

# Contributors

**Saul Albert** is a Lecturer in Social Science (Social Psychology) in Communication and Media at Loughborough University. His research explores the technology of social interaction at two ends of the spectrum of formalization. At one end, his work on conversational AI asks which features and mechanisms of human social action can be represented and modeled computationally. At the other, he studies how people make aesthetic judgements and interact while dealing with underdetermined cultural objects and situations. This program spans multiple, often incompatible disciplines, so his work builds methodological interfaces between them.

**Lillian Cheeks** is a graduate of the University of California, Santa Barbara with a double major in Sociology and Linguistics. Her research uses ethnomethodological and conversation analytic approaches to study how television comedy writers and actors use race in their shows, especially in relation to portrayals of asymmetries of common-sense racial knowledge between characters of different racial categories.

**Sarah Chepkirui Creider** is a Lecturer in the Applied Linguistics & TESOL program at Teachers College, Columbia University. Her work, as a researcher, teacher and activist, is focused on what she calls a ‘micro-revolution’ – the possibilities for change inherent in each moment of everyday conversations. As a conversation analyst, Sarah works in two primary areas: teacher–student interaction; and political conversations, particularly among mixed-race groups. Her work has been published in *Linguistics & Education*; the *Journal of Contemporary Foreign Language Studies*; *Learning, Culture & Social Interaction*; *Discourse Studies*; *Language and Information Society*; and the *Journal of Applied Linguistics and Professional Practice*. Her book (co-authored with Hansun Waring), *Micro-reflection on Classroom Communication: A FAB framework*, was published by Equinox in 2021. Sarah has a doctorate in Applied Linguistics from Teachers College, Columbia University.

**Elliott M. Hoey** (PhD, 2017, Radboud University) is Assistant Professor of Language and Communication at the Vrije Universiteit Amsterdam. In his research he examines the multimodal orchestration of everyday activities. Recent work has focused on construction site interactions and palliative care settings. He is the author of *When Conversation Lapses* (Oxford University Press, 2020).

**Innhwa Park** (PhD, Applied Linguistics, UCLA) is Associate Professor of TESOL in the Department of Languages and Cultures at West Chester University of Pennsylvania. She uses conversation analysis to examine language and social interaction, together with its applications in the fields of applied linguistics and education. Her research interests include meeting interaction, educational discourse and second language use. She has recently published in *Discourse Studies*, *Journal of Pragmatics*, and *Language and Communication*.

**Anne Warfield Rawls** is Professor of Sociology at Bentley University, Research Professor University of Siegen, Germany, and Director of The Garfinkel Archive. Focusing on theories of constitutive practice in classical and contemporary social theory, Professor Rawls has written extensively on the history of sociology with a focus on Durkheim, Du Bois and Garfinkel, with particular application to issues of social justice, race and racism. Publications include *Tacit Racism* (co-authored with Waverly Duck, University of Chicago, 2020); *Black Lives Matter: Ethnomethodological and Conversation Analytic Studies of Race and Systemic Racism in Everyday Interaction* (edited and co-authored with Kevin Whitehead and Waverly Duck, Routledge, 2020); *La Division du Travail Revisited: Vers une Théorie Sociologique de la Justice* (Trans. Francesco Callegaro and Philip Chanial. Le Bord de l' Eau, 2019); *Durkheim's Epistemology* (Cambridge University, 2009); editor of Garfinkel's *Parsons Primer* (Springer, 2019); co-author with Jason Turowetz of "Discovering Culture" in *Interaction: Solving Problems in Cultural Sociology by Recovering the Interactional Side of Parsons' Conception of Culture* (*American Journal of Cultural Sociology*, 2019); and 'Race as an Interaction Order Phenomenon: W.E.B. Du Bois's "Double Consciousness" Thesis Revisited' (*Sociological Theory*, 2000).

**Chase Wesley Raymond** (PhD, 2014, UCLA; PhD, 2016, UCLA) is Associate Professor of Linguistics at the University of Colorado, Boulder. His research interests lie at the intersection of language and (different facets of) social identity and normativity, in both ordinary and institutional contexts, with a particular emphasis on grammar. Much of his

work in both research and teaching is geared toward questions of methodology in the study of social interaction. Recent publications have appeared in journal outlets across the fields of linguistics, sociology, psychology, communication studies and medicine, and he is author (with Luis Manuel Olguín) of *Análisis de la Conversación: Fundamentos, metodología y alcances* (Routledge, 2022).

