

The Second International Interdisciplinary Conference on
Perspectives and Limits of Dialogism in Mikhail Bakhtin

Mini Abstracts

Stockholm University
Sweden

June 3–5, 2009

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Contents

<i>Tatiana Akhutina</i>	7
Inner word, genre and situation model in text construction: Neurolinguistic evidence	
<i>Neil Allison</i>	7
Age and illness – Who is treated? How and why?	
<i>Fia Andersson</i>	7
Dialogues and challenging experiences – making invisible issues visible	
<i>Mari Aro</i>	8
Speaking through others: Polyphony in learner beliefs about language learning	
<i>Behrooz Azabdaftari</i>	8
Bakhtinian ontology as evidenced by some poetical specimens in Farsi language	
<i>Ana Claudia Balieiro Lodi, Elomena Barbosa de Almeida & Christina Broglia Feitosa de Lacerda</i>	8
An enunciative reading of Brazilian sign language in children’s and youth literature texts	
<i>Lakshmi Bandlamudi</i>	9
Creative living and aesthetic vision: Cultivating finer sensibilities	
<i>Lauren Bland</i>	9
The evolution of ideal versus realistic body composition	
<i>Mona Blåsjö</i>	9
Is there a relativity in the concept of dialogicity?	
<i>Ignatio Bresco de Luna & Irina Rasskin Gutman</i>	10
Old voices for new scenarios. A study of ventriloquization in the narrative construction of historical events: The case of “Al-Andalus” in Spain	
<i>Andrew Briggler</i>	10
Would socialized health care benefit america?	
<i>Sara Camp</i>	10
Physician assisted suicide: Right or wrong?	
<i>Rosario Cubero, María José Ignacio & Mercedes Cubero</i>	11
Bakhtin in the classroom: Dialogical explanations and Invocations as qualified voices	
<i>Ana Christina DaSilva Iddings & Steve McCafferty</i>	11
A bakhtinian analysis of graffiti art in the streets of brazil	
<i>Paola Di Cori</i>	11
Ventriloquism across the centuries. Bakhtin and social history	
<i>George Drakos</i>	12
The space, status and agency of dialogue in clinical encounters	
<i>Hannele Dufva</i>	12
Reclaiming the mind: Dialogism and the importance of considering cognition	
<i>Boel Englund</i>	12
Dialogue as a figure of thought in Bakhtin and other XX: ^{iet} century thinkers	
<i>Boel Englund, Georg Drakos, Helena Rehn, Birgitta Sandström & Charlotte Skawonius</i>	13
“Dialogue” as guiding figure of thought and as a phenomenon in school and working life	
<i>Daphna Erdinast-Vulcan</i>	13
Neither one thing nor the other: Bakhtin, bion, and the architectonics of subjectivity	

<i>Leili Falsafi</i>	14
Discourse as action and action through discourse – an analytical approach to understanding the construction of learner identity in two dialogically connected modalities	
<i>Lars Fant</i>	14
Intersubjectivity management and argumentation in institutional contexts of problem-solving	
<i>Bob Fecho</i>	15
On the borders of thought: Story, literacy, and the dialogical self	
<i>Sharada Gade</i>	15
Accounting for situated experience in socio-cultural-historical inquiry: Bakhtinian utterance in a mathematics classroom	
<i>Lena Geijer & Ewa Olstedt</i>	16
Meaning-making in dialogue – focus group discussions an arena for change	
<i>Magne Gjerstad</i>	16
With the risk of simplifying...	
<i>Timothy Goodhart</i>	17
Potential benefits of embryonic stem cell research	
<i>Fran Hagstrom</i>	17
Atypically displayed intersubjectivity: Reformulating cognitive-communicative development from a Bakhtinian perspective	
<i>Allyson Hammond</i>	17
The future of healthcare: Bridging the gap between the science and art of medicine	
<i>Hans Lauge Hansen</i>	18
Dialogic enunciation and migrant identity in Lago’s novel <i>Llámame Brooklyn</i>	
<i>John Hardcastle</i>	18
Bakhtin, Cassirer and Vygotsky: Elements of English pedagogy	
<i>Andrés Haya</i>	18
Addressing the heterogeneity of addressees: Who are we speaking to?	
<i>Hannah Henson</i>	19
When is smoking smoking? Marijuana, marlboros, and electronic cigarettes	
<i>Hiroaki Ishiguro</i>	19
Speech genres used during lunchtime conversations of young children	
<i>Galina Ivanchenko</i>	20
Poetic word in prosaic society: In search of the “New seriousness”	
<i>Sigrid Johannesen</i>	20
A shift in the medical community: Transition to electronic patient records	
<i>Birgitta Johansson-Hidén</i>	20
Studying the dialogical aspects of verbal group interaction	
<i>Karin Junefelt</i>	21
The dialogic impact on early language development and thought	
<i>Firat Karadas</i>	21
Dialogizing authority in Edgar Allan Poe’s <i>The Cask of Amontillado</i> and Namik Kemal’s <i>Intibah</i>	
<i>Stephanie Jo Kent</i>	22
Novelizing social interaction: Language and simultaneous interpretation	

<i>Matthew Kern</i>	22
The Bridge to La Casona: Understanding and integrating traditional health practices into state-run medical centers	
<i>Anna Klerfelt</i>	23
Metaphors as tools for children’s communication about their world	
<i>Leszek Koczanowicz</i>	23
Dialogue, discourse, and social antagonism	
<i>Hugo Lagercrantz</i>	24
The making of the human brain	
<i>Elina Lampert-Shepel</i>	24
In search of methodology for dialogical encounters in time and space	
<i>Dmitry Leontiev</i>	25
Bakhtin as existential philosopher	
<i>Maria Beatrice Ligorio, Giuseppe Mininni & Feldia Loperfido</i>	25
Bakhtin as methodological foundations for educational discourse analyses	
<i>Per Linell</i>	25
Taking Bakhtin beyond Bakhtin: Some trends in contemporary dialogical theories	
<i>Mika Lähteenmäki</i>	26
Two faces of originality: A historiographical approach to Bakhtin’s linguistic legacy	
<i>Michael Marchese</i>	26
The social and ethical issues for physicians when patients ask to die	
<i>Eugene Matusov</i>	27
Irreconcilable differences in Vygotsky’s and Bakhtin’s approaches to the social and the individual: An educational perspective	
<i>Eugene Matusov & Sohyun Han</i>	27
Gap in the mutual understanding between two consciousnesses: Dialogic interaddressivity (or its lack) of classroom assignments and its affect on students’ learning	
<i>Eugene Matusov & Katherine Von Duyke</i>	28
Bakhtin’s notion of the internally persuasive discourse in education: Internal to what?	
<i>Jeanne McLachlin</i>	28
The language of organ donation. Does brain dead mean you are really dead?	
<i>Gabriela Mieto & Silvine Barbato</i>	28
Teacher’s meaning construction in the process of inclusion of children with mental disabilities	
<i>Kiyotaka Miyazaki</i>	29
Teacher as the author of polyphonic novel: Bakhtinian analysis of a Japanese view on dialogic education	
<i>Teresita Morfin</i>	29
Cognition and suicidio attempt	
<i>Masayoshi Morioka</i>	30
Dialogical overtone in therapeutic conversation	
<i>Mikael Nordenfors</i>	30
30 pupils writing essays – differences and similarities	
<i>Ryoko Onodera</i>	30
Therapists’ listening to dementia patients’ voices: Multivoicedness in Japanese occupational therapy	

<i>Tatiana Plekhanova</i>	31
The linguistic embodiment of the dialogical principle in a literary text	
<i>Clotilde Pontecorvo & Camilla Monaco</i>	31
Arguing about the ghosts' existence in a family conversation: The presence of polyphony in a boy's argumentation	
<i>Tara Ratnam</i>	32
Engaging social history to understand teacher trajectories	
<i>Hanne Rustad & Gunhild Åm Vatn</i>	32
The polyphonic resonance of interdisciplinarity: An applied linguistics perspective on interdisciplinarity and interaction	
<i>Anne Salazar Orvig and Michèle Grossen</i>	33
Examining the various facets of dialogism in a therapeutic interview	
<i>Catherine Sandbach-Dahlström</i>	33
Biography at the dialogical crossroads: The case of Virginia Woolf	
<i>Marjo Savijärvi & Eeva-Leena Seppänen</i>	33
Recycling the teacher's words. How children acquire a second language in an immersion kindergarten	
<i>Mary Helen Sick</i>	34
Personal and societal beliefs about cochlear implant adoption: Two nations, two ages, two genders	
<i>Mark Smith</i>	34
Dialogue hurts: Promoting a "feel-good community" in an innovative school	
<i>Vladimir Sobkin</i>	35
To create the dialogical space between Lev Vygotsky and Mikhail Bakhtin	
<i>Paola Francesca Spadaro, Maria Beatrice Ligorio & Marianna Iodice</i>	35
Voicing for learning in online discussions	
<i>Iryna Staragina</i>	35
Who is an addressee of a younger pupil's written utterance?	
<i>Oliver St John</i>	36
Code alternation and alignment in an international school	
<i>Minna Suni</i>	36
The other's words: A shared resource in second language interaction	
<i>Jan Svennevig</i>	37
Local vs. non-local responsiveness in conversation	
<i>Tan Lee Wah</i>	37
Stories with a "loophole": A dialogic reading of selected short stories of Che Husna Azhari	
<i>Irma Tapaninen</i>	38
The study of the literal debate	
<i>Michael Tengberg</i>	38
Negotiations of gender in a literary discussion: Discourse analysis from a Bakhtinian perspective	
<i>Nicholas Tingquist</i>	39
A citizen first, a person second: A study of biological citizenship	
<i>Johan Tønnesson</i>	39
Anticipated responses in two historians' polemic texts	
<i>James V. Wertsch</i>	39
Text and dialogism in the study of collective memory	

<i>Aslaug Veum</i>	40
Changing voicing practices in newspaper discourse	
<i>E. Jayne White</i>	40
Polyphonic portrayals: A Dostoeskian dream or a researcher's reality?	
<i>Matthew Williams</i>	40
Physician-patient negotiations about health care: Who has the answer?	
<i>Line Wittek</i>	41
Academic writing as a tool for learning in a Bakhtinian perspective	
<i>Katherine Von Duyke</i>	41
Bubbles: Unfinalized chronotypes for aesthetic learning	
<i>Abigail Wood</i>	41
Experiencing stuttering: Participatory communication in virtual reality	
<i>Frédéric Yvon & Frédéric Saussez</i>	42
From Bakhtin to activity theory	
<i>Vladimir Zinchenko</i>	42
From the stream to the structure of consciousness (On M. Bakhtin and L. Vygotsky)	
<i>Cristina Zucchermaglio & Giuseppe Scaratti</i>	43
Dialogue under check: Negotiation of training agreement in training on role change. The perspective of cultural organizational psychology	
<i>Ivar Tormod Berg Ørstavik</i>	43
The foundation for a dialogic grammar	

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Inner word, genre and situation model in text construction: Neurolinguistic evidence

The main objective of this presentation is to clarify Vygotsky's understanding of a journey from a thought to speech "Motive – Thought – Inner Speech – Semantic Layer – Outer Speech", and especially to consider the most controversial issues relating to the initial "acts of the verbal thinking drama": thought and inner speech.

