AWIA Symposium 2026

29/10/2026 – 30/10/2026

Utrecht University

Universiteit Utrecht

Institute for Language Sciences

Program Thursday October 29

Location: Academie Building, Kanunnikenzaal, Domplein 29, Utrecht

9:15 – 9:45	**Registration and coffee**
9:45 – 10:00	**Opening**
10:00 – 11:30	**Taking the next turn: On the societal uptake of CA and DP research** ***Keynote by Sally Wiggins (Linköping University)***
11:30 – 13:00	**Lunch** *Location: Academie Building, Sterrecamer, in the Faculty Club*
13:00 – 13:30	**Teacher subjectification as an empirical phenomenon: a conversation-analytic exploration** *Sybolt Friso (UU), Marije van Braak (UU)*
13:30 – 14:00	**Interactional practices for weighing knowledge in evidence-based medicine education in general practice training** *Eline Wagelaar (EMC), Sven Schaepkens (EMC), Hanneke Rijkels-Otters (EMC), Marije van Braak (UU)*
14:00 – 14:30	**Fostering constructive triangular dialogue: A conversation analytic study of Parent-Teacher-Child Conferences in Dutch primary schools** *Myrte Gosen (RUG)*
14:30 – 15:00	**On the joys and hurdles of taking research beyond its genre: The case of a children's book** *Marie Rickert (RU)*
15:00 – 15:30	**Coffee break**
15:30 – 16:00	**Now what? The problem of determining a phenomenon and the concept of liminality** *Guusje Jol (UU)*
16:00 – 16:30	**Conversation-analytic based communication training in health care: Opportunities and challenges** *Lotte van Burgsteden (VU), Joyce Lamerichs (Hogeschool Windesheim)*
16:30 – 17:00	**Translating CA-work into workshops with societal impact: issues and questions** *Marije van Braak (UU), Sven Schaepkens (EMC), Mike Huiskes (RUG)*
18:00 – 21:30	**Conference dinner** *Location: Restaurant Luc Utrecht, Voor Clarenburg 8*

Program Friday October 30

Location: University Museum Utrecht, Bovenzaal, Lange Nieuwstraat 106, Utrecht

9:00 – 9:30	**Coffee**
9:30 – 10:00	**Practices of searching, finding, and doing connectedness with nonhumans** *Lynn de Rijk (RU), Mike Huiskes (RUG), Wyke Stommel (RU)*
10:00 – 10:30	**Computer use in third position: sequential organization of computer use and patient participation in geriatric intake consultations** *Lourens Kraft van Ermel (Nivel), Mike Huiskes (RUG), Janneke Noordman (Nivel), Yvonne Schoon (Radboudumc), Sjaak Brinkkemper (UU), Sandra van Dulmen (RU)*
10:30 – 11:00	**Every voice counts: the professional communication of laryngectomized individuals** *Melina de Dijn (KU), Giada Brems, Jeroen Meulemans (KU), Ellen Rombouts (KU), Dorien Van De Mieroop (KU)*
11:00 – 11:30	**The sociopolitics of endings: What LLM response-final offers reveal about human-GenAI interactions** *Samira Ibnelkaïd (RU), Marlou Rasenberg (RU)*
11:30 – 12:00	**Pre-emptive prompting: How early adopters work around trouble with action projection in LLM interactions** *Marlou Rasenberg (RU), Joel Fischer (University of Nottingham), Mark Dingemanse (RU)*
12:00 – 13:30	**Lunch** *Location: Benedenzaal*
13:30 – 15:00	**Data session by Sally Wiggins**
15:00 – 15:15	**Closing**

Abstracts Thursday October 29

10:00 – 11:30 Keynote - Taking the next turn: On the societal uptake of CA and DP research by prof. dr. Sally Wiggins (Linköping University)

The concern to be of benefit to society has been part of research culture for centuries, but in recent decades there have been increasing expectations or requirements that researchers show the impact of their work and the changes that it has invoked, in explicit and concrete ways. The endeavours of researchers who are engaging with societal uptake of research using conversation analysis (CA) and discursive psychology (DP) are already gaining traction. In this presentation, I will discuss how we can engage with the issue of societal uptake using examples from research on everyday eating practices, such as during family dinners, preschool lunches, and tasting sessions at food exhibitions. The aim of the presentation is to contribute to and reflect on discussions about how our research might benefit society by harnessing the unique qualities of CA and DP and their analytical focus on the details of social interaction.

13:00 – 13:30 Teacher subjectification as an empirical phenomenon: a conversation-analytic exploration - *Sybolt Friso (UU), Marije van Braak (UU)*

In addition to qualification and socialization, teachers have another pedagogical core task, according to educational philosopher Biesta (2020): subjectification. Subjectification asks teachers to encourage their students to be a self in the world, while exploring their relations with 'others' and 'otherness'. Previous research (Friso et al., 2024; 2026) has argued that encouraging student subjectification presupposes that teachers also show themselves as a self, and are addressed as a self, in classroom interactions. It follows that teachers' selves or 'subject-ness' become interactively visible, or 'at stake', in everyday educational settings—which we refer to as teacher subjectification (Friso et al., 2026). Building upon this both conceptual argument, and earlier conversation-analytic studies of student subjectification (van Balen, 2025), this paper presents a conversation-analytic study of teacher subjectification in higher education.