**Geoffrey Raymond** is a Professor of Sociology at the University of California, Santa Barbara. His research interests include conversation analysis, the role of talk-in-interaction in the organization of institutions, and qualitative research methods.

**Elizabeth Reddington** holds an EdD in Applied Linguistics from Teachers College, Columbia University and is Lecturer of ESL at Kean University. A language educator and discourse analyst, her research interests include classroom interaction, teacher education and communication in the public sphere. Her single- and co-authored work has appeared in edited volumes and in journals such as *Classroom Discourse*, *Discourse & Communication* and *Linguistics and Education*. She is the editor, with Hansun Zhang Waring, of *Communicating with the Public: Conversation Analytic Studies* (Bloomsbury, 2020).

**Scott Saft** is a Professor of Linguistics at the University of Hawai‘i at Hilo. His research interests include conversation analysis, institutional discourse, multilingualism, and pidgins and creoles.

**Elizabeth Stokoe** is Professor in the Department of Psychological and Behavioural Science, The London School of Economics and Behavioural Science. She uses conversation analysis to understand how talk works – from first dates to medical communication and from sales encounters to hostage negotiation. She has worked as an industry fellow at Typeform and is currently on secondment with Deployed. Outside the university, she runs research-based communication training for practitioners using the method she developed called ‘CARM’. She is a *Wired* Innovation Fellow, and her research and biography were featured on the BBC Radio 4’s *The Life Scientific* and *Word of Mouth*. In addition to her academic publishing, she is passionate about science communication, and has given talks at TED, New Scientist, Google, Microsoft and The Royal Institution, and performed at Latitude and Cheltenham Science Festivals. Her book, *Talk: The Science of Conversation*, was published by Little, Brown (in 2018), and her co-authored book on *Crisis Talk* was published by Routledge in 2022.

**Nadja Tadic** (EdD, Applied Linguistics, Columbia University) is Assistant Professor in the Linguistics Department at Georgetown University. Her research examines issues of diversity, discrimination and social (in)justice through the lens of critically motivated conversation analysis and membership categorization analysis. Her work has been published in edited volumes and in journals such as *Applied Linguistics*, *Language in Society*, *Language and Education* and *Linguistics and Education*.

**Catherine L. Tam** is a PhD in the Department of Psychology and a Lecturer in the Faculty of Humanities Teaching and Learning Unit at the University of the Witwatersrand, Johannesburg. Using an ethnomethodological and conversation analytic approach, she investigates the interactional mechanisms that underpin asymmetries and inequities in social relations with a focus on parent-child, lecturer-learner and emergency medical services interactions.

**Santoi Wagner** (EdD, Applied Linguistics, Columbia University) is Senior Lecturer in Educational Linguistics and Associate Director of TESOL at the University of Pennsylvania's Graduate School of Education. Her scholarly interests are in applying conversation analysis to issues within language education. Her current projects include teacher-mentor interactions in post-observation meetings and the development and use of authentic materials for second language teaching. She has recently published in *Journal of Pragmatics*, *Language Assessment Quarterly* and *English Teaching & Learning*.

**Hansun Zhang Waring** is Professor of Linguistics and Education at Teachers College, Columbia University and founder of *The Language and Social Interaction Working Group* (LANSI). As an applied linguist and conversation analyst, Hansun is the author of over 60 journal articles and book chapters in addition to seven books on social interaction across a variety of contexts, including *Theorizing Pedagogical Interaction: Insights from Conversation Analysis* (2016), *Discourse Analysis: The Questions Discourse Analysts Ask and How they Answer them* (2018) and *Communicating with the Public: Conversation Analytic Studies* (2020; co-edited with E. Reddington).

**Kevin A. Whitehead** is an Associate Professor in the Department of Sociology at the University of California, Santa Barbara, and a Visiting Associate Professor in the School of Human and Community Development at the University of the Witwatersrand, Johannesburg. His research uses ethnomethodological and conversation analytic approaches to study

recorded talk-in interaction, focusing in particular on practices through which social categories are used, reproduced and resisted.

**Di Yu** holds an EdD in Applied Linguistics from Teachers College, Columbia University and served as a past president of *The Language and Social Interaction Working Group* (LANSI). Her research interests include political discourse, humor and multimodality in interaction. Her co-authored work has appeared in journals including *Research on Children and Social Interaction*, *Discourse & Communication* and *Language Learning Journal*, along with a few edited volumes. Di currently oversees the program operations team at the Executive Education department of Columbia Business School.