In the presentation we discuss the results of the analysis of sentences and stories made up by patients with focal lesions and typically developing children when presented with pictures.

The analysis of texts produced by patients and children has shown both similarities and differences in their picture interpretation. Adults with the lesions of the left frontal lobe and children with relative weakness of functions of this zone construct sentences and stories which are incomplete and need further expansion. The adults and children with impairment / relative weakness of right hemisphere functions construct sentences and stories with distorted or disintegrated, incoherent content.

To interpret these differences, a concept of "inner word" by L. Vygotsky, a concept of "genre" by M.M. Bakhtin and a concept of "situation model" by van Dijk & Kintsch are used.

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Age and illness – Who is treated? How and why?

Age, illness, financial resources, and patient wishes can dictate the medical treatment patients receive in the United States. Does a heart bypass or other invasive surgeries at age 87 make sense? A discussion of this interplay will be presented.

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Dialogues and challenging experiences – making invisible issues visible

This paper aims at describing and analysing the process and content in a study conducted within the tradition of participatory-oriented research (cf. Reason and Bradbury, 2001) – a research-circle. This can be described as an arena where researchers and practitioners meet using their respective knowledge and competence to jointly tackle problems of mutual interest. Dialogues in the circle could be described as polyphonic conversations (cf. Bakhtin, 1981).

Participants in this study were teachers working with multilingual children diagnosed within the autism spectrum and the main research issue concerned what these teachers had to handle in their daily work. Experiences from practice, and current research, were brought into the research-circle.

The research-circle, twelve meetings, was carried out during a period of 16 months. Initially problems related to communication and language acquisition were focused. Finally, analysis disclosed themes in relation to mother-tongue instruction, emphasis on diagnosis, and difficulties in collaboration with parents and other professionals.

Challenging each others experiences turned out to make invisible issues visible. Experiences discussed in continuing dialogues, and time for reflection between meetings, seem to be essential. Emancipating collective knowledge was transcending what any participant had from the start.

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Speaking through others: Polyphony in learner beliefs about language learning

In the field of learner belief studies within applied linguistics, there has been a dichotomy: beliefs have often either been viewed as static constructions belonging to the individual, or as purely social, contextual speech. The present study adopts a Bakhtinian, dialogical approach. Within a dialogical framework, beliefs are not viewed cognitivistically, as models within the head that are simply accessed and put into words – nor purely contextually, as merely functions of social speech. The individual and the social emerge in this framework not as opposites, but as complements. The concept that can help to bridge the gap between the individual and the social is Bakhtin's notion of voice.

In the paper, I shall discuss how learner beliefs about language learning emerge as polyphonic constructions, highlighting the centrifugality of the self and the other and the dialogue between the individual and the social. The study examines the nature and development of beliefs that Finnish elementary school children hold about English and the learning of English. The aim is to highlight whose voices can be heard in the learners' beliefs and what kinds of voices appear to be the most influential in their beliefs regarding language learning.

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Bakhtinian ontology as evidenced by some poetical specimens in Farsi language

This paper represents an attempt to 1) briefly refer to the exigencies of Bakhtin's world, 2) discuss briefly some contributions Bakhtin made to literary theory, and 3) explicate the centripetal and centrifugal forces of language while drawin on some selected Farsi (Persian) poems.

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An enunciative reading of Brazilian sign language in children's and youth literature texts

This study aims to describe how inter-discursive relationships in Brazilian Sign Language (Libras) in children's and youth literature texts, allowing to understand how the narrator's and characters' discourses in the texts are constructed, how they differentiate themselves regarding compositional aspects, assimilate the other's discourse and interrelate among them and with the textual whole for approaching the theme. We observed that the characters and the narrator have their voices marked

according to the place they are given in the enunciation space. The characters places vary according to the discursive context they are determined by and the positioning obeys a definite hierarchical order discursively determined in each context and in the established inter-discursive movements; they adopt direct speech and dialog is understood in its narrower sense, but it is possible to observe in them the constant presence of the other's word sometimes anticipated in the speech of the utterer. The narrator stays in a fixed position in the space of enunciation and uses movements restricted to the vertical axle of her body; always uses indirect speech and her utterances also bring the other's voice and its evaluative intonation in a constant discursive interaction among characters, situations and the textual whole.

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Creative living and aesthetic vision: Cultivating finer sensibilities

It is rare to find a thinker who was as fascinated with the infinite show of variety in the world as Bakhtin was. Multiple forms in their isolation did not interest Bakhtin, but he was preoccupied with questions about how heterogeneous entities relate to each other and how individuals shape them into a provisionally conclusive ensemble. Bakhtin neither appreciated the loneliness of the multitude, nor did he care for random grouping of elements or a precariously glued relationship between entities – be it between art and life, author and hero or experienced life and narrativised tale. Bakhtin proclaimed 'answerability' as the very basis of developing aesthetic vision. The paper explores the developmental potential for cultivating finer sensibilities and sensitivities.

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The evolution of ideal versus realistic body composition

What constitutes too fat, too thin, or perfect? Throughout modern history, popular standards of accepted body image versus realistic size have shown a stark contradiction. From the middle-age; where being overweight showed financial and social status, to current pop culture where "thin is in" there have been dramatic shifts in the mindset of the public. This poster will explore this progression.

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Is there a relativity in the concept of dialogicity?

I wish to discuss the Bakhtinian concept of dialogicity (or dialogicality) and the problem of relativity. Is it possible to measure or at least compare context or texts as more or less dialogic? Drawing on Morson & Emerson (1990) and Lillis (2003) among others, in Blåsjö (2004), I divided this concept of dialogicity into three relative aspects: The chain aspect concerns relations between utterances and texts as building on each other; the perspective aspect deals with the relationship between differing perspectives; and the aspect of manifest dialogicity concerns discrete sources being cited or people being heard. The aspect of addressivity I regarded as non-relative. I also

developed certain linguistic traits to categorize parts of texts and context in these aspects. Later, I have come to doubt the ground and possibility for this type of analysis. In my presentation I will show some empirical instances from Blåsjö (2004) on academic writing and discuss this issue further.

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Old voices for new scenarios. A study of ventriloquization in the narrative construction of historical events: The case of “Al-Andalus” in Spain

In this paper we will reflect—taking Voloshinov’s philosophy of language—on the narrative construction of past events, focusing on how historical accounts are rhetorically used in order to generate different acts of identification. With this aim, we will take a well known topic in the Spanish History Teaching’s curricula, called “Al-Andalus” —the period of time in which the Iberian Peninsula was governed by different Muslim kingdoms. In considering this topic, we will stress the central role given to Catholic religion as one of the major topoi to dialogically define the Spanish identity in opposition to the “Other” —the Muslims. We will focus our attention on the cultural dimension of historical accounts, and more specifically, on the reproduction and actualization of certain narrative templates or genres which mediate the interpretation of that particular period. In this respect, we will comment on the political consequences that arise from the transmission of such narratives, since consumers run the risk of becoming mere actors ventriloquized by old voices and, therefore, doomed to reproduce the same pre-packed scripts; something which seems to be at odds with the stimulation of a critical view which is called to be necessary within an increasingly globalised world scenario.

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Would socialized health care benefit america?

With President Obama’s recent election, support in the United States for a socialized health care system is at an all-time high. This presentation will focus on the pros and cons of America’s current health care system, where health insurance is available only to those who can afford it. With this poster, I will also be looking at the benefits and potential downfalls of a socialized health care system, as well as the possibility of such in the United States.

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Physician assisted suicide: Right or wrong?

When considering the idea of physician assisted suicide in the United States, it is not only regulated by the healthcare professionals’ opinions, but also by the legal and political practices. The issue arises with terminally ill patients- should they have the right to chose to end their own life through assistance from a physician? There are varying medical and ethical opinions on this idea, which are also strongly regulated by the political ideas and the government in the United States.

The contradiction between the medical and legal views on assisted suicide is increasingly apparent in the United States Healthcare System. The tension between the separation of ideals of government and medical professionals will be discussed in this poster.

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Bakhtin in the classroom: Dialogical explanations and Invocations as qualified voices

Our general aim is to study the construction of meaning in the classroom through the analysis of classroom activities and discourse. Using qualitative tools to analyse educational discourse, we examined how a legitimised version of knowledge is constructed, we looked at the forms of reasoning and the justification of knowledge as [TEXT IS MISSING]

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A bakhtinian analysis of graffiti art in the streets of brazil

We utilize Bakhtin's ideas to examine graffiti or the figurative art in the streets of São Paulo, Brazil. We view graffiti as an ecosocial semiotic, a multimodal text, affecting both individual and community dynamics as part of the self-nonsel dialogic processes of development.

We focused on the graffiti of a particular neighborhood, Vila Madalena, which traditionally has been a socially, culturally, racially, and economically diverse community. Also, it is a living canvas with a great many colorful graffiti populating its walls. Fifteen participants differing in age, social-economic status, level of education, and occupation were interviewed by three high school students from the same neighborhood about their perceptions of and reactions to graffiti, both in general and in relation to specific examples within the community. Two of São Paulo's renowned graffiti artists also were interviewed as to why they paint graffiti.

Bakhtin's concepts of dialogism, heteroglossia, genre, carnival, and chronotopes are brought forth in the analyses. Findings indicate that graffiti art, with its humor, rebellious spirit, and power, serves as an important vehicle for the development of social/political intelligence for the community and its members – especially, perhaps, for those who are unable to read and write.

