denmark

## **Danish and Chinese business professionals' pragmatic competence in ELF: A comparative study**

Situated at the intersection between cross-cultural pragmatics, second language acquisition and business communication, the present study investigates how Danish and Chinese business professionals differ from each other in terms of their pragmatic competence in ELF and why. It aims at developing a better understanding of Danish and Chinese communication differences in using ELF, which is 'a prerequisite to understanding intercultural communication' (Gudykunst 2003) in professional encounters.

In this study, I adopt both Brown and Levinson's (1987) politeness theory and Durst-Andersen's (2011, 2015) cognitive-semiotic theory of communication as my theoretical framework. The data is situational closed role play data in two different varieties of ELF and their respective L1s by Danish and Chinese business people in business scenarios. Compared with written discourse completion tests and naturally-occurring data, closed role play provides semi-ethnographic oral data with a semi-experimental set-up in the scenario designs.

After initial data analysis, quantitative differences were found on the pragmlinguistic level. By adopting qualitative thematic content analysis in Nvivo 10 and communicational grammatical analysis (Durst-Andersen 2015) of key lexical items, I also found cultural differences on the socialpragmatic level, esp. in terms of mindsets, norms and values. The results point to significant differences in how Danish and Chinese professional ELF speakers interpret scenarios with regard to ownership, obligation, rights and responsibilities. Finally, I propose an integrated approach to improving business professionals' pragmatic competence in English as a lingua franca.

## Panels

## Panel: **Knowledge transformation: The relation between researchers and practitioners**

**Convenors:** Daniel Perrin, Gitte Gravengaard, and Marlies Whitehouse

The relation and collaboration between researchers and practitioners has long been discussed within and across applied sciences and theoretical disciplines. However, discussions mostly lack approaches which are both grounded in empirical data and thoroughly reflected from theoretical perspectives. This panel aims to take the discussion further by rethinking the collaboration systematically from theoretical and practical angles: Within and across our panel contributions, we discuss how the relation between researchers and practitioners can be conceptualized in terms of mid-range theories that explain “what works for whom in what conditions” (Pawson 1997:72).

From practical angles, the contributions will elaborate on potential pitfalls and benefits practitioners can expect from collaborating with researchers. For example, such contributions draw on the “new research value chain” (Gravengaard *fortc.*) and the recent linguistic turn within news ethnography to explain how scholars engage with practitioners in a *knowledge-creating relation*; collaborating, engaging in ongoing dialogue, discussing conclusions and findings, and developing tools for improving practice and reflections on practice.

From theoretical angles, the contributions will explain how and why such research projects draw on principles of collaboration as explained in TDA, *transdisciplinary action research* (e.g. Hirsch Hadorn et al. 2008). TDA is oriented towards facilitating a systematic knowledge transformation between scholars and practitioners to better understand and improve the real world by solving important practical problems (Perrin 2013; Bygate 2005).

All the contributions are to explain and discuss the building of shared understanding, shared language, and the establishment of effective “boundary objects” (Carlile & Rebertisch 2003) in applied research. The focus of reflection within each contribution scales up from practical measures of facilitating the transformation of knowledge between specialized domains to creating a more *public scholarship* (Rosen 1995) and, finally, legitimizing research in society-at-large by contributing to solving socially relevant problems.

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## Paper 1

Gitte Gravengaard  
University of Copenhagen, Denmark

### Knowledge transformation – Three paradigms

This paper identifies three paradigms (Kuhn 1962) that detail how knowledge, knowledge sharing, knowledge creation, and knowledge transformation are conceptualised and put into practice by researchers (Gravengaard *fortc.*).

In paradigm 1, *the top-down dissemination of knowledge*, the researchers' goal is to collect knowledge and make it available to practitioners. In paradigm 2, *the top-down dissemination and feedback*, knowledge transformation is conceptualised as a social process of sharing and exchanging knowledge within a social context (Blackler 1995).

