CA Day 2025

Monday 15th December 2025

Loughborough University

Brockington U.005 and online

#LboroCADay25 #CAkeOff2025

Time	Title	Presenter
09:30 – 9:55	*Registration*, tea and coffee	
09:55 – 10:00	Welcome to CA Day	
10:00 -10:30	*Does Silence Speak Volumes? Accounting for Silences during GPs' Background Tasks in Telephone Consultations*	*Gilian Noord* | *Alison Pilnick* | *Elizabeth Stokoe* | *Tony Avery* | *University of Nottingham* | *Manchester Metropolitan University* | *London School of Economics and Political Science* | *University of Nottingham*
10:30 -11:00	Whose choice is it? (Shared) decision-making in conversations between social workers and people with learning disabilities.	Virginia Calabria | Joe Webb | Brett Smith | Durham University | University of Bristol | Durham University
11.00 – 11:45	Keynote 1: Institutional 'Lingualism' as Interactional Practice: A Sequential Typology of Language Access	Chase Wesley Raymond | University of Colorado, Boulder
11:45-12:15	*Break* – tea and coffee and #CAkeOff2025	
12:15- 12:45	Are Family Mealtimes Insitutional?	Alexa Hepburn | Jonathan Potter | Rutgers and Loughborough Universities | Rutgers and Loughborough Universities
12:45 – 13:15	On the three-partedness of lists	Natàlia Server Benetó | Universitat d'Alacant
13:15 – 14:30	*Lunch: Christmas Menu available the Edward Herbert Building (EHB) or bring you own!*	
14:30– 15:00	*Children's Self-Selection During Overlap in Paediatric Consultations in China.*	Luyang Zhou | University of York
15:00- 15:30	Lessons learned from trouble: Third-position repair in human-chatbot interaction	*Ole Pütz* | *Bielefeld University*
15:30 – 16:00	A conversation analytic study of culturally relevant storytelling in consultations between General Practitioners and ethnic minority patients	*Sanaa Hyder* | *University of Manchester*
16:00 – 16:30	*Break* – tea and coffee and #CAkeOff2023	
16:30-17:00	*King & Queen, Mummy & Daddy: Emerging gender and sexuality normativities in preschool role-play interactions*	*Kathryn Jordin* | *Marco Pino* | *Laura Jenkins* | *Emma Richardson* | *Loughborough University*
17:00 – 17:45	Keynote 2: Conversation Analysis Research with People with Intellectual Disabilities: A Call to Action	Deborah Chinn | King's College London
17:45 – close	Drinks 🍷 🥂 and pizza 🍕 @ Brockington	

Zoom: https://us02web.zoom.us/j/82300268475?pwd=3dDWwpgVAXgMEKmWla7VDTDkjlKP6J.1

Meeting ID: 823 0026 8475/ Passcode: DARG

King & Queen, Mummy & Daddy: Role-play, gender categorisation and cis heteronormativity in a UK preschool setting

By Kathryn Jordin | Marco Pino | Laura Jenkins | Emma Richardson | Loughborough University

Presenter: Marco Pino Keywords: EMCA; Childhood

Abstract

Children are socialised to understand themselves and others through gender categories. However, there are few observational studies of how this happens in social interaction. Based on video-recorded interactions at a UK preschool nursery setting, this study uses ethnomethodology and conversation analysis to examine the extent and ways cis-heteronormativity is reproduced through gendered descriptions in interactions involving children and adults in preschool role-play activities. The everyday play activities of 26 children (3-4 years old) were video-recorded over a period of six months, totalling 7 hours of recordings. Four episodes of role-play were identified in which children used gendered descriptions to organise and allocate roles to themselves, and other children. One adult used gendered descriptions to validate or correct the children's role allocations. The children's and the adult's actions in many ways reproduced cis-heteronormative assumptions of identities and relationships. These assumptions were integral to the ways in which they made sense of one another's actions and organised their participation within emerging role-play scenes. The children's role allocations nevertheless sometimes departed from cis-normative expectations, thus leading to a composite picture. This study contributes to a growing body of research that highlights the ways in which gender normativities can shape interaction.