Paola Di Cori

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Ventriloquism across the centuries. Bakhtin and social history

When *Rabelais and His World* was translated into several romance languages during the late Sixties, it was soon welcomed by social historians as an essential theoretical tool on high and low culture. Through bakhtinian lenses historians showed how texts were dialogic and polyphonic in opposition to what until then was considered a silent or monolingual, hierarchical area of research.

At the heart of social history a strong presence of a ventriloquist strategy emerged contrasting the traditional third-person historical narrative. Marginal subjects began to let their voices be heard, and historical researches were increasingly animated by 'talkative texts': words and

expressions of literate and – more conspicuously – illiterate people filled the historian’s written page introducing a powerful oral effect.

However, historians’ ventriloquism was often the hidden face of an essential phonocentric tendency, paying little attention to the uneasy relation between oral and written texts. How historians translated dialogism and heteroglossy in their research? How ‘voice’ was conceived? How historians’ own subjectivity and autobiographical impulse was reflected in the ‘voices of the past’ they tried to revive? What have been, in recent decades, the results of the tormented struggle between life and death which is history’s crux and delight?

George Drakos

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The space, status and agency of dialogue in clinical encounters

My paper focuses on the dialogue between general practitioners and patients in primary care in Sweden and is part of a study in the project “Dialogue” as a guiding figure of thought and as a phenomenon in school and working life. My part of the study is also linked to my own research Bodily and Narrative Transactions of Sick Roles in Clinical Encounters. Both studies are based on more or less the same videotaped sessions done at four clinics in the Stockholm area.

I will approach the dialogue in the clinical context through problematizing the space, status and agency of the dialogue. The space of the dialogue raises questions about how dialogue comes about and is shaped by the voice of medicine and the voice of the patient. I particularly wish to discuss the status of dialogue in respect to how the patients themselves are able to make themselves heard. Lastly, the agency of dialogue can be interpreted from different viewpoints. Is the dialogue an instrument for the patient to strengthen his/her position or a form and technique for the medical community to steer the clinical encounter in a certain direction?

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Reclaiming the mind: Dialogism and the importance of considering cognition

In this paper, I will discuss the contribution of dialogical thinking to linguistic analysis. More specifically, I will discuss the cognitive vs. social stand in the analysis of language, and, drawing on the dialogical arguments, introduce a socio-cognitive perspective that so strongly emerges from what both Bakhtin and Voloshinov wrote. I will point out that it is necessary to reclaim the mind, that is, to rethink the role of cognition in the analysis of language.

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Dialogue as a figure of thought in Bakhtin and other XX:^{iet} century thinkers

The substudy within the project “Dialogue” as guiding figure of thought...” from which some preliminary results are presented here wants to deepen our understandings of the concept dialogue as used in the work of some XX:^{iet} century thinkers, its different forms and the ideas connected to it. Emphasis here is on Mikhail Bakhtin and Jürgen Habermas.

Four different lines or forms are provisionally distinguished as to the concept of dialogue: as something very like the simpler “interchange”, but often with an undertone of the (ethically) good.; as expression of a non-objectivating attitude towards the other (cf Bakhtin, Martin Buber), as designation and expression of a dialectical form of thought (cf Bakhtin); as a new way of approaching the problems of control in a democratic society.

In Bakhtin the idea of non-coincidence with oneself seems fundamental. Another important idea, connected to the concept in several thinkers, is the idea of uncompletedness (cf Bakhtin). Finally, it seems reasonable to link the concept of dialogue to a striving to lay the foundations of a non-instrumental reason. That is, a reason different from a cartesian one where an independent I observes the world, thus introducing an instrumental reason. Cf the strivings of Habermas.

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“Dialogue” as guiding figure of thought and as a phenomenon in school and working life

The paper presents a new extensive research project involving five researchers, financed by the Swedish Research Council. Two of these researchers will, in addition, present separate papers connected to the project.

The background of the project is the prominence given to the concept of dialogue since the 1980:ies in so many domains – e.g. within philosophy and semiotics, political and educational theory. Last but not least, “dialogue” has become an important concept in political-administrative language use. Against this background, the overall aim of the project is to scrutinise “the dialogue” as idea and practice. Analyses of the concept or figure of thought and its development as seen in philosophical and curricular texts are linked to analyses of actual, empirical dialogues. What does the concept stand for in different contexts? Which are the main notions attached to the concept, and what differs due to context? – How could concrete forms that dialogues/”interchange” take in school and in medical care today be described? – How should the impact of the concept so clearly seen from the 1980: ies onwards be understood?

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Neither one thing nor the other: Bakhtin, bion, and the architectonics of subjectivity

This talk is part of a still unfinished project, provisionally titled *Bakhtin and the Question of the Subject: Between Philosophy and Literature*. But the main thesis of my paper today is that the interdisciplinary junction at which Bakhtin’s work is positioned is not confined to either the philosophical or the literary mode of knowledge, but may be approached through post-Freudian psychology as well. More radically, perhaps, I would suggest that interdisciplinarity of Bakhtin’s work is valuable not only for the integration of these modes of inquiry into the question of human subjectivity, but may, in fact, offer a way out of their respective dead-ends. Making a detour through the work of Wilfred Bion, and Victor Shkolovsky’s formalist conception of Defamiliarization, I would come back to the question of whether Bakhtin was a philosopher or a philologist,

and suggest that his choice of literature was a genuine choice of a medium which not only enables but actually incorporates the architectonics of subjectivity into its very dynamics.

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Discourse as action and action through discourse – an analytical approach to understanding the construction of learner identity in two dialogically connected modalities

Our paper presents the theoretical outlines of a sociocultural approach to understanding the construction of learner identity. We draw on theories and approaches, inspired and influenced by a Bakhtinian view, envisioning identities as constructed through, discourse, action and the recognition of the other. We suggest that the learner identity is constituted by two modalities, one long timescale cross-contextual modality, the Learner Identity (LI) and one short timescale situated modality, the Learner Identity Process (LIP), which interact dialogically.

Our approach is an attempt to overcome the duality between the view that identities on the one hand are constantly re-constructed and on the other hand are personal properties that are subjectively perceived as continuous and stable across time. For this we need to consider the temporal and spatial factors surrounding the construction of identities; in our case the learner identity.

The use of discourse in different modalities is suggested as a fundamental basis and analytical entry point for understanding the distinction and connection between the long timescale and short timescale construction of learner identity.

Our paper will present the theoretical approach and describe its use in the analysis of the construction of learner identity among participants in online learning contexts.

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Intersubjectivity management and argumentation in institutional contexts of problem-solving

Two discursive processes constitute the focus of this study: intersubjectivity management and argumentation. Intersubjectivity management (ISM) is a newly coined term referring to a set of conversational phenomena, which are regarded as manifestations of a comprehensive process whereby common ground and mutual understanding are co-constituted in dialogue. This process takes place at the micro-level of dialogue and is implemented by means of signals which are usually backgrounded and, more often than not, multi-modal. Argumentation, in turn, constitutes a far more explored field of research. In the present framework, argument management (AM) is regarded as a process which is situated at the macro-level of dialogue and is an essential factor in the global organisation of dialogue.

The aim of this contribution is to shed light on ways in which ISM and AM are conjoined and used as tools for consensus establishment and conflict-solving. Models for ISM and AM are applied to empirical data in Spanish within two related activity types: (1) business negotiations and (2) problem-solving in study workgroups. It is found that the AM moves carried out by the participants are effective only when supported by appropriate ISM signalling. In particular, acceptance moves will lead to consensus only if they are combined with ISM devices which signal a high degree of common ground.

Keywords. Argumentation structure, consensus establishment, dialogue analysis, feedback, inter-subjectivity, multimodality.

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On the borders of thought: Story, literacy, and the dialogical self

National policy in literacy education (e.g., USA's No Child Left Behind, UK's National Curriculum) has emphasized rote learning and standardized assessment over using reading and writing to make meaning of one's life. A result of this emphasis is that student populations marginalized by ethnicity, socioeconomic class, and sexual identity are further pushed to the edges as the curriculum carries less relevancy to their lives. In this paper, I draw upon a theoretical framework anchored by the work of Mikhail Bakhtin (1981) to imagine literacy education that acknowledges how learners are multicultural beings living in multicultural contexts (Hermans & Dimaggio, 2004) and how those who are marginalized from mainstream school culture can use story to shape their understandings of self and other. Using the literacy experiences of three multiply marginalized male adolescents, I suggest that reflective use of story enabled these students to access literacy as a means to construct understandings of self and society that are contingent upon context and immersed in a process of becoming. Particularly, this work illustrates how tensions between stabilizing, but potentially reifying voices of traditional school transact with the multiple voices of learners in ways that can be sometimes liberating, sometimes stultifying, but always complex.

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Accounting for situated experience in socio-cultural-historical inquiry: Bakhtinian utterance in a mathematics classroom

Socio-cultural-historical analysis, based on the materiality of communication in understanding classroom teaching-learning viewed as enculturation, is informed in unison by the construct of Bakhtinian utterance. In recognising its double-voicedness and ability to serve two speakers simultaneously, the utterance allows for the accounting of individual experience, shaping of meaning and the populating of dialogue with individual intention. Two examples from the study of a mathematics classroom evidence the insight afforded by such an approach. The presence of the generic 'When we multiply, we add' in the teaching-learning of exponents, illustrates both the situatedness and shared reference between teachers and students in the social speech of the classroom. The shaping of reason in addition to the sharing of experience is evidenced by utterances of two students while solving a problem as a group. In relation to a graph depicting the movement of an elevator between two floors the word 'stop' is borrowed to both convince and be convinced by another. In accounting for materiality in which situatedness is experienced, there is access to individual and collective thinking and the promise of being informed as well of social conventions, power relationships and active knowing in teaching-learning practices of mathematics and its authoritative word.

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Meaning-making in dialogue – focus group discussions an arena for change

The issue of dialogue in the meaning making process of change from occupation-specific learning to an academic profession-related one, concerning two different educations, the Teacher-programme and the Officer-programme is in focus here. The aims are:

- To study the focus-group discussion over time (Geijer & Olstedt, 2007, 2008) as a competence arena for developing the informants' understanding of combining a best practice with an academic professional identity and professional language.
- To increase our understanding of the learning environment being offered to students of the two separate educations of programs in a combined context.