Teacher subjectification is a new concept in the educational literature. Like student subjectification, it is notoriously vague, easily misunderstood, and particularly abstract. What does it mean to appear as a self as a teacher? What does an instance of teacher subjectification look like? And what does it bring about in/for students? Answers to these questions can help us describe the situational and subjective dimension of everyday teaching, which is relevant to teacher professionalization (Bakker, 2016).

Conversation analysis is suitable for this study because of its focus on actions: what do people do with their utterances, in relation to the interactional context in which they are embedded (Levinson, 2013)? It also attends to the sequential analysis of action: how, from moment to moment, an activity is constituted in interdependent turns at talk (Koole & Elbers, 2014). Similarly, subjectification conceptually starts from Arendt's understanding of actions, which refer to initiatives that publicly reveal one as a 'self' into the world, and whose meaning is constituted in how such initiatives are taken up and responded to by others (Arendt, 1958; Biesta, 2020). This renders CA particularly suited to engage with and microscopically take apart what teacher subjectification looks like in interactional practice.

This study includes 10 hours of video recordings of university seminars, within which a collection has been made of fragments of practices that align with the theoretical indicators of subjectification (Friso et al., 2026). These include self-disclosures (Antaki et al, 2004); personal

expressions, initiatives, and spontaneous responses of teachers in unexpected classroom situations (Biesta, 2014). We organized data sessions with teachers and researchers from various backgrounds, including CA and educational sciences, to analyze those data in terms of interactional practices that constitute moments of teachers 'doing being a self'. Of these categories, different examples will be shown. These excerpts demonstrate how teacher subjectification functions as an interpretative lens to surface the existential dimension of everyday teaching. Moreover, they highlight the interactive intertwinement of student subjectification and teacher subjectification, contributing to our conceptual and empirical understanding of both phenomena.

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13:30 – 14:00 Interactional practices for weighing knowledge in evidence-based medicine education in general practice training - *Eline Wagelaar (EMC), Sven Schaepkens (EMC), Hanneke Rijkels-Otters (EMC), Marije van Braak (UU)*

Evidence Based Medicine (EBM) is an essential component of general practice. EBM brings together three dimensions to which a GP should relate: patient preferences, the best available scientific evidence and clinical expertise (Sackett et al., 1996). How do GP trainees balance these three dimensions, and what does that actually look like in education of the GP specialty training? We have addressed this question from a conversation analytical approach to analyze naturally occurring data of EBM classes in the GP specialty training at Erasmus Medical Center. Up until this point, 22 EBM classes have been video-recorded. Our analysis of talk-in-interaction shows the locally devised discursive practices of GP trainees and teachers in which they co-construct and orient to doing "knowledge weighing". They draw on sources of knowledge and challenge each other's sources of knowledge as a way of accounting for their positions, relative to a case, scientific evidence, patient information, and each other. This offers empirical insights into how the adoption of positions in interaction and trainee and teacher roles function in educational practice. During the presentation, I will discuss the various modes of knowledge

weighing and their functions within, as well as their consequences for, the interaction. These findings may contribute to the discussion regarding the complex concept of learning and teaching an "EBM attitude" within EBM education, which to date remains an unclear, ambiguous, and implicit concept (Thomas et al., 2022). Insights into how the adoption of positions and roles functions in practice may reflect how such an "EBM attitude" is interactively established.

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14:00 – 14:30 Fostering constructive triangular dialogue: A conversation analytic study of Parent-Teacher-Child Conferences in Dutch primary schools - *Myrte Gosen (RUG)*

In recent years, an increasing number of Dutch schools have begun organizing parent-teacher conferences that also include students, known as Parent-Teacher-Child Conferences (PTCCs). Despite their growing prevalence, PTCCs have received limited research attention. A recent international review study did reveal that the expected child participation during PTCCs remains limited (Munthe, & Westergård, 2023). For the Dutch context in particular, Lusse and colleagues (2019) noted that participants often encounter difficulties in transforming these conferences into constructive triangular conversations.

Previous conversation analytic (CA) studies on traditional parent-teacher conferences (e.g., Kotthoff, 2015; Pillet-Shore, 2015, 2016, 2023) have provided valuable insights into the interactional dynamics of these meetings. This presentation reports on a project that explores PTCCs in Dutch primary schools from a CA perspective. Beyond offering fundamental insights into the interactional organization of PTCCs, the project aims to provide practical suggestions for fostering more constructive triangular conversations. As deliverables, a teacher training module for participating teachers will be developed and tested, accompanied by a digital manual for broader dissemination.