Does Silence Speak Volumes? Accounting for Silences during GPs' Background Tasks in Telephone Consultations

by Gilian Noord | Alison Pilnick | Elizabeth Stokoe | Tony Avery | University of Nottingham | Manchester Metropolitan University | London School of Economics and Political Science | University of Nottingham

Presenter: Gilian Noord Keywords: Silence, healthcare interaction, telephone-mediated interaction

Silences are not empty spaces in talk but rather interactional achievements: they are produced, maintained, and–like every other component of interaction–are doing something. Silences longer than one second are often linked with non-verbal activities that treat them as unproblematic (Jefferson, 1989). In face-to-face settings, embodied conduct (i.e. gaze, posture, bodily orientation, engagement with objects) provides participants with a framework for recognising what others are doing during periods of non-speech (Goffman, 1963). In telephone conversations, however, such activities are largely unobservable, raising the question of how participants make silences recognisable and accountable in the absence of visual cues.

This paper draws on 29 audio-recorded telephone consultations between general practitioners and patients in NHS primary care. Using CA, it examines how silences emerging during GPs' background tasks are managed and oriented to. The analysis identifies three practices through which silences are accounted for: (1) accompanying them with audible 'material activity', such as keyboard typing; (2) verbalising otherwise unobservable activities; and (3) verbalising the activity of 'looking' (e.g., at medical records). These practices construct silences as meaningful, avoid patients to treat them as opportunities to self-select as next speaker, and facilitate the orderly progressivity of the consultation.

The findings contribute to CA studies of silence by showing how, in telephone-mediated (institutional) interaction, audibility can substitute for visibility in legitimising absences of talk. They highlight that the absence of talk is understood not as the absence of action and that silence is an active accomplishment, rather than simply a gap in conversation.

A conversation analytic study of culturally relevant storytelling in consultations between General Practitioners and ethnic minority patients

by Sanaa Hyder | University of Manchester

Presenter: Sanaa Hyder Keywords: alignment, clinical communication, culture, doctor-patient relationship, storytelling

Introduction: Qualifying General Practitioners (GPs) in the UK must demonstrate their ability to provide 'whole-person' care, by interpreting patients' 'stories' (including cultural factors) with compassion. Previous conversation analytic research suggests that participants make 'culture' visible in storytelling, and patients' narrative departures in clinical consultations provide insight into their lifeworld. However, microanalytical research focussing on storytelling in clinical encounters is scarce. This study aimed to examine the interactional practices used by participants to manage tellings of culturally relevant stories in primary care consultations between GPs and ethnic minority patients.

Methods: Data were from two datasets, comprising video/audio recordings of (i) 38 consultations between ethnic minority patients and GPs across 4 UK general practices, and (ii) 16 clinical encounters from the television documentary '*GPs: Behind Closed Doors',* where patients' ethnic minority background became visible in the interaction. We identified 21 instances of culturally relevant stories and analysed transcripts using conversation analysis.

Results: Participants made 'culture' visible in tellings, using cultural references to places (such as country of ethnic origin), their ethnicity, and/or cultural practices (e.g., religious prayer). Participants managed the progressivity of tellings by displaying alignment (e.g., using summary assessments) and/or misalignment when a telling's recipient interrupted progressivity to question topical coherence, and establish intersubjectivity.

Conclusion: This study demonstrates how GPs achieve alignment in response to patients' culturally relevant storytelling. With regard to ethnic health inequalities, these findings may have implications for patients' satisfaction with clinical consultations. Doctors' communication training could incorporate storytelling practices to develop their interactional competence.