The method used is focus group discussions over time. There are approximately 10 persons in each respective category within five different groups of both students and teachers. The groups have met three times, over 8 months. We use theoretical notions of Bakhtin (1986). Both alterity and intersubjectivity are needed to produce a change in communication and thought. The dialogue contains a tense between alterity (Bakhtin, 1984) and intersubjectivity (Rommetveit, 1979), as well as Mezirows (2000) theory of learning as transformation. Questions raised are: How is intersubjectivity and alterity exposed in the dialogues over time? What meaning-making of identity within scientific bases and best practice competence characterize the dialogues?

Keywords: alterity, intersubjectivity, dialogue, focus group discussions over time

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With the risk of simplifying...

In my paper I will put Vološinov/Bakhtin to the task of simplifying the alienating approaches of defensively fragmented humanistic (sub)disciplines. I will talk about the benefits of investigating meaning as concrete and external processes without recourse to the shortcuts of theories depending on generalized relations between unclear abstract entities and always concrete utterances. Scientific metaphors for dealing with meaning making processes will receive attention as Vološinov/Bakhtin offer alternatives to the today common metaphors of discourse analysis. James Wertsch has worked since the early 90's on giving the humanistic disciplines some common reference point with the aid of Bakhtin and other related Russians. I will in my paper deal with the need to offensively address shortcomings of various types of research if some common scientific standard is to be reached also within the humanities and social sciences. Vološinov/Bakhtin can serve as a common denominator because he insists on ultimately explaining every social-psychological phenomena in terms of relations of meaning between entities of the material reality. I will also draw attention to Toril Moi's recent diagnosis of the situation within literary science.

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Potential benefits of embryonic stem cell research

Embryonic stem cells have the potential to dramatically change treatment of certain human diseases. Treatments involving adult stem cells, such as bone marrow transplants for leukemia patients are widely used. After nearly ten years of research, there are no approved treatments or human trials using embryonic stem cells despite their pluripotency and potential for unlimited expansion. Many individuals in the United States are opposed to any embryonic stem cell research because of moral implications regardless of the promises for treatment. This poster will examine the governmental, scientific, and lay person perspective on this.

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Atypically displayed intersubjectivity: Reformulating cognitive-communicative development from a Bakhtinian perspective

This talk is crafted to establish a position on development by reviewing theories concerned with normal development and then providing an alternative Bakhtinian approach for cognitive-communicative change. This will be linked to intersubjectivity that extends from innate consciousness of social others through primary and secondary intersubjectivity by extending Vygotskian and Wernerian theory with Bakhtin's notions of voice and dialogue. The goal of this presentation is to question the science of normal development and at the same time present a theory for atypical typical development.

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The future of healthcare: Bridging the gap between the science and art of medicine

Every day, scientific advances are made that enhance the healthcare system. At the same time, these advances increase ethical issues. The human side of medicine is considered an art by many, yet this can clash with the growing amount of technology. This poster will develop a position on how as we progress into the future, healthcare professionals must learn to properly bridge the gap between the knowledge of science and the human related art of medicine.

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Dialogic enunciation and migrant identity in Lago's novel *Llámame Brooklyn*

In the Spanish-American author Eduardo Lago's novel *Llámame Brooklyn* (2006, *Call me Brooklyn*), the relation between the experimental enunciation and the thematic focus on the individual's search for cultural identity in a globalized world offers a challenge for interpretation. The novel uses the migrant as an image of the globalized citizen and takes the characteristics of its genre to an extreme. Just as the narrator struggles with the biographical material left over from the protagonist in order to tell the story and in the process identifies with the character and thus finds his own identity as an author, so the reader must struggle with the novel's fragmented form in order to make sense of the text and ultimately of his own existence. Bakhtin's concept of "dialogue" contributes to the understanding of the unity of the novel's literary techniques in two ways: as a description of the way in which the text is challenging the reader by juxtaposing a series of different discourses without any explanation or diacritical annotation, and as a conceptualisation of the reader's interpretation of the novel and its contribution to the reader's understanding of himself as "Other".

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Bakhtin, Cassirer and Vygotsky: Elements of English pedagogy

This paper seeks to combine perspectives from Bakhtin, Cassirer and Vygotsky in framing a coherent pedagogy for studies in language, literature and culture. I argue the case that such a pedagogy will have a picture of 'the liberating power of symbols' at its core. Recent scholarship suggests that the Soviet thinkers knew Cassirer's work well. All three writers were the inheritors of a seminal body of ideas stemming from the Enlightenment. My aim is to revisit the history to recover foundational perspectives for a democratic approach to teaching language, Literature and culture.

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Addressing the heterogeneity of addressees: Who are we speaking to?

Bakhtin refers to 'the third' in some writings, such as *The problem of the text*, and *Towards a methodology of the human sciences*. Also Volosinov writes about the third in *Discourse in life and discourse in art*. The notion of the third is directly linked to the notion of 'superaddressee' and the idea that the other to which the utterance is oriented determines the tone and accent, the style of the utterance. In order to give a theoretical interpretation of the concept of the third, we go back to the early concept of 'extraposition' and show that the third is to be regarded as the perspective of the other that makes it possible to understand an utterance, even for the very author of the utterance. This perspective can have very different forms: the law, God, objectivity, voices from the past, and so on; and there are different degrees of distance between the author and the third in

different speech genres. The perspective of the third is distinguished from the perspective of the second (audience) in terms of different types of interlocution relations. The whole of the interlocution field of any given utterance is thus shown to be furnished by a complex sociality.

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When is smoking smoking? Marijuana, marlboros, and electronic cigarettes

Over generations, people have used smoking tobacco as a casual pastime to reduce stress. Marijuana became a popular commodity in the 1960s that served a similar function as cigarette smoking. While cigarettes continue to be utilized, social changes regarding the effects of second-hand smoke has led to legal changes such as the banning of smoking in most public places. The changes in law and the associated negative social stigma have impacted smoking in ways that simple health concerns did not. This has led to the development of artificial cigarettes. Specifically, the future of smoking is becoming high-tech with electronic cigarette use where nicotine is provided without the need to burn tobacco. While the correlation of cigarette smoking to lung disease has been well established, less is known about the health effects of marijuana and still less about the use of electronic cigarettes. Obviously, specific social identity issues beyond health concerns are associated with smoking regardless of the form it takes. A Bakhtinian perspective will be used in this paper to explore the social identity and health care issues associated with each of these types of smoking.

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Speech genres used during lunchtime conversations of young children

The purpose of this study is to clarify the acquiring process of various types of speech genre by young children. Fluent speakers can not only use grammatical sentences but also use them appropriately in a situation. Socially appropriate usage of speech requires managing of speech genres. Speech genres are “relatively stable types of utterances,” which organize the thematic content, style, and compositional structure of utterances (Bakhtin, 1986). Dore (1995) insists that young children learn speech genres as well as grammars through interactions with their families.

The small lunchtime conversations of Japanese nursery school children are taken as data resources. In such a situation, children are simultaneously involved in two tasks. One is eating food, and the other is having a pleasant chat with other children and adults. Young children acquire various types of speech genre as “funds of knowledge” (Moll, 1992). The funds of knowledge are cultural artifacts through which young children create their ethnic identity (Riojas-Cortez, 2001). This implies that using speech genres, adults socialize young children as one of their local community members. However, young children also create their own idiosyncratic speech genres based on their limited language abilities and their surrounding cultural artifacts. Thus, young children can adopt a rich plural worldview via the diversity of speech genres.

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Poetic word in prosaic society: In search of the “New seriousness”

In our days people address to poetry on the background of the mummification of art objects and practices, on the other hand, and on the background of dominant orientation to art as entertainment or a way of filling one’s free time, on the other. Even in the sample of poetry readers (about 2% of adult readers in Russia, according to sociological surveys data) poetry reading not always takes the reader beyond the simple emotional resonance.

Taking seriously the word of another person, the author’s meaning, follows from the dialogical, coparticipatory reader’s attitude. As the author’s research show (Ivanchenko, 2002; Ivanchenko, Orliksy, 2003), this attitude is hardly possible toward the poetic works too culturally distant from our days.

Mikhail Bakhtin, while discussing Dostoyevsky’s poetics, has put forward the problem of “new seriousness”: truly great seriousness escapes all the established permanent forms, becomes ashamed of them, seeks for new forms, “great migration of seriousness is taking place”. A reader not only discovers new genres, but makes new sense of the potential of familiar ones.

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A shift in the medical community: Transition to electronic patient records

The American medical community is currently shifting to electronic medical records. Though some hospitals are in the process of converting the patient records to electronic documents, most, if not all, have this transition as an ultimate goal. These new records save space, as well as provide a way for doctors in different locations to easily access a patient’s medical files. The transition can sometimes prove a difficult one; however, the positive impact on patient care far outweighs the frustration of such a lengthy process. The struggle between the system and the physician learning to use it will be discussed in this poster.

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Studying the dialogical aspects of verbal group interaction

This paper discusses a tentative further development of the discourse analysis Initiative Response (IR analysis) originally applied to dyadic communication, to being applicable to group discussion. IR analysis (Linell & Gustavsson, 1987; Johansson-Hidén, 1994, 1998) focuses on the verbal activity of the discourse and captures the verbally-carried interaction, specially the dynamics, dominance, and coherence of the dialogue. It captures the dialogue as a whole and has an analytical function perspective. IR analysis also provides both qualitative categories and quantitative measurements.

IR analysis is based on inspiration gleaned from other empirical discourse analyses and has its theoretical background in modern dialogue theory, dialogism (Bakhtin, 1981, 1986, 1990; Linell, 1998; Marková & Foppa, 1990; Marková, 1991).

The study described in the paper illustrates the use of initiative-response (IR) analysis on verbal interactions during workplace discussions. The background to the present study was a number of action research projects aimed at improving communication in the organizations involved.

Five groups were selected from a steel industry plant. The result showed that one group had a large number of “good” dialogical qualities in comparison to the others, mainly due to the high level of verbal activity of everyone in the group, but also due to the absence of dominance relations in the group and finally due to good coherence.

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The dialogic impact on early language development and thought

The aim of the present paper is to incorporate bakhtinian and voloshinovian theories and their notions into studies of child language. The most important notions, from their perspectives, are notions such as I – you, self – other, genre, alterity and dialogicality.

Empirical data of video recorded sessions of American, Estonian, and Swedish mothers’ interactions with their two year old children during meal time and puzzle solving, which were analysed from the perspectives of bakhtinian and voloshinovian concepts, will serve as arguments for the importance of studying dialogues between caregivers and children.