The presentation will focus on CA findings related to the interactional organization of PTCCs, along with methodological considerations regarding the selection of focal fragments for analysis and the translation of analytical findings into teacher training materials. Data were collected from recordings made during the 2025–2026 school year, capturing PTCCs involving three grade 6 teachers, their 9–10-year-old students, and the students' parents. A total of 35 recordings, each lasting 10–20 minutes, were analyzed. The analysis centers on moments the teacher initiates actions designed to elicit student participation in the PTCC, motivated by the expectation that these moments will yield insights into the interactional organization of PTCCs while also highlighting tangible practices for discussion in teacher training.

Findings reveal that teacher initiatives range from topic soliciting invitations (Willemsen et al., 2018) to open invitations projecting specific types of responses (Willemsen et al., 2018) such as children's opinions, experiences, and ideas about their development, as well as longer discourse units in which teachers elaborate on their observations of students' development and behavior. The presentation will illustrate how students and parents respond to these initiatives.

These outcomes will inform the teacher training, helping teachers become more consciously aware of specific practices that facilitate constructive triangular conversations. Additionally, the insights may be used to discuss how these initiatives and responses relate to the overarching goal of PTCCs: fostering mutual understanding and collaboration in the best interest of the student. If the primary aim of PTCCs is to achieve this goal, the project's findings could help disentangle it into smaller, moment-to-moment projects that participants work on during the meetings. The analyses suggest that not all participants—particularly the students—always appear to be aligned with these smaller projects, potentially affecting the success of the overarching goal.

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14:30 – 15:00 On the joys and hurdles of taking research beyond its genre: The case of a children's book - *Marie Rickert (RU)*

What does it take to turn a good idea for research communication into reality?

In this talk, I reflect on the joys and hurdles of creating the bilingual children's book Zing je mee? / Singst du mit? (Rickert & Smith, 2023). The book is an attempt to translate the empirical findings of the paper "Singing in semiotic assemblages: Pre-schoolers' use of songs in interaction" (Rickert, 2022) into a format that is both accessible and engaging for the pre-school in which the research was conducted, as well as for the educators and children involved. The original paper conceptualizes children's spontaneous singing in pre-school as part of broader semiotic assemblages in which talk, melody, rhythm, embodiment, toys, the pre-school space and culturally recognizable song formats work together in shaping one another. The children's book recontextualizes these findings into a bilingual, illustrated narrative that follows the toddler Eli through a day in pre-school, where she encounters singing in a range of everyday situations, thereby foregrounding singing as a situated part of daily interactional life in pre-school.

The talk briefly introduces the research project on which the children's book is based, before turning to a number of conceptual and practical concerns: the challenge of finding a tone and narrative suited to a young audience; the tension between creative freedom and accurate representation of the research context; the ways in which the process was shaped by institutional expectations but also my own ambitions and the interests of different stakeholders,

including funding bodies; as well as the challenges and possibilities that emerged through collaboration with external partners.

The case of the children's book highlights how research findings need to be reworked and recontextualized when taking them beyond their original genre. By reflecting on this process, I aim to rethink how uptake can be understood as a process of recontextualization rather than simple dissemination. Additionally, the talk offers a grounded account of what a valorization project may realistically entail in practice, including the conceptual, practical, and institutional concerns that arise along the way.

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15:30 – 16:00 Now what? The problem of determining a phenomenon and the concept of liminality - *Guusje Jol (UU)*

In this presentation, I address the uncertain phase in conversation analysis between transcribing and having a relatively clear phenomenon for analysis.

It is well-established that conversation analytic research is interested in interactional norms, organization and meaning that participants in interaction themselves make relevant. Therefore, conversation analysts start their analysis from recorded interaction taking a data-driven or inductive approach to their data (Sacks, 1984). That is, they first look at the data while being open to whatever seems relevant or interesting, possibly in relation to a particular research question (Mazeland, 2008; Ten Have, 2007).

There are several guides for how to do conversation analysis, e.g. by Garcia (2013), Hutchby and Wooffitt (2008), Mazeland (2008), Pomerantz and Fehr (1997), Sidnell (2010), and Ten Have (2007). They describe various analytical strategies, while acknowledging that there is not one right way (Pomerantz & Fehr, 1997; Ten Have, 2007), and stating that the analytical process cannot be reduced to a formula that can be generally applied (Hutchby & Wooffitt, 2008). Moreover, what is interesting, depends on the specific analyst and their background (Pomerantz & Fehr, 1997), so different analysts will be interested in different aspects of a certain encounter. These uncertainties make the beginning of an analysis difficult for many beginning - and more experienced - CA researchers: the double uncertainty of what to look for, and how to look for it.