The researchers' main focus in paradigm 3, *co-creation of knowledge*, is to actively collaborate with practitioners and to create new knowledge and expand understanding together. The goal is *knowledge development* (Huysman & Wit 2002), by which knowledge creation is a joint endeavour involving both practitioners and researchers. Here, researchers conceptualise the relationship between practitioners and researchers as a *knowledge-creating relation* where both parties have important knowledge which is equally relevant.

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## **Paper 2**

Daniel Perrin

Zurich University of Applied Sciences, Switzerland

Marlies Whitehouse

Zurich University of Applied Sciences, Switzerland

### **Transdisciplinary research and cross-disciplinary mediation – The case of financial communication**

Financial analysts play a key role in financial markets, economy, and societal welfare. However, despite their social relevance, both the analysts as cross-disciplinary mediators and the texts themselves are widely under-researched.

Based on a context-annotated corpus of 1500 financial analysts' company reviews (German, English, Japanese), our transdisciplinary research project investigates the cultural, organizational, and individual variety of financial analysts' written communication. The overall research goal is to identify critical situations and situative good practices of cross-disciplinary communication in the financial community.

In this paper, we focus on one specific research question: to what extent do equity analysts' company updates for investors fulfil their requirement to mediate between the disciplines and between laypersons and experts? The results suggest that these texts bear the risk of partial communicative failure. Based on these findings, we discuss what actions – in line with basic assumptions from transdisciplinary action research – can improve the texts' communicative potential.

### **Paper 3**

Diane Whitehouse

European Health Telematics Association, Belgium

## **From MOMENTUM to United4Health: Practitioners and researchers working together**

Increasing numbers of applied, policy-related research initiatives are occurring throughout Europe. These cover a wide range of topics, including digital health. Cross- or inter-disciplinary work, involving multiple stakeholders, has been explored in information technology for two decades (Harrison et al. 1994); it is now coming to the fore in eHealth (Berman 2015).

In the European Competitiveness and Innovation Programme, many large-scale and smaller-scale digital initiatives have been launched e.g., MOMENTUM (Jensen et al. 2015; Whitehouse 2015; Whitehouse & Lange 2015) and United4Health (Whitehouse 2016). In these two European Commission co-financed projects, scaling-up eHealth was explored through the activities of a group of practitioners working in close conjunction with university/research institution researchers. The ultimate challenge in both examples was to agree on and present consistent and coherent findings: this needed much dialogue and consensus-building among the wide-ranging consortium members.

In this paper, I draw on work undertaken in two European Commission co-financed projects called MOMENTUM and United4Health, both focused on professional practice in the healthcare field specifically around telehealth and integrated care. Scaling-up eHealth was explored through the activities of a group of practitioners working in close conjunction with university/research institution researchers. The ultimate challenges in both examples were to agree on, and present, consistent and coherent findings: this needed much dialogue and consensus-building among the wide-ranging consortium members – the presentation will concentrate on these challenges.

### **Links**

MOMENTUM: <http://www.telemedicine-momentum.eu/project/>

United4Health: <http://united4health.eu>

## Panel: **Professional practice in transient settings**

**Convenors:** Dorte Lønsmann and Janus Mortensen

A much discussed and theorised characteristic of our time is the movement of people across borders, as employees of international companies, as tourists, as international students or as refugees. Transnational mobility means that it is becoming increasingly common for people from all walks of life to find themselves in situations and settings where social norms – including norms of speaking and norms of social interaction more generally – are unfamiliar or simply not given a priori. Mobile individuals are often positioned as outsiders, charged with the responsibility of finding a way of ‘fitting in’ on the terms and in the terms of the receiving community. However, in this panel we focus on settings where mobility is not a simple matter of mobile agents moving from one relatively fixed social context to another. Instead, we focus on transient settings in which all participants are to some extent newcomers or novices and in which norms of social interaction are therefore under mutual negotiation.

While we claim that transience is a phenomenon ‘out there’ in the real world, experienced and felt by people in their everyday lives, e.g. when joining a new virtual project team at work or becoming part of a new transnational student community, we would also like to promote it as an emerging research perspective. The aim of the panel is therefore, through four case studies, to explore the perspective of transience and investigate how key research areas of applied linguistics such as code switching, language ideologies, indexicality and the negotiation of interactional norms may be tackled from this perspective.