My claim is that a dialogical approach to studies on childrens linguistic and cognitive development will open up for detailed information about childrens socioculturally formed linguistic, cognitive, and identity development. My claim is also that studies based on dialogues and dialogicality will open up for reconsideration of previous hypotheses about language and thought.

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Dialogizing authority in Edgar Allan Poe’s *The Cask of Amontillado* and Namik Kemal’s *Intibah*

Edgar Allan Poe’s “*The Cask of Amontillado*” and the Turkish novelist Namik Kemal’s *Intibah* indicate how a character struggles against misrepresentation. In both works ‘another’s word’ decentralizes the narrator’s authority and thus hinders his/her effort of misrepresentation. In “*The Cask of Amontillado*” the first person narrator, Montresor, tells his hatred for Fortunato—the other major character of the story—and his revenge. He does his utmost to make the addressee believe that his hatred for Fortunato is not groundless. Fortunato answers Montresor’s centralizing and gloomy discourse with his comic discourse and carnival costume, which he wears because of the carnival season. Montresor’s tragic and gloomy plane is set into sharp contrast with Fortunato’s comic and cheerful plane and only by entering into a dialogic relationship with the comic plane that the real aspects of Montresor’s character is revealed. Thus, when interpreted in respect to Bakhtin’s idea of the carnivalesque, the carnival, Fortunato’s comic state and his carnival costume can be regarded in stylistic terms as another’s word’s strive for significance against Montresor’s centralizing discourse.

A similar situation is also present in Namik Kemal's *Intibah*. In *Intibah*, too, the narrator's persuasive discourse aims to affect the addressee's stand towards the characters. In the novel, Ali Bey, the son of a respected family, falls in love with a very beautiful woman, Mahpeykey, who, the narrator says, does not have a virtuous background. The narrator does his utmost to make the addressee hate her but here, too, another's word struggles against misrepresentation by refracting the totalizing and persuasive discourse of the narrator because with her speech and actions Mahpeyker represents herself differently from what the narrator says about her.

However, the situation is different in *Intibah* and requires a feminist Bakhtinian reading because the narrator's discourse is this time patriarchal discourse trying to misrepresent female freedom. Using Luce Irigaray's terminology, Mahpeyker represents the 'disruptive excess' of femininity that disseminates the male authority of the narrator.

The paper will study Poe's "The Cask of Amontillado" and Kemal's *Intibah* in terms of the narrator's centralizing and persuasive discourse and certain characters' struggle against misrepresentation.

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Novelizing social interaction: Language and simultaneous interpretation

This paper investigates a triangulation among images of language presented by Bakhtin and those in interpreter and interlocutor discourses about simultaneous interpretation. Simultaneous interpretation offers a unique site for studying language because of the unusual authorial position of the interpreter. General discourses about simultaneous interpretation (SI) indicate that most people think about language in non-dialogic terms: as homogenous, unifying formal structures with fixed meanings, i.e., with monolingual logic. Interpreter's discourse also indicates a monolingual orientation while simultaneously problematizing the narrowness of this view. A critical discourse analysis of talk about SI in the European Parliament suggests some intriguing areas of alignment between professional interpreters and elected politicians as co-participants within a coherent practice of cultural communication. Centrifugal and centripetal forces in talk about SI highlight residues of monolingualistic logic in a society overtly seeking to increase multilinguality, pointing to the limits and possibilities of furthering language policy development and education in accord with democratic political goals, such as reinforcing the capacity of democratic institutions to manage the tensionalities of difference in increasingly equitable ways. In sum, can the epistemological capacity indicated by novelty be activated during simultaneously-interpreted communication, thereby enabling interventions in the centripetalizing and centrifugalizing discourses of our era?

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The Bridge to La Casona: Understanding and integrating traditional health practices into state-run medical centers

Since medical practices differ across the globe and around the world, it is imperative to consider how traditional medicines can be better incorporated into government instituted health systems. This poster will address the current use of traditional health practices in Costa Rican medical units, and evaluate how traditional medicines could be incorporated into that country's health policies. Specifically, it will be an examination of medical facilities in the Coto Brus district of Costa Rica, which has a reasonably indigenous population. Data from two sources will be presented: 1) inter-

views with doctors and health specialists to determine the current role of medicinal plants and traditional health practices; and 2) interviews with the health coordinator of the region to determine current plans for new policies, as well as aspirations for programs not yet in place. Information gathered from these interviews will be evaluated in light of international studies that have addressed the success of a mixed-health approach.

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Metaphors as tools for children's communication about their world

The significance for children to conquer the competence of understanding the language's symbolic, sometimes implied meaning, and be able to use for participation in communication with others may be regarded as established facts (Nelson, 2002). The significance of children's participation in constructions of socially shared symbolic systems, which could contribute to bridge between their media practice and other practices, needs further exploration.

This paper aims to discuss how children use symbols to build up metaphors and what the metaphors communicate about children's culture and everyday life. Do different socially shared symbolic systems within discourses connected to media culture, to educational practices, and to other practices in children's everyday life connect/relate to each other? If, how?

A story about a computer nerd is analysed based upon Bakhtin's and Ricoeur's somewhat contrasting theoretical perspectives. The paper continues with a discussion about the metaphor as an expression of the discourse where it is created and as an echo of voices from earlier generations and concludes with a suggestion of the metaphor as a tool for getting sight of our own prejudices when confronted with children's media activities.

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Dialogue, discourse, and social antagonism

The aim of my presentation is to confront the idea of dialogue as developed by Mikhail Bakhtin with the contemporary social theories which put stress on antagonism as an inevitable fundament of social relations. I mean here first of all the concept of hegemony and antagonism developed by Chantal Mouffe and Ernesto Laclau. According to their theory the political is a field of constant antagonism because it is a place of expressing collective identity which cannot be rationally established. For this reason particular groups in society cannot reach a rational compromise as the liberals assume. They have to stay in antagonistic relations and what can only be achieved is to change antagonistic relations into agonistic and enemies into adversaries. It seems that this vision of society as immersed in the constant struggle for hegemony is opposite and even hostile to any dialogical approach. Nevertheless I do not think that we necessarily have to discredit the role of dialogue as an important element in the organization of the (post)modern societies. We need another idea of dialogue especially that of Mikhail Bakhtin. I will show that Bakhtin's can enrich contemporary political theory in at least three areas: showing ideological character of language, helping understand multicultural society, and introducing the idea of dialogue which could transcend liberal concept of dialogue as merely reaching consensus.

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The making of the human brain

Making of the human “cultural” brain is a key puzzle confronting the scientific worldwide. The proliferation of about 200 000 new neurons per minute in the fetal brain and 100 000–1 000 000 new synapses per second in the child’s brain is like the Big Bang of the brain.

While the genes are responsible for the making of the scaffold and a redundancy of neurons, spontaneous nervous activity and sensory input are crucial for the organization of the neuronal circuits. Neurons which do not receive any input disappear and only the fittest nerves survive – neuronal Darwinism! Stimulation of the brain – like speaking to the child during critical periods is essential for language development. Culture may affect brain development also at a genomic level. Synaptogenesis levels off around puberty which may explain why it is then more difficult to learn a new language without accent.

On the other hand the prefrontal cortex matures later, since its nerves do not become myelinated until around 25 years, when executive functions and moral judgements become fully mature.

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In search of methodology for dialogical encounters in time and space

The postmodern criticism of different kinds of “universals,” including the modernist view of knowledge and the understanding of meaning as an absolute, truth-referential object, created an opportunity for a critical discourse among various conceptual frameworks. The ideas of Mikhail Bakhtin and Lev Vygotsky have been compared and contrasted by various psychologists, philosophers, and educators to explore the complementarity of their views on consciousness, the role of language, and perspectives on human development and intersubjectivity (Cheyne&Tarulli, 1999; Radzikhovskii, 1987; Zinchenko, 1985, Wertsch, 1991).

This presentation revisits the Bakhtinian ideas of a dialogue and Vladimir Bibler’s ideas of a dialogue of cultures in an effort to create methodological principles of constructing the dialogue that would offer the richness of heteroglossia, and would allow moving away from the reductionist analytical models of comparison and contrast. These principles consider the notions of intersubjective dialectics, meaning negotiation, and responsibility.

Bakhtinian notion of *creative understanding* (1979) is argued to be helpful when used as a methodological principle of constructing a dialogical space. The dialogue between Bakhtin and Vygotsky constructed as a dialogue of cultures (Bakhtin, 1978; Bibler, 1991) goes beyond modern reductionist models of analysis and is more effective in identifying complementarity of differences and potential for transformation.

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Bakhtin as existential philosopher

Discussions of philosophical roots and parallels of Bakhtin's thought usually embrace different versions of philosophy of language and dialogue. However, most ideas explicated in his recently published early manuscript "The Philosophy of Act" that Bakhtin himself called "my philosophical anthropology" belong to the existentialist discourse, developed later in writings of existential philosophers (Heidegger, Sartre, Buber, Tillich, Mamardashvili) and psychologists (Binswanger, Boss, Frankl, May, Bugental, Maddi). The key ideas of Bakhtin's existential account are: (1) "the sole place in being" defining the person's unique viewpoint and unique responsibility; (2) "particity" ("uchastnost"), the form of involvement in events close to existential concepts of presence, engagement and apartness, but with greater emphasis on responsibility; (3) responsibility as the conscious acknowledgment of the former, "non-alibi in being"; (4) "emotional-volitional tone" of an act, the concept close to that of personal meaning; (5) the act as the sole way of turning opportunities into facticity; (6) "I" as the sole center from which the act proceeds. Bakhtin's work appears thus as the first coherent (though not completed) explication of existential philosophical anthropology. Many of Bakhtin's ideas that stayed unpublished till 1980s have been elaborated by other thinkers.

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Bakhtin as methodological foundations for educational discourse analyses

The main aim of this paper is to highlight some connections between Bakhtin's suggestions and concepts used in psychology, in particular educational and communication psychology. Bakhtin's contribute will be discussed by comparing some well-grounded ideas commonly used in the socio-constructivist psychology. The ultimate goal of such comparison is to prove Bakhtin can be considered as the foundation for discourse analysis. Such methodology is applied to a case of blended learning where university students discuss both online and face to face about their learning strategies.