I propose to introduce the concept of 'liminality' in this context. The concept comes from anthropology and was coined by Arnold Van Gennep (1909). He used the term in the description of tribal rites de passage, i.e. rituals that mark the 'treshold' between one life phase, identity or role, to a next, e.g. when reaching adulthood. Van Gennep decerned three stages in rites de passage: a) the preliminal stage (in which a person is separated from the group), b) the liminal stage (the stage of transition) and c) the postliminal stage (Grimes, 2000). A liminal stage or liminal experience is central to change. In this stage, the old, known context does not apply

anymore and what will come is yet unknown (Stenner, 2021). Liminality is, hence, regularly associated with ambiguity, delicacy, uncertainty and possibility (e.g. Little et al., 2022; Stenner, 2021). I suggest that the concept of liminality - that is usually applied to people, groups, societies and spaces - may also apply to the stage in CA research between having recorded data and transcriptions.

Conceptualizing this part of the conversation analytical process with the help of the substantial literature on liminality, yields a better theoretical understanding of the analytical process, as well as understanding and acknowledging of analysts' feelings of uncertainty. This, in turn, can serve as a resource for teachers and learners of conversation analysis. Moreover, while this presentation focuses on the relevance of liminality for one specific stage within CA research, it could well apply in other phases, and in other disciplines and methodologies as well.

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16:00 – 16:30 Conversation-analytic based communication training in health care: Opportunities and challenges - *Lotte van Burgsteden (VU), Joyce Lamerichs (Hogeschool Windesheim)*

For over 40 years, conversation analysis (CA) has examined communication between healthcare professionals and patients, generating detailed insights into clinical interaction. Recent work has highlighted the need to understand how these insights travel beyond academia and shape practice, policy, and training (Barnes & Woods, 2024; Land et al., 2017; Parry & Barnes, 2024; Pilnick et al., 2023; Tietbohl & White, 2022). This question is particularly salient in neonatal care, where communication with parents of premature or ill infants is central to supporting families. Previous CA research shows that, despite commitments to shared decision-making, neonatal

consultations often follow paternalistic trajectories, with unilateral recommendations that generate resistance or interactional trouble (Akkermans et al., 2021; Lamerichs et al., forthcoming; Shaw et al., 2016). Such findings have also informed quality improvement efforts by identifying more collaborative alternatives (Shaw et al., 2016; Van Burgsteden et al., 2024).

Our conversation-analytic research analyzes video-recorded parent–provider interactions in Dutch neonatal units. Besides its theoretical and empirical contributions, our research is clearly aimed at translating insights into practice through communication training. Using excerpts from real-life conversations rather than simulated scenarios, healthcare professionals learn to recognize subtle interactional patterns and to develop what we describe as an interactional gaze.

In this presentation, we outline both the challenges and the opportunities of this approach, focusing on how interactional learning can be stimulated, sustained, and deepened over time. Based on our findings, we address the following topics in relation to communication training:

Opportunities:

- Realistic learning moments: Using real-life data enables healthcare professionals to recognize authentic patterns that are often absent from simulated scenarios.
- Deeper insight: Healthcare professionals gain a more fine-grained understanding of (subtle) interactional mechanisms.
- Direct applicability: Findings can be readily translated into concrete, practice-oriented alternatives in clinical communication.

Challenges and questions for further development:

- From one-off training to learning trajectories: How can CA-based training better support lasting learning, rather than being experienced as “more of the same” in follow-up sessions? This raises questions about what participants actually implement in practice and whether a basic training sufficiently sharpens their “interactional gaze” over time.
- Learning transfer and durability: Even when participants report increased awareness, it remains unclear how such interactional sensitivity is sustained and how learning can be reinforced in daily clinical work.
- Scaling and capacity-building: To what extent might train-the-trainer programs contribute to more sustainable embedding of CA insights, and what new roles could professionals take on (e.g., facilitating intervision, peer reflection sessions)?
- Resistance and accessibility: CA’s abstract and analytical nature may evoke resistance, particularly when the relevance for everyday practice is not immediately clear.
- Technical and organizational requirements: Recording, selecting, and using real-life data requires careful preparation and close collaboration with healthcare professionals and organizations.

By discussing both the opportunities and challenges, we invite a discussion about sustainable implementation of CA-based communication training, as well as how interactional learning can be deepened within healthcare settings.

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16:30 – 17:00 Translating CA-work into workshops with societal impact: issues and questions - *Marije van Braak (UU), Sven Schaepkens (EMC), Mike Huiskes (RUG)*

Many Conversation analysts 'share' their work with a target audience. In this presentation, we would like to focus on one common way to do so: designing and conducting workshops for practitioners, based on CA research on data from their professional context (Stokoe, 2014).

Although a workshop format is common, we notice variation in possible workshop aims. Some aim at teaching workshop participants 'concrete interactional best practices' based on CA analyses of data, while others use CA analyses of data and aim to (also) raise 'professional awareness' about interaction and how it constitutes the practitioners' social world.