Lessons learned from trouble: Third-position repair in human-chatbot interaction

by Ole Pütz | Bielefeld University

Presenter: Ole Pütz Keywords: LLMs, human-machine interaction, repair

The integration of fine-tuned large language models (LLMs) into chat interfaces has fundamentally changed the interaction with such systems. By taking the user's prompt and generating one word after the other, LLMs can create text that is fluent and a plausible continuation of the user input, and can do so continuously. This stands in contrast to previous systems which are prone to "frequent and unresolved miscommunication" (Mlynar et al. 2024: 1507). While miscommunication also occurs in the interaction with LLMs, it is manageable interactively. This raises interesting questions. In previous work, I considered whether the fluency of LLM-based systems demonstrates intersubjective understanding (Pütz & Esposito 2024) and argued that the use of third-position repair (TPR) constitutes a test of this ability, with the limitation that we had to implement this test ourselves in previous work. In the current work, I rely instead on the Wildchat data collection (Zhao et al. 2024), which contains user interactions with OpenAI chatbots "in the wild". I plan to make the following contributions: (a) discuss how only the user perceives the dialog as continuous, while the LLM only ever processes the last input it sees, albeit with growing cotext; (b) consider some characteristics of user-initiated TPR based on an ongoing data collection, which supports and expands on our earlier findings;(c) show how failures in TPR are consequential for individual user interactions over time, as they reveal limitations that users adapt to in subsequent interactions when further trouble arises.

When Children Take the Floor: Children's Self-Selection and Doctors' Recipiency in Pediatric Consultations in China

by Luyang Zhou | University of York

Presenter: Luyang Zhou

Keywords: child participation, conversation analysis, healthcare interaction, pediatric communication, self-

selection

Children's participation in pediatric consultations matters for recognizing their illness experiences and socializing them into competent healthcare participants. While conversation-analytic research has shown how doctors invite children into talk, less is known about how children self-select and whether such initiatives are sustained. This paper, part of my PhD work, uses multimodal conversation analysis to examine children's selfselection in pediatric consultations in China. The dataset comprises 276 video-recorded consultations (approximately 24 hours), from which I analyze 40 cases of children aged 4-10 who self-select to speak. These constitute the full set of analyzable cases where selfselection occurred.

The analysis shows that children deploy a range of practices to self-select, often in overlap with adults' talk and with embodied pre-beginnings such as gaze shifts, smiles, or body reorientation. However, these attempts do not always secure the floor: children may begin a contribution but fail to produce a recognizably complete turn-constructional unit (TCU). Whether they succeed depends on doctors' displays of recipiency (through gaze, bodily orientation, and verbal uptake), and at times on caregivers' support. With such alignment, children's attempts can develop into a complete TCU, and may expand into multi-unit turns. Therefore, I argue for an interactional mechanism: the success of self-selection lies not solely in the children's initiative but in its co-construction through the doctor's uptake, which projects further children's talk as relevant.

The study contributes to research on healthcare interaction by showing how children's voices emerge through self-selection rather than invitation, and specifying the interactional conditions that enable their participation.

On the three-partedness of lists

by Natàlia Server Benetó | Universitat d'Alacant

Presenter: Natàlia Server Benetó Keywords: Catalan, Spanish, generalized list completer, list, listing

Early research into lists and listing (Jefferson 1990) found that these practices are normally found in three parts, as having three members. Those with less than or more than three members are doing "a specifiable sort of work" (Jefferson 1990, 68). In that publication, Jefferson (1990) also proposes that there may be *generalized list completers* that occupy the place of the third element and operate to indicate that the list is finished, such as

Even though lists and listing have been explored after that key publication (Schiffrin 1994, Lerner 1994, Sánchez-Ayala 2003, Selting 2007), no in-depth analyses have studied the potential universal view of the three-partedness of lists, yet. In addition, other scholars (Cortés Rodríguez 2005) disagree in that a generalized list completer is part of the list, and instead view it as an external element that carries out a different type of action.