Blended course is a fine occasion to test the methodology and to understand the role of the medium. In fact the same set of students discussed about the same topics first face to face – with a focus group discussion, and later, after a very short time, via synchronous chat. Also an asynchronous web-forum was available to the students to discuss about these topics at their pace.

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Taking Bakhtin beyond Bakhtin: Some trends in contemporary dialogical theories

Mikhail Bakhtin has proved to be an immensely influential and inspiring scholar in many fields of human and social sciences. Dialogical theories of human sense-making are gaining ground across

all these fields, and have received massive *empirical* support in many studies of human interaction and language use. Some of the present-day dialogical theories of sense-making have arguably gone far beyond what Bakhtin himself could possibly have imagined. This applies, for example, to the study of interaction with modern technology.

The most well-known applications of Bakhtinian theory are probably those to be found in media studies, literature and (social and clinical) psychology. In this lecture, I intend to go into two or three areas that do not belong to mainstream Bakhtinian theory: theories of (i) language structure (grammar), (ii) interaction with people with severe disabilities, and (iii) the use of technological artefacts. In the first case I will argue that Bakhtin was not always sufficiently consistent in his dialogism.

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Two faces of originality: A historiographical approach to Bakhtin's linguistic legacy

Until the mid-1990s the majority of studies on the legacy of the Bakhtin Circle presented Bakhtin as a highly original thinker and his conception of language has been hailed as a precursor to socio-linguistics, pragmatics and so forth. In recent years much critical and analytical research has been done to uncover Bakhtin's intellectual origins. It demonstrates that his ideas are deeply rooted in the Western and Russian philosophical traditions. What is more, main ingredients of Bakhtin's dialogical conception of language were part of the 'climate of opinion' in the Soviet Union of the 1920–30s.

The aim of the present paper is to discuss the question of originality as a problem of the historiography of linguistics and analyse the nature of the influence Bakhtin's contemporaries in Soviet linguistics on his thinking. Despite the obvious parallels between the writings by Bakhtin and the representatives of early Soviet sociology of language, it should be emphasised that there is a qualitative leap between Bakhtin's dialogical conception of language and his sources. Thus, the Bakhtinian conception of language can be seen as a Gestalt which is more than the sum of its parts.

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The social and ethical issues for physicians when patients ask to die

The physician's opinion concerning assisted death of a patient varies greatly from one to another. Cultural background, personal religious beliefs, and social pressures are among the main aspects that influence each individual physician's decisions, most especially those concerning assisted death. This poster will explore how physicians talk to themselves and others about the decision to assist patients to die.

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Irreconcilable differences in Vygotsky's and Bakhtin's approaches to the social and the individual: An educational perspective

In Western psychology and education, until very recently, Bakhtin has often been introduced as a scholar whose approach was compatible with and an extension of Vygotsky's sociohistorical approach (e.g., Wertsch, 1985; Wertsch, 1991). Here, I focus not on existing similarities in their approaches to the social, the individual, and the social-individual relationship but on their irreconcilable differences. I argue that Vygotsky's approach to the social was heavily influenced by Hegel's universalist, monologic, mono-logical, developmental (diachronic), activity-based philosophy. In contrast, Bakhtin developed a pluralistic, essentially synchronic, dialogic, discourse- and genre-based approach to the social involving the hybridity of co-existing conflicting varieties of logic. Although both scholars defined the individual through consciousness, Vygotsky's socio-historical approach was deeply instrumental, defining consciousness through activity mediation, while Bakhtin's dialogic approach was essentially ontological, defining consciousness through bodily experience, responsibility, addressivity, responsivity, respect, human dignity, and relationship with the other. Through Bakhtinian and Vygotskian lenses, I analyze a science museum exhibit labeled "The heaviest stone in the world," and the conversations of three visitors around this exhibit. I consider the implications of these irreconcilable differences between Vygotsky and Bakhtin for the field of education.

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Gap in the mutual understanding between two consciousnesses: Dialogic interaddressivity (or its lack) of classroom assignments and its affect on students' learning

One of Bakhtin's major contributions was the fundamental principle of non-transparency of human consciousnesses. For Bakhtin, a gap in the mutual understanding between people is a necessary condition for dialogic, humane communication and relationships. A person expects not only to be surprised by the other, but to continue to be surprised. This dialogic orientation on mutual surprise, on mutual wonder, on mutual interest in each other is not instrumental but rather goal- and value-defining; it is what we call dialogic interaddressivity. Dialogic interaddressivity implies that people cannot and must not fully know each other.

Calculability of the other person (what this person knows, how he or she feels, what exactly he or she will do) is not only impossible (on a full scale) but immoral, exploitative, inhumane, and a killer of dialogue.

Instructors address their students differently through classroom assignments. Some instructors simply give orders while others invite students to share important learning experiences (instructor's addressivity). Some students try to please their instructors, while others try to explore certain issues in the assignment (students' responsivity). We explored these relationships in terms of the instructor's addressivity, the students' responsivity and their affect on the students' learning.

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Bakhtin's notion of the internally persuasive discourse in education: Internal to what?

Bakhtin's notion of the internally persuasive discourse (IPD) has become more and more influential in education in part because it helps to redefine learning. We abstracted at least three approaches to how this notion is currently used in the literature on education. First, the most prevalent approach in education, IPD is understood as appropriation when somebody else's words, ideas, approaches, knowledge, feelings, become one's own (e.g., student's). In this approach, "internal" in IPD is understood as internal to the individual, as a psychological and personal deep conviction. Second, a less prevalent approach in education, IPD is understood as a student's authorship in which the student generates self-assignment within a certain practice. Finally, in the third approach, IPD is understood as a discursive regime of the participants' testing ideas and searching for truth. In this approach, "internal" in IPD is interpreted as internal to the discourse itself in which everything is "dialogically tested and forever testable" (Morson, 2004, p. 319). We argue that although the first two approaches are grounded in Bakhtin's quotes, and can be descriptively important for IPD, they do not define IPD. The third approach, rooted in Bakhtin's central notion of dialogue, does describe IPD. We consider all three approaches and their implications for education by analyzing online class discourse among preservice teachers.

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The language of organ donation. Does brain dead mean you are really dead?

The ethical and medical issues surrounding organ donation in the United States were formally addressed in the late nineteen-sixties. The attempt to define what constitutes death allows physicians to potentially harvest organs from patients with the permission of the family before the patient is removed from life-support. Developing a shared discourse between physician and family will be explored.

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Teacher's meaning construction in the process of inclusion of children with mental disabilities

In this session, we are going to discuss teachers' construction of new knowledge in experiences with children with intellectual disabilities in Distrito Federal, Brazil. We consider meaning as resulting from the dialectics between historical and collective forces and individual ones, in which voice is a central concept and a fundamental tool. Our discussion is based on a recent study that focused the relations between cultural beliefs and values of inclusion, pedagogical practices and the public policy in which teachers of inclusivist classrooms took part in individual and pair semi-structured interviews. Results indicated that the dynamics of construction of an inclusion discourse involves processes of accepting and resisting the public policy, as the teacher tries to relate the theories she learned and the new situations she is experiencing in inclusion, as she tries to build

new positions and new learning activities involving all learners. We also observed that meanings built by teachers indicated that they were in transition as their experiences directed their new pedagogical positions resulting from the dialectics between their previous conceptions and the ones that are presented to them in the new interactional and cultural contexts.

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Teacher as the author of polyphonic novel: Bakhtinian analysis of a Japanese view on dialogic education

This paper examines the teacher's work to organize the dialogic education in the classroom by using Bakhtin's view on polyphonic novel (Bakhtin, 1984) as the analytic tool. It analyzed a Japanese dialogic pedagogy developed by Kihaku Saitou (Saitou, 1964), and argued that the teacher's dialogic learning of the teaching material is the key to develop dialogic classroom. Bakhtin (1984) analyzed the novels of Dostoevsky and characterized them as a polyphonic novel, compared to a monologic novel such as Tolstoy's. The key concepts of his analysis are the author and the hero. He characterized heroes in the polyphonic novel with their autonomous characteristic, or their "independence, internal freedom, unfinalizability, and indeterminacy". For the dialogic learning in the classroom, the teacher becomes the author of the polyphonic novel on two horizons. First, on the horizon of the teacher's learning about the teaching material, the teacher becomes the author and generates various, autonomous voices in the teaching material as the hero. Secondly in the classroom, this teaching material becomes the "task of inquiry" for children to generate their own voices, and the teacher becomes the author in the classroom and makes children heroes who can enjoy dialogic relations each other.

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Cognition and suicidio attempt

The question research project is about the semantic structure and the level of the cultural knowledge that present the adolescents with or without suicide attempt that are taken to urgencies of the municipal medical services in Guadalajara city, México.

The cognitive aspects are investigated in relation to the suicide, from the point of view of the culture.

The study is an observational analytical study, of cases and controls, twin by age (more or less a year) and by sex.

Universe of sample are adolescents of 12 to 18 years, taken care of in urgency of the Municipal Medical Services, at Guadalajara city, in México.

There where made 30 interviews (one by which adolescent), based in a questionnaire. This questionnaire asks for 3 items:

- What think a person who tries to suicide?
- What feel a person who tries to suicide?
- What made a person who tries to suicide?

The answers were systemized and grouped in diverse categories: family problems, indifference from the parents, familiar violence, couple violence, been abandoned by the couple, are some off them.

The language is the vehicle we use to get the cognitive and to understand the existence off cultural cognitive maps.

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Dialogical overtone in therapeutic conversation

The boundary zone between self and other in the therapeutic conversation has an essential characteristic where meaning is constructed and re-constructed. Therapeutic chronotope has a characteristic in which different systems are crossing. Psychotherapist will make effort to generate creative outcomes in the crossing sphere. In this paper the author discussed on the therapeutic meaning generative process from the view point of Dialogism. It could be classified two forms of dialogicity—the sequential and the simultaneous. The author examined the detail of conversational exchange in several clinical cases. And he explored on the theme how the subject experiences the other's voices and how the dialogical overtone becomes therapeutic. On this aim the author took three points in discussion. One is the simultaneity of intonation, the second the distance between voices of the self and the third changing process of tension felt in the dialogue. The author could introduce a Japanese cultural concept *ma* in order to explain the function of the tonus in between voices of the self.

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30 pupils writing essays – differences and similarities

This paper session aims at visualizing, by using appraisal theory, differences among a collection of pupils (30 samples) written texts within the text type essay (to be understood mainly as a Montaigne-type of essay, not the "ordinary" school text type essay.)