While both aims are anchored in CA research, they differ in the extent to which the workshop designed towards one or the other aim stays close to details of conversation analytic ways of working. In our presentation, we wish to discuss how we translate, embed and contextualize CA-work in practitioner-focused workshops. This enterprise requires recipient design (Sacks, Schegloff, & Jefferson, 1974): how to design a CA-based workshop that is valuable for that specific practitioner audience. Among the questions we wish to discuss are:

First, what is the goal of such workshop? What do you want to achieve, and more importantly, what do practitioners want to achieve? How can you address those needs? External parties often ask for measurable outcomes, but those are hard to formulate and often still harder to realize in short-span workshops (Sikveland et al, 2023).

Second, what do we have to offer? How can we stay true to basic principles of CA? For example, what implications does staying true to basic principles of CA have for who teaches those workshops? Should it always be a conversation analyst, and do we lose something significant when the workshop is conducted by a professional from the practitioner's field, but who nonetheless lacks a CA background? Is something gained if the workshop is taught by a conversation analyst and a practitioner? Also, how much background of CA is needed for workshop participants to understand the results without making the workshop a pressure cooker course in CA?

The goal of our presentation is raising questions that build on our own concrete experiences as researchers and workshop designers. This also relates closely to discussing dissemination and impact of CA-work. This discussion is timely, since the impact discourse increasingly dominates communication and research at universities and funders.

Finally, this presentation builds on the panel about translating CA-work to practice at the VIOT January 2026 conference in Antwerp.

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Abstracts Friday October 30

9:30 – 10:00 Practices of searching, finding, and doing connectedness with nonhumans -
Lynn de Rijk (RU), Mike Huiskes (RUG), Wyke Stommel (RU)

Everyday human interaction relies on trust as a background condition for mutually intelligent action; a trust in, simply put, recognition of and commitment to involvement in the same practice, and thereby a tacit trust in a shared repertoire of norms and practices (Garfinkel, 1963; Watson, 2009). With nonhuman participants, specifically nonhuman animals and designed-to-be-social technology, the presence of a shared repertoire is not unequivocally presumed. In this presentation, we show how human participants orient towards the interactional problem of what can be done together when what is usually a background condition comes to the foreground.

Through conversation analysis of human-cat, human-dog, and human-robot data, we show practices by which humans work towards connectedness between their behavior and the behavior of a nonhuman participant. The data consist of video recordings of the everyday goings-on in a cat café and at a dog school. For the human-robot data, a Misty robot was

programmed to drive around, face-track, and produce semi-random animations and put in the university cafeteria for passersby to encounter.

We find that sequential cohesion between behaviors is worked towards in different sequential positions, while displaying varying levels of trust in a shared repertoire. Occasionally, interactional moves are simply 'done', meaning produced unmarkedly either in first or second position (e.g., waving (back)), thus orienting to the mutual recognizability of the practice and mutual capacity to take part in it. Overwhelmingly, however, things are 'tried', i.e., produced or received displaying some apprehension regarding the recognizability of or commitment to the practice for/by the nonhuman. Assuming even less sharedness, humans also 'try out' what the nonhuman other can do and perceive (see Tuncer et al., 2024), for example by prodding the body. Lastly, some practices circumvent the need for a shared repertoire by enabling doing something together unilaterally, e.g., petting or enacting sequentiality (e.g., mimicry, see also Harjunpää, 2022).

While these practices overlap to an extent between our human-cat/dog and human-robot data, e.g., producing potential first moves to see what elicits a (fitting) response, some differences stand out. With the robot, human participants explore recognition and reproducibility of behavior, treating the capability to recognize and perform the practice as uncertain. In contrast, humans, cats, and dogs do draw on some shared repertoire of practices but human participants treat dogs/cats commitment as more ambiguous.

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10:00 – 10:30 Computer use in third position: sequential organization of computer use and patient participation in geriatric intake consultations - *Lourens Kraft van Ermel (Nivel), Mike Huiskes (RUG), Janneke Noordman (Nivel), Yvonne Schoon (Radboudumc), Sjaak Brinkkemper (UU), Sandra van Dulmen (RU)*

Digital technologies increasingly shape medical interactions. Emerging AI systems that automatically transcribe and summarize consultations (Automated Medical Reporting; AMR) aim to reduce administrative burden and provider burnout, increase healthcare capacity, and allow healthcare providers to attend more fully to their patients [1–6]. To better understand how AMR may change medical interactions, we need a thorough understanding of how computers currently function within them.

Research on computer use in patient–provider interaction generally adopts one of two perspectives: either treating computer use during consultations as separate from the interaction or examining it as an integral component of interaction [7]. Studies aligned with the first perspective often rely on broad measurement tools, such as gaze direction [8–12], speaking time [8,13–20], or overall patient satisfaction [18,21–24], which can highlight general effects of

computer use but fail to capture its nuanced integration into turns-at-talk. In contrast, studies that view computer use as embedded in interaction have demonstrated that both patients and healthcare providers actively manage and coordinate moments of computer use within specific interactional activities, such as history-taking [25–30].