Drawing from the methodologies of conversation analysis and corpus linguistics, I present the first comprehensive and contrastive study of lists in Spanish and Catalan. These practices, which have been occasionally explored in the former language, have never been studied at all in the latter. This presentation supposes a novel approach to these constructions in these languages, as well as a detailed exploration of the supposed threepartedness of lists and the role of generalized list completers (*y ya está, y nada más, y tal, i prou, i avant, i au*) in the turn-by-turn development of doing listing.

Are Family Mealtimes Insitutional?

by Alexa Hepburn | Jonathan Potter | Rutgers and Loughborough Universities | Rutgers and Loughborough Universities

Presenter: Alexa Keywords: Family mealtimes, Institutionality, Parent-child interaction

Although family mealtimes are often treated as mundane, everyday interaction, this paper argues that they exhibit many features conversation analysts have traditionally associated with institutional talk (Drew & Heritage, 1992). Drawing on a corpus of UK mealtimes involving young children, we explore how parents' conduct during behaviour management projects can enact asymmetries of rights, knowledge, and authority comparable to those found in formal and non-formal institutional settings.

We focus on parental actions such as requests, directives, admonishments, and threats (see Potter & Hepburn, 2005, 2012; Hepburn & Potter, 2011). These are often ordered along a cline of invasiveness, with more coercive actions being withheld unless less invasive ones (e.g., sustained gaze, embodied protests, indirect prompts) fail (Hepburn, 2020).

We show how these practices can reflect institutional-like structures in family talk:

(a) task-oriented conduct (moral education, behaviour regulation);
(b) asymmetrical distribution of rights and authority;
(c) constraints on contributions and inferences that shape participation.

While family settings lack formal organizational affiliation, parents function as local custodians of interactional and moral order, guiding and disciplining children's conduct. This raises the possibility that family talk may be thought of as "doing institutionality" as an emergent feature of interactional organization, rather than as a categorical property of context, stimulating further consideration of simple mundane/institutional boundaries.

Whose choice is it? (Shared) decision-making in conversations between social workers and people with learning disabilities.

by Virginia Calabria | Joe Webb | Brett Smith | Durham University | University of Bristol | Durham University

Presenter: Virginia Calabria Keywords: Exercise, Keywords: Social Work, Learning Disabilities, Lifestyle Choices, Opportunistic Advice

People with learning disabilities (LD) face reduced life expectancy due to preventable factors like obesity and lack of exercise. Yet, support tailored to their complex realities remains limited (Malcom Carey & Doherty, 2018).

Conversation Analysis in healthcare shows that how practitioners frame recommendations shapes patient responses (Stivers et al., 2018). Delicacy and personalisation reduce resistance to opportunistic advice (Tremblett et al., 2022). Resistance, including “incipient compliance” (Kent, 2012), allows individuals to retain autonomy by framing actions as selfdetermined (Humă et al., 2023).

Limited studies explore how opportunistic advice is offered in social care, particularly between social workers and people with LD (Bigby & Frawley, 2018). Social workers raise wellbeing issues—e.g., physical activity—in their routine interactions. These must be balanced with respect for autonomy (Schelly, 2008) and agency, often overlooked in institutional settings (Antaki et al., 2002, 2008).

Our study examines how and when social workers introduce physical activity in interactions with people with LD and their carers, and their shared decision-making process. Data comprise video/audio-recorded conversations in England, involving social workers, people with LD, carers, and providers.

Identifying conversational strategies that address barriers and promote movement, and ways to reduce resistance without limiting choice, helps support social workers—who often lack training in engaging people with LD on sensitive topics (Bigby & Frawley, 2018). Moreover, People with LD are vulnerable to ‘acquiescence bias’—agreeing without fully exercising choice—due to care power dynamics (Rapley & Antaki, 1996). This research aims, then, to centre the unheard voices and choices of those affected, while addressing persistent health inequalities.

Institutional ‘Lingualism’ as Interactional Practice: A Sequential Typology of Language Access.

by Case Wesley Raymond | University of Colorado Boulder

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