The panel contributions are based on data from professional multilingual settings, including the corporate and educational sectors, the arts and tourism. Each presenter will be allotted 20 minutes for presentation and 10 minutes for Q&A. The panel is concluded by a general discussion, facilitated by two invited discussants, Meredith Marrah and Hartmut Haberland.

## **Paper 1**

Janus Mortensen

University of Copenhagen, Denmark

### **Transient multilingual communities as a field of investigation**

A key assumption in sociolinguistics is that interaction within communities tends to proceed on the basis of some degree of shared understanding of social and linguistic norms. However, in transient multilingual communities, defined here as social configurations where people from diverse sociocultural and linguistic backgrounds come together (physically or otherwise) for a limited period of time around a shared activity (Mortensen and Hazel *et al.*), such shared assumptions cannot be assumed to be in place *a priori*. This means that existing theory is not particularly well suited to account for the sociolinguistic processes that are typical of transient communities, and we are therefore forced to look for alternative or modified ways of theorising meaning-making in interaction in such contexts. This paper aims to take a first step in this direction by offering a discussion of the notion of transient multilingual communities, exemplified by data from an international student community in Denmark.

## **Paper 2**

Dorte Lønsmann

Copenhagen Business School, Denmark

### **A catalyst for change: Language socialisation and norm negotiation in a transient multilingual workplace**

This paper focuses on processes of language socialisation in a transient multilingual workplace. Using interview and observational data, the analysis shows how new and old members negotiate social and linguistic norms. In this transient multilingual workplace, the newcomer is positioned as a catalyst for change and the long-term employees are socialised into new language practices. Language socialisation in a transient multilingual context is shown to change existing linguistic norms and practices rather than socializing newcomers into them. However, the socialisation process is shown to be a complex affair: While newcomers are used as catalysts for increased use of English and through this the creation of 'a global mindset', they are at the same time socialised into the existing egalitarian workplace culture.

### **Paper 3**

Spencer Hazel  
Newcastle University, UK

## **The Empty Space – The theatre ensemble as transient project community**

Theatre companies are formed of groups of co-workers organized along divergent temporalities. The administrative body of the organization may exist for decades while the cohort of people engaged to produce a performance, the theatre ensemble, may be brought together to undertake a single project only. Following completion, ensembles disband as members move on to work within other projects. Transient project communities such as these provide rich grounds for studying processes of norm-formation, as they involve members who often have little or no experience of working with each other. Drawing on Brook's (1968) description of theatre as an ephemeral phenomenon acted into being by the members, this paper uses longitudinal data from internationalized theatre rehearsal settings to chart changes in language practices, as members develop a greater sense of the work they are engaged in and the people with whom they work.

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## **Paper 4**

Carsten Levisen  
Roskilde University, Denmark

### **The return of the waetman: Tourism and transient socialities in the South Pacific**

This paper presents a linguistic ethnography of tourism in Port Vila, Vanuatu. As a creolophone South Pacific hub, where thousands of tourists go every year to spend their holidays, transient encounters are very much a part of local people's lives and livelihoods. Tourists of all kinds – cruise ship tourists, resort tourists, young and old travellers - along with foreign NGO staff, missionaries, and project workers – are all contributing vitally to the local economy. The study explores the transient nature of the short-lived socialities, and develops an ethnopragmatic account of these linguistic/social encounters, based on local manples 'people of the place' conceptualizations. Using a "deep lexicography" method to explore Bislama, the local creole, its keywords, narratives, and cultural scripts, an account of transience is developed which is characterised by "turbulence" and speaks of a history of emotions and racial relations, all bound together by postcolonial ambiguities and imageries.

#### **Discussants**

Meredith Marra  
Victoria University of Wellington, New Zealand

Hartmut Haberland  
Roskilde University, Denmark

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The 2017 conference takes place from Tuesday, 21st November until Thursday, 23rd November 2017.