As shown in our recent scoping review, this interactional approach remains underexplored [7]. Only a few studies have employed detailed analyses, some grounded in conversation analysis, to investigate how computer use is sequentially situated within the unfolding organization of medical interactions. Although research recognizes that moments of computer use are actively co-constructed within interaction, few studies have systematically examined how computer use is embedded within turn-taking and sequence organization.

Addressing this gap, the present study uses conversation analysis to examine how computer use is interactionally organized and sequentially embedded. We focus on question-answer sequences in ten geriatric intake consultations, and specifically on how residents-in-geriatrics coordinate computer use within these sequences and how participants respond in third position. Examples will be presented of how residents precisely time their computer use in relation to these sequences, how residents, patients, and caretakers orient to this timing, and how it may create affordances for patients and caretakers to, for instance, initiate repair, assess, or elaborate. Computer use practices will be discussed in light of sequence organization and its role in intersubjectivity, and, ultimately, how these practices relate to collaborative medical summarization within the evolving AMR landscape.

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10:30 – 11:00 Every voice counts: the professional communication of laryngectomized individuals - *Melina de Dijn (KU), Giada Brems, Jeroen Meulemans (KU), Ellen Rombouts (KU), Dorien Van De Mieroop (KU)*

Total laryngectomy has profound medical consequences, but also fundamentally reshapes patients' communicative and social lives. Beyond the loss of natural voice, individuals face persistent constraints in both verbal and non-verbal communication, often resulting in reduced social participation and, in many cases, social isolation. Previous research—such as the Kopzorgen project (Kom op tegen Kanker, 2024)—has highlighted the severity of this isolation. However, most studies on post-laryngectomy quality of life rely on quantitative self-report measures (e.g., Voice Handicap Index; see Apert et al., 2022; Maniaci et al., 2024; Plotas et al.,

2024) focusing primarily on voice outcomes and perceived well-being. While patients may report satisfaction with prosthetic voice quality, this does not necessarily correlate with psychosocial well-being. Issues such as stigma, anxiety, and social withdrawal remain prevalent, particularly among younger patients and women (Ackerstaff et al., 1994; Cox et al., 2015; Danker et al., 2010; Leemans et al., 2020; Wallace, 2023). Crucially, existing research offers limited insight into how communicative challenges unfold in real-life interaction.

This project addresses this gap by examining the everyday interactions of laryngectomy patients in authentic social contexts. Using multimodal discourse analysis and building on Goodwin's work on the interactional analysis of individuals with a speech impairment (Goodwin, 2000, 2004; Goodwin et al., 2010), we investigate how communicative barriers manifest in situ and how patients deploy compensatory strategies such as gesture, timing, and visual cues. The study focuses on individuals who have remained professionally active after their operation. Communication constraints in this group are multi-layered, combining technical limitations (e.g., reduced volume, limited speech duration) with physical constraints (e.g., hand use for speech production limiting gestures).

Preliminary findings from an initial case study of a laryngectomized participant in different meeting settings illustrate how interactional dynamics are reshaped by these constraints. Notably, the other participants frequently rely on other-initiated other-repair when the laryngectomized speaker is not understood or struggles to secure the floor, diverging from the general conversational preference for self-repair (Schegloff et al., 1977). Furthermore, interactional authority plays a crucial role: when the participant occupies a position of higher deontic status (e.g., chairing the meeting; see Stevanovic & Peräkylä, 2012), access to the floor is facilitated, partly supported by the use of a microphone. These findings underscore the importance of situational and institutional factors in shaping communicative participation.

The societal uptake of this project is embedded from the outset. The research is conducted in close collaboration with a peer support group of laryngectomy patients, reducing the gap between researchers and participants and ensuring ecological validity. In addition, partnerships with surgeons and voice therapists enable direct translation of findings into practice. Insights from this study can inform pre-operative counseling by providing realistic expectations about post-surgical communication and support the development of targeted therapeutic strategies to enhance patients' communicative agency, particularly in institutional settings such as meetings.

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11:00 – 11:30 The sociopolitics of endings: What LLM response-final offers reveal about human-GenAI interactions - *Samira Ibnelkaïd (RU), Marlou Rasenberg (RU)*

Large Language Models (LLMs) are strategically designed to emphasize perpetual availability and maximize user engagement, as realized in response-final offers such as “*would you like me to…?*” or “*if you need anything, just give me a shout”.* These offers are also produced in closing contexts, for example after a user’s (pre-)closing move (e.g. “thank you”, “goodbye”), thus we can come to see LLMs as systematically “moving out of closings” (Button, 1987). Rather than treating these response-final offers as neutral service formulas, we analyze them as systematically positioned formulations that sustain possible next actions and defer closure. In this presentation we take a closer look at such moves through a cross-analysis of three complementary types of data:

(1) technology demonstrations of LLMs;
(2) text-based human–LLM interactions;
(3) social media reenactments of human–LLM interactions in Instagram reels.