The aim with this session is to present some of the results of this appraisal analysis and to get the opportunity to discuss the findings.

The aim with my project as a whole is to create some awareness of what a text type becomes on a specific level of schooling and what differences it has within a cluster of pupils. A teacher that is aware of such variation will most certainly be more capable of managing both adequate formal lectures, but also more qualitative and pedagogical casual conversations with pupils regarding texts and their features, and furthermore, by having knowledge of these differences also be more able to adapt didactic metaconversations in line with what Vygotskij (1934/1999:389) defines as the zone of proximal development.

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Therapists' listening to dementia patients' voices: Multivoicedness in Japanese occupational therapy

Bakhtin's voice illustrates that the human mind is rooted in sociocultural communication and is constructed through the relationship between the self and others (Wertsch, 1991). Although the

significance of the voice has been discussed in care settings (Bowers, 1997; Morioka, 2008; Rober, 2005), little attention has been given to the voices of dementia patients and the therapists' role as listener. To examine this point, the following questions were addressed: What kinds of patients' voices are constructed in therapy sessions? How do caregivers listen to their voices and support them? What is the meaning of these voices? The data were collected from interviews with one experienced occupational therapist and observation of his care sessions with two dementia patients in a Japanese nursing home for 25 days. Their interactions were described and qualitatively analysed. The result indicated that the therapist introduced multilevel voices to the patients: voices of the self, of actual others, and of imagined others. Through the introduction of multi-voicedness, the therapist created a possible and positive self for the patients and a zone of proximal development (Vygotsky, 1978) for their learning of therapeutic activities.

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The linguistic embodiment of the dialogical principle in a literary text

According to Bakhtin, any literary work can be represented as discursive space permeated by dialogical relations. On the linguistic level the dialogical principle is realized in the heterogeneity of the speaking subjects' utterances. The analysis of a literary text in this perspective allows to describe it as a prototypical situation of artistic communication. The procedure of the discursive-dialogical analysis consists of 2 steps:

1. Singling out and the description of the system of dialogic discourse markers aimed at representing the dialogical situation as a model of discourse interaction of the interlocutors which (the model) characterizes their attitudes towards each other (aimed at conflict or cooperation, approximation or distancing) and correspondingly, the state of their mental worlds (comparison or confrontation, affinity or distance, comparability or incomparability etc.) determined by the correlation of their discourses' key words;
2. The description of the structured forms of discourse interaction which represent a unity of form, content and function and reflect the dialogic search of conflict resolution and the possibility of drawing together the interlocutors on the basis of "shared meanings", i.e. common cultural values. The description is given in terms of dialogic coherence.

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Arguing about the ghosts' existence in a family conversation: The presence of polyphony in a boy's argumentation

It is somewhat audacious to frame, within the Bakhtinian theory of polyphony, that was developed from Dostoevsky's novels, the analysis of a familiar dispute, initiated by an 8 year-old child and his father, who wants the child to go to sleep alone without waiting for the company of the younger brother. But, since I am an educational psychologist who recently guided a research on Italian family dinner conversations (Pontecorvo & Arcidiacono, 2007) by using ethnographic and conversational methods aiming to analyze videotaped family interactions. I want to present here a kind of dialogic polyphonic analysis of that discussion, that happened at the end of their common dinner event. In the research endeavour on family dinner conversations (critically exposed in Pontecorvo, 2007), we discovered that even rather young children may use sophisticated rhetorical devices in order to affirm their points of views. In the long dispute between father and child,

whose topic is the fear of ghosts, the child expresses it as a good reason for not complying the father's order and succeeds in justifying his unwillingness to go to bed alone; he uses different voices in an astute dialogic way, and defends his position with subsequent diverse voices that help him to make stronger the background of his opposition.

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Engaging social history to understand teacher trajectories

The historical dimension of human communication, and by extension, the development of human mental processes, is apparent in Bakhtin's dialogic view of speech communication. Every utterance, he points out, takes its birth in relation to preceding links in the chain of speech communication. This line of argument is also reflected in Vygotskian sociocultural psychology, where individual and society are viewed as integral systems characterized by 'retroactive causality' and dynamic transitions. It sees individual human development as taking place in the socially and historically constituted activity in which she participates. Going by this, understanding human development requires that it is not atomized as an 'isolated trajectory', but seen in relation to social and historical change.

This paper adopts a historical perspective to capture the co-evolving moments of teacher development within a developing environment in the Indian social context. It serves to unmask the qualitative transformations in teaching; how 'monologic' aspects of teaching got isolated from a robust 'dialogic' pedagogy and have come to dominate the present day teachers' implicit beliefs and practice. The paper also discusses what this means in terms of the support that teachers need to be able to move in trajectories that are marked by more dialogic perspectives.

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The polyphonic resonance of interdisciplinarity: An applied linguistics perspective on interdisciplinarity and interaction

One challenge of interdisciplinary projects is to develop language that can be shared by the various disciplines.

The authors of this paper are applied linguists. Applied linguistics is a discipline that seeks to describe and understand connections between language, culture and identity, and the frames and patterns we rely on in verbal interaction. Our study was part of an interdisciplinary research project: "Creativity in interdisciplinary teams", funded by the Norwegian University of Science and Technology, and focuses on a particular event in that project – a research performance.

Using metaphors and concepts such as "polyphony", "heteroglossia" and "the role of the Other" we analyse interdisciplinary cooperation as it manifested itself in a "Bakhtinian Speaking Choir" that was part of the research performance. We discuss some key concepts in a dialogic and interactionistic view of language and interaction in order to explore how they contribute to a shared understanding of interdisciplinary team processes.

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Examining the various facets of dialogism in a therapeutic interview

Even though Bakhtin stressed that dialogism is constituent of verbal interactions, it is often neglected when the dynamics of verbal interactions are under study. Consequently, the aim of this paper is (a) to propose a dialogical approach which does not split the various facets of dialogism from the analysis of dialogue; (b) to test our theoretical framework by analysing a therapeutic interview.

We analyse the first therapeutic interview of a consultation, recommended by the child's teacher, which brought together a mother, her seven-year old son and a therapist.

Our analysis focuses on the process through which the parent, the therapist and the child construct a definition of the child's difficulties and cope with the request of absent third parties. It shows that the definition of the child's "problem" constitutes a polyphonic space comprising an intertwining between the participants' dialogue in praesentia and the dialogue in absentia with absent and virtual voices. This polyphony plays a mediating role in the process of joint construction of the problem and opens a space for negotiation in this consultation.

Therapeutic interviews appear to be a privileged field for the observation of the various facets of dialogism and for their embedment in the dynamics of exchanges.

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Biography at the dialogical crossroads: The case of Virginia Woolf

Poststructuralist theory has suggested that the biographical recognition upon which life writing relies conceals the epistemological gaps between events and their record, between the experience of living and its encoding. In this paper I argue that dialogism helps us understand how biographies succeed in creating the illusion of authentic knowledge of an unknown and unknowable life course.

To illustrate my point, I will take an overexposed biographical subject, Virginia Woolf, as a case study. I will select examples from the many Woolf biographies which demonstrate the degree to which some biographers, following Woolf's method of merging subjectivities, integrate her own self-fashioning into their re-constructions. With specific reference to "The Problem of Speech Genres", I will further consider how these biographies function both as complex responses to previous utterances on the same aspect of the life course and as responses to the social/discursive context in which they and their envisaged addressee find themselves.

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Recycling the teacher's words. How children acquire a second language in an immersion kindergarten

This paper investigates how children acquire a second language through recycling the teacher's expressions. The paper is based on an on-going PhD-study, in which I investigate how Finnish-speaking children acquire Swedish in an immersion kindergarten. The teacher speaks Swedish with the children but she understands Finnish. The method of the study is conversation analysis

In this paper, the concept of learning a second language is approached from a dialogic perspective. The conversation analytic approach reveals how the children begin to use the teacher's words in their own turns. The analyses show in detail that the children recycle the teacher's words and use them in their own turns, as parts of their own expressions. So, what was previously used to serve the teacher's intention, is now used to serve the intention of the child. It is evident that the children do not just repeat what the teacher has said, but they recycle and reuse the expressions with difference. As recycling is a basic form of constructing the turns in talk-in-interaction, the children start using the teacher's words when engaged in conversation with a Swedish-speaking teacher. At the same time, they also acquire Swedish.

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Personal and societal beliefs about cochlear implant adoption: Two nations, two ages, two genders

With advances in modern technology, new methods of aural rehabilitation have emerged over the years. Personal beliefs and health care policies are reflected in decisions about whether or not to adopt cochlear implants as aids to hearing. These attitudes vary across the age of individuals, the sex of individuals, and the culture in which they live. For example, in the United States cochlear implants are seen as an acceptable means to treat younger individuals with hearing impairments; however, they are less likely to be recommended for adults who lose hearing later in life. In contrast, Swedish research supports the use of cochlear implants with both children and adults who have lost their hearing. This poster will compare and contrast beliefs and policies associated with cochlear implants across these two cultures.

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Dialogue hurts: Promoting a “feel-good community” in an innovative school

This presentation develops a grounded theoretical analysis of the pedagogical regime of a weekly life skills lesson and conflict-mediation practice within an innovative school and its consequences for the promotion and sustaining of dialogue. I found that intimate, immediate, conflictual, tension-producing and/or ontologically charged discourse is prevented or arrested (in particular by the teachers' responses). What appears to arrest dialogue within the school is a teacher-promoted authoritative discourse of communal norms and values which I term a “feel good community” regime. This latter discourse promotes harmonized relationships, tension-reduction and agreement of values. This discourse also minimizes conflict and social tension as developmentally immature, promoting in its place an abstract, teleological, conventionalized and objectivized discourse in order to understand how to “improve” oneself. As a result of this discourse, students do not become fully responsible to themselves or to others, unless the norms of the regime are violated. It seems that a dialogic pedagogy alternative is not philosophically available to the teachers. I will consider with the audience the concerns that the teachers raise about dialogue pedagogy, including its pedagogical viability and responsibility. What concerns may the audience have about the potential conflictual relations that might emerge in dialogic pedagogy?

