



Symposium title:

Research on Romance Languages and Social Interaction: Conversation Analytic Studies and Applied Linguistics Perspectives

Coordinator 1 (Franco PAULETTO, Institutionen för ämnesdidaktik, Stockholm University, Sweden)

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Symposium format (one choice - delete the others):

- **Symposium Multimodal**

Symposium mode (one choice - delete the others):

- **Hybrid**

Sub-themes (multiple choices - delete the others):

- LANGUAGE IN USE: communication, interaction, conversation analysis, discourse, corpus, media
- LANGUAGE TEACHING AND LEARNING: teacher education, curricula and education, classrooms, instruction, task-based learning, EAP, study abroad, (virtual) exchanges, materials and methods
- LANGUAGES IN PROFESSIONS: translation & interpreting, transdisciplinarity, justice, medicine, food, forensics
- LANGUAGES IN SOCIETY: bilingualism, multilingualism, plurilingualism, multilingual classroom, translanguaging, literacy & literacies, heritage language, home language, migrants, deaf, sign/gesture

Short abstract in English:

This symposium aims to address applied conversational studies in Romance languages, focusing not only on linguistic varieties and multimodal resources but also on situational diversities and practical applications.

In several countries, applied linguistics research is mostly conducted on classroom interaction. Within the broader scope of applied linguistics, conversation analysts have also proposed insights into how to unpack sequential specificities of both ordinary and institutional interactions, especially in the presence of communicative impairments. Furthermore, conversation analysis can provide avenues for interventions to improve communication between people employed in institutions and their users, such as citizens and migrants who have only partial knowledge of context-specific language forms and norms.

Particular attention will be given to proposals that provide elements for assessing communicative and relational effectiveness as well as for improving professional practices. Contributions on one or more Romance languages, including local and dialectal varieties, are welcome.



Argument:

Since the pioneering article by Sacks, Schegloff & Jefferson (1974), conversation analysis, inspired by ethnomethodology, has emerged as a discipline in its own right in social sciences and, in particular, in linguistics. The description of the turn-taking machinery, the initiation and resolution of troubles in interaction, as well as turn design and sequential organisation (Schegloff 2007) represent some of the major contributions to the study of talk-in-interaction. From an interactional perspective, the study of linguistic structures as resources for talk-in-interaction is coupled with the analysis of resources in their sequential deployment so that these two angles contribute to the study of talk-in-interaction (Couper-Kuhlen & Selting 2018), which is investigated through the lens of temporality and multimodality (Streeck, Goodwin & LeBaron 2011). Still today, English constitutes the most widely studied language by scholars doing research within interactional linguistics.

This symposium intends to provide an overview of conversational studies in Romance languages, focusing not only on their linguistic varieties and multimodal dimension (Ursi & Piccoli 2020), but also on their situational diversity and applied dimension (Antaki 2011). In this respect, institutional contexts (Drew & Heritage 1992) represent suitable settings for conversational studies. Nowadays, applied linguistics research in several countries is mostly conducted in one of such contexts, i.e. classroom interaction (Kunitz, Markee & Sert 2021). The possibility of unpacking sequential specificities of interactions and their dysfunctions also represents one of the interventionist dimensions of conversational analysis, especially in the presence of communicative impairments (Wilkinson et al. 2020). Another applied research domain is social mediation. Conversation analysis can provide avenues for interventions to improve communication between people employed in institutions and migrants who have only partial knowledge of the language and norms (social, cultural, etc.) of institutions in their host country (Ticca & Traverso 2015).

Particular attention will be given to proposals that illustrate collaborations with institutions and workplaces, that provide elements for assessing communicative and relational effectiveness as well as for improving professional practices, including in school and training contexts. Contributions on one or more Romance languages, as well as local and dialectal varieties, are welcome. Presentations in Spanish and French, alongside English, all three official languages of the conference, are encouraged. However, discussions and presentation materials in English will be considered to facilitate exchanges between participants.

This symposium falls within the scope of the "Language in use" and "Language teaching and learning", "Languages in professions" and "Languages in society" axes, as highlighted by the Scientific Committee in the AILA 2023 call for symposia.

References

- Antaki C. (Ed.) (2011). *Applied Conversation Analysis. Intervention and Change in Institutional Talk*. London: Palgrave MacMillan.
- Couper-Kuhlen E. & Selting M. (2018). *Interactional Linguistics. Studying Language in Social Interaction*. Cambridge: Cambridge University Press.
- Drew P. & Heritage J. (Eds.) (1992). *Talk at Work. Interaction in Institutional Settings*. Cambridge: Cambridge University Press.



- Kunitz S., Markee N. & Sert O. (Eds.) (2021). *Classroom-based Conversation Analytic Research: Theoretical and Applied Perspective on Pedagogy*. Berlin: Springer.
- Sacks H., Schegloff E. A. & Jefferson G. (1974). A simplest systematics for the organization of turn-taking for conversation. *Language* 50 (4), 696-735.
- Schegloff E. A. (2007). *Sequence Organization in Interaction: A Primer in Conversation Analysis*. Cambridge: Cambridge University Press.
- Streeck J., Goodwin C. & LeBaron C. (Eds.) (2011). *Embodied Interaction: Language and Body in the Material World*. Cambridge: Cambridge University Press.
- Ticca A. C. & Traverso V. (Eds.) (2015). Traduire et interpréter en situations sociales. Santé, éducation, justice [Translating and Interpreting in Social Situations: Health, Education, Justice]. *Langage & société*, vol. 153.
- Ursi B. & Piccoli V. (Eds.) (2020). Les interactions en langues romanes. Études multimodales [Interactions in Romance Languages: Multimodal Studies]. *Bulletin suisse de linguistique appliquée*, vol. 111.
- Wilkinson R., Rae J. P. & Rasmussen G. (Eds.) (2020). *Atypical Interaction. The Impact of Communicative Impairments within Everyday Talk*. London: Palgrave MacMillan.