Our analyses bring together three questions: (1) how are LLMs marketed, (2) how are they used, and (3) how are they analysed?

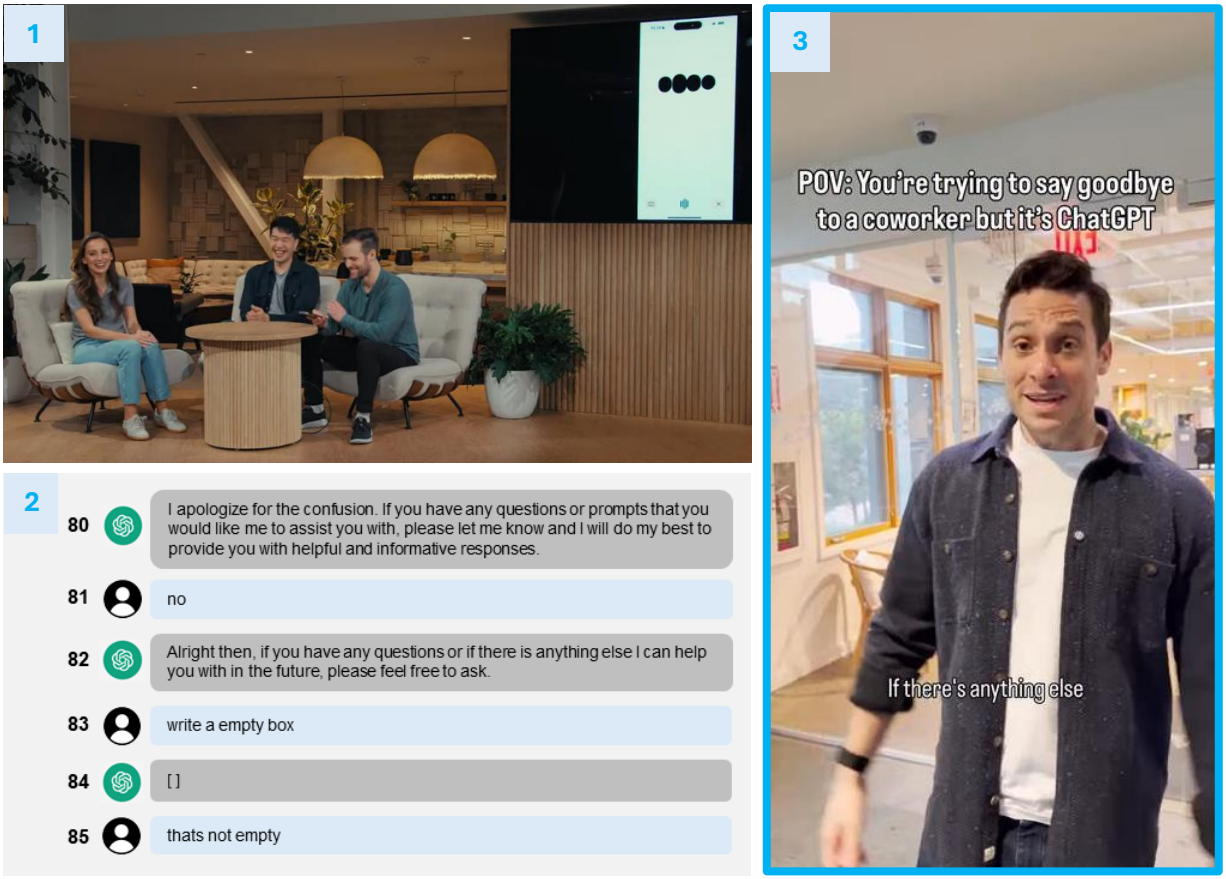

Figure 1. (1) Livestreamed technology demonstration of the ChatGPT-4 Omni system (OpenAI, 2024); (2) Text-based interaction with GPT3.5 from the WildChat-1M dataset (Zhao et al., 2024); (3) Instagram reel by @CORPORATE.BRO.

In (1), we see how LLM systems are marketed. Demonstrators make the exchange appear to have a natural and unproblematic closure; they skillfully mask interactional limitations to successfully stage the demonstration (Shin, 2025). One way in which the demonstrators work around problems of closure is simply by mechanically terminating the interaction (i.e., pressing the 'x' button), notably when the LLM is technically failing at completing its output or producing outputs treated as irrelevant to the demonstration.

In (2), we trace these patterns to user experiences with GPT-3.5 and GPT-4, where response-final offers can be ignored, resisted, taken up, or redirected—showing how continuation and disengagement are interactionally negotiated. Rather than being 'docile users', users actively shape the interaction and probe the limits of the system when it comes to closings.