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Symposium title: “Crossing the internal sovereign territories” of Lev Vygotsky and Michael Bakhtin: A dialogue on the border

To create the dialogical space between Lev Vygotsky and Mikhail Bakhtin

To create the dialogical space between Lev Vygotsky and Mikhail Bakhtin requires comparison and building the interconnectedness not only among the texts of M. Bakhtin and Lev Vygotsky, but also among the writings that have been traditionally identified as belonging to “Bakhtin’s circle.” The presenter will consider several examples of such a comparative analysis. There is a great interest in comparison of the Vygotsky’s “Psychology of Art” and Medvedev’s “Formal method in literary criticism.” It seems important not only to identify the similarity in the criticism of such existing at that time approaches to art criticism as “aesthetics from above,” “aesthetics from below,” and psychoanalysis, but also the essential differences in the structure of aesthetic reaction of L. Vygotsky and sociological evaluation of P. Medvedev. It is also important to notice the parallel quoting of Dostoevsky, Yakubinsky, and other authors in Vygotskian’s “Thinking and Speech” and Voloshinov’s “Marxism and philosophy of language.” The argument will be presented that dialogical space of Vygotsky and Bakhtin was developing not only in the shared cultural space, but also in the space that was grounded on shared values. In other words, the fundamental Bakhtinian notion of chronotope that will be discussed at the symposium can be applied to the analysis of this dialogical space.

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Voicing for learning in online discussions

In this contribution we start from the Bakhtin’s notion of “voices” for understanding which kind of dialogism is possible during online learning activities. Theoretically we relate Bakhtin’s intuitions with psychological theories about dialogical identity (Hermans & Kempen, 1993) and learning by argumentation (Pontecorvo, 1985). Content of 2 asynchronous discussions, consisted in 31 notes written by university students in a web-forum, has been analysed through a category system stemmed from data and theory. We hypothesize that students are able to embody many “voices”, depending on the assignment, that the experience of “voicing” goes along changes of the identity, and the dialog is shaped around argumentation. Results confirmed these hypotheses also showing that specific parts of identity are played by using specific argumentative strategies and specific narrative formats.

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Who is an addressee of a younger pupil’s written utterance?

Bakhtin’s meta-linguistic concepts turns out to be productive also for the analysis of written speech with children. Our research aim is studying the age-related abilities with children who have just gotten down to master writing and reading to act as communication participants in the conditions of written communication.

In order to analyze the children's utterances, we had to adapt M. Bakhtin's concepts such as addressee and super-addressee. We divided the concept of addressee into the concepts of real addressee and unreal addressee. A real addressee is an interlocutor who is in the same meaningful context with the author. An unreal addressee is an addressee who is "convenient" for the author. Concerning the super-addressee, we mean that to be an interlocutor in the situation of potential communication, the subject of which may become the written utterance itself.

The research showed that the six/seven-year-old children as a rule address their written utterances to the unreal addressee. So the children don't perceive the super-addressee. That's why the task of "bringing to reality" the addressee of the written speech and the task of finding the difference between the unreal addressee and the super-addressee are the most important tasks of the writing speech education.

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Code alternation and alignment in an international school

Bilingual research and code-switching studies have been characterized by monologic understandings of verbal communication which have significantly limited analytical perspectives on bilingual communication practices. A dialogic view of human communication and, by implication, bilingual interaction challenges the sufficiency of psychological, linguistic and sociolinguistic explanations of bilingual speech patterns and practices. A Bakhtinian perspective emphasizes the situatedness and mediative power of all communication and suggests that bilingualism is primarily a social phenomenon.

Assuming that understanding is inherently dialogic and requires response, the study presented seeks to explore how the values and qualities of different languages brought into communicative play with each other can aid participants to realize their meanings and reach intersubjective understanding. Bilingual communication mediates the possibility of responding to utterances in novel and different ways for the sake of making sense of what is happening. Interest lies in how language alternation and juxtaposition may operate to explore or expand emerging meanings in interactive situations rather than to simply to express or clarify ready-made messages. With the aid of the Bakhtinian concepts of addressivity, heteroglossia and counter-word, this stance is tested against empirical data gathered in an international school classroom setting.

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The other's words: A shared resource in second language interaction

As Bakhtin (1986) pointed out, none of our words are our own. What we say reflects and echoes the words of the Other, may that other be someone we met in the past or our current interlocutor. This paper aims at demonstrating how such dialogical principles become evident by analysing other-repetitions produced by beginning second language learners who interact with a native speaker.

The data comes from a longitudinal case study including dialogical microanalysis of problem solving sequences. The findings suggest that other-repetitions serve as a meaningful forum for sharing linguistic resources. By recycling linguistic material the interlocutors do not share individual items only, but also the process of producing talk in more general.

Through repetitions the learners seem to gain at least a partial and temporary access to the resources and practices of the surrounding language community, and this paves the way for more independent participation later. The social and cognitive aspects of language and learning can thus be seen as intertwined within each occurrence of other-repetition.

Reference: Bakhtin, M. 1986. *Speech genres and other late essays*. Transl. V. McGee, ed. C. Emerson & M. Holquist. Austin, Texas: University of Texas Press.

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Local vs. non-local responsiveness in conversation

The paper presents an analysis of topic organization in business meetings. It discusses the relationship between local responsiveness of utterances to the immediate prior utterance and non-local responsiveness to the global topics and agendas of the meeting. It shows that the mode of topic progression is related to the formality of the meeting (or a particular phase of it) and that turn prefaces are used to signal non-local responsiveness in phases where topic is not locally organized. The turn prefaces signal that the current turn is not to be interpreted as a direct response to the immediately prior turn and instead points the interlocutors to the global issues (agenda points or overarching topics) or the non-immediate prior co-text to which the turn is addressed. Thus, the paper contributes to an empirical specification of how various forms of responsiveness are signaled in conversation.

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Stories with a "loophole": A dialogic reading of selected short stories of Che Husna Azhari

This paper will present some findings from an on-going literary research on a selection of short stories of Che Husna Azhari. Like other Malay Muslim woman writers from Malaysia, Che Husna faces the challenge of writing within the parameters set up by discursive constraints on discourses pertaining to the religion of Islam and Malay culture. This challenge is made doubly difficult as Che Husna is apt to interrogate social, cultural and religious discourses in Malay society in her short stories. Despite the sensitivity of some of the issues she deals with, her stories have been well received. Analysis of Che Husna's stories using the Bakhtinian concept of dialogism reveal how she has managed to engage with sensitive issues despite the discursive constraints. This paper will, in particular, look at how Che Husna has been able to create what Bakhtin calls "loop-holes" in her stories. Bakhtin's reminder, that "Every social trend in every epoch has its own special sense of discourse and its own range of discursive possibilities" holds true for the writings of Che Husna Azhari.

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The study of the literal debate

The subject of my study is Finnish author Algot Untola. He used many different pseudonyms, mainly Irmari Rantamala in critical and Maiju Lassila in comical style of his production. My basic methodological problem has been how to connect the study of literary to the study of history. Mikhail Bakhtin's language- and literary theory have been very useful. In my presentation I will refer above all to the Bakhtin's essay *The Problem of Speech Genre*.

The main part of available sources written by Untola is novels and other fictional writings. However, as a historian I have to produce new information about historical reality. That is why I don't study only Untola's fiction but also wider discussions about their themes in contemporary media. Untola told that he wrote to the peasantry. His whole production seems to include meanings which were directed against contemporary official or elitist culture. Without being actual socialist he was on the reds side during the civil war in 1918 in Finland. His critical articles in socialist newspaper *Työmies* caused his death after the win of non-socialist whites. Untola's position between peasantry and elite is worth of researching by using Bakhtin's ideas of dialogism.

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Negotiations of gender in a literary discussion: Discourse analysis from a Bakhtinian perspective

My presentation focus on verbal discourse in a teacher led literature discussion in eighth grade. The primary interest of my analysis is the mode in which the students' utterances are layered with, and interpreted as, a multiplicity of meaning producing elements. I also study the interdependence between the students' literary reception and their negotiations of gender identities. Bakhtinian terms double-voicedness and adressitivity are used to study how separate utterances can be understood as carrying with them not only the substance of content knowledge, but also socio-moral positionings both toward an existing discourse and toward a person in the group.

The empirical data used is a short fragment from a teacher led literature discussion in eighth grade. The short transcript reveals an interesting debate on the representations of gender in the book and what exactly these might reflect in terms of authorial beliefs and moral perspective. The issues raised during the two minutes I have studied engage the students in a discussion of gender positions that lasts even after the lesson is over. How this kind of engagement is accomplished interactionally and in relation to the literary reception of the text is therefore, I would suggest, and important object of analysis.

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A citizen first, a person second: A study of biological citizenship

Biological citizenship is the concept of how the government relates to healthcare and what this means to the sense of the self. In a time of increasing government involvement in everyday life, is it allowable for such an impersonal corporation to be actively involved in our personal health? In light of such recent events as the nuclear catastrophe at Chernobyl, the increased involvement of the government in healthcare has been linked to a marginalized view of the self. What are the implications, good and bad, of increased government involvement? How do these implications change with respect to the individualistic and holistic societal norms? Possible answers to these questions will be explored in this poster.

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Anticipated responses in two historians' polemic texts

According to Bakhtin, in his famous essay on the speech genres, each utterance foresees its response. In this perspective, intertextuality should include the interplay of both manifest texts/ utterances and those not yet produced. Is it possible, in a scholarly acceptable manner, to identify these potential responsive utterances in a written text? Empirical readers are expected to give various responses to a certain utterance, depending on their individual pre-understanding and the cultural, situational and textual context. These responses are hardly predictable. Here the metaphorical concept "readers-in-the-text", however, offers a solution. By using Eco's concept Model Reader (1979 a+b) in a way that permits the reconstruction of a restricted number of text-implicit readers, this paper will introduce a method to predict parallel adequate responses. The identification of Model Readers should be based on contextual information as well as information found in the text. The paraphrasing of the responses from the Model Readers is dependant on the imagination, but more on the philological-analytical skills of the analyst. Through analysis of two polemic articles by respectively Swedish historian Ann-Sofie Ohlander (from 1993) and her Norwegian colleague Finn Olstad (from 2000), this method will be introduced and discussed.

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Text and dialogism in the study of collective memory

Bakhtinian ideas about text and dialogism provide important tools for bringing order to the otherwise chaotic and fragmented field of collective memory studies. While the definition of collective remembering may remain unsettled at this point, some appreciation of the range of options can be derived by situating discussions in terms of the contrast between strong and distributed versions of collective remembering. Building on the notion of semiotic mediation and associated claims about a distributed version of collective remembering, Bakhtin