In (3), we find that social media reenactments of human-LLM interactions foreground users' critical interactional literacy: creators creatively display, stage, and interpret the LLM's "moving out of closings", and turn closing sequences into sites of critique, humor, or sociopolitical positioning. We argue that user reenactments are not merely trivial representations of GenAI but *sites of epistemic production*. Through their performances, users demonstrate a sophisticated understanding of the sequential organization of talk while offering an emic perspective on language technologies.

By integrating micro-interactional and macro-social perspectives, the analyses make salient the sociopolitics of the interactional ecosystem of "AI" characterized by distinct orientations either towards monetization, usability, or critique.

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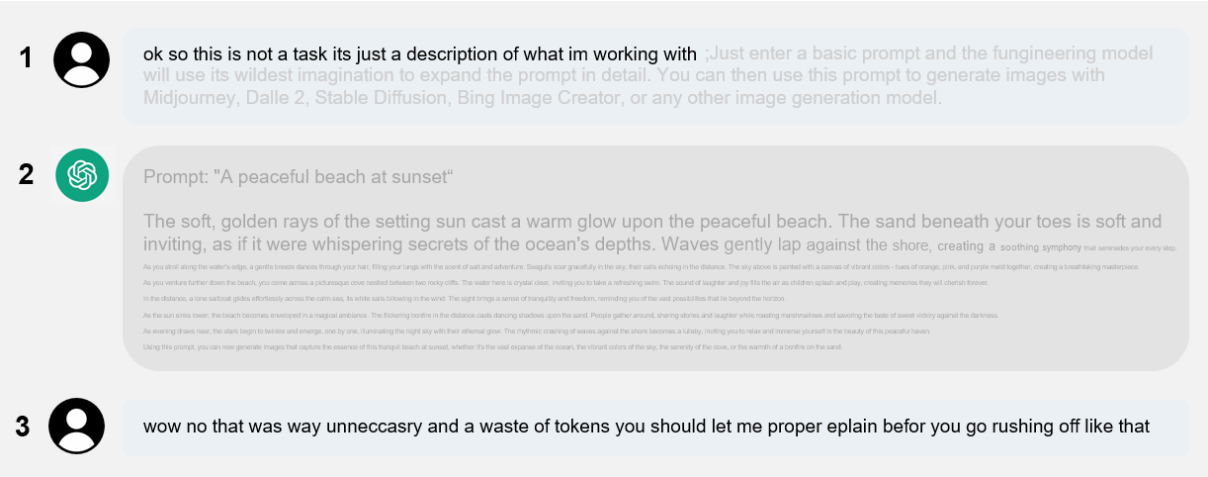
11:30 – 12:00 Pre-emptive prompting: How early adopters work around trouble with action projection in LLM interactions - *Marlou Rasenberg (RU), Joel Fischer (University of Nottingham), Mark Dingemanse (RU)*

Interactions with LLMs can unfold over extended sequences of prompts and outputs due to the system's "conversational memory", meaning that output is shaped by prior messages in the session. This enables users to use LLMs to carry out multi-step projects in an incremental manner, such as troubleshooting programming errors, revising texts, or having a "conversation".

How are these extended interactions with LLMs organized? Do they exhibit forms of interactional organization typical for human conversations? Focusing on naturally occurring interactions with LLMs, this study explores the sequential organization of these exchanges, the interactional troubles that emerge, and the strategies users deploy. We draw on the notion of *pre-sequences*: turns that prepare an addressee for a projected action and create space for the speaker to develop their action over multiple turns (Schegloff, 1980). In interactions with LLMs, we examine an analogous phenomenon: user prompts that similarly set up or anticipate subsequent actions by both the user and the LLM.

Data comes from anonymized user-ChatGPT exchanges in the WildChat-1M dataset (Zhao et al., 2024), concentrating on users with sustained engagement across multiple sessions. An example is shown in Excerpt 1, where the user produces what could be seen as a "pre-request":

Excerpt 1: 'this is not a task'



In line 1, the user shares information about what they are working on by pasting a description of a prompt-generation model. At the start of the line, the user explicitly indicates that the message is "not a task", thereby pre-empting a possible reading of the message as a "task" for the LLM to execute. This *pre-emptive repair* (Raymond & Gill, 2025) makes explicit the action of their message, thereby implicitly posing restrictions on how the LLM can or should respond. A "task" would call for the execution of said task, while "*just* a description of what im working with" projects more to come and makes an acknowledgment relevant.

As can be seen in Excerpt 1, these efforts are not always successful. Sometimes users also constrain possible responses in more explicit ways (e.g. "don't summarize") or structure multi-step tasks using temporal markers ("first... then..."). We thus find that users develop creative strategies to guide the LLM's next moves, and in doing so, users compensate for the model's limited capacity for action projection.

Although repair is inevitable in human interaction, with LLMs it is mainly humans who perform it—reactively (Pütz & Esposito, 2024) and proactively, as this study demonstrates. As such, LLMs present a distinctive interactional tension: their fluent prose invites treatment as responsive interlocutors, yet users shoulder the interactional work needed to realise multi-step projects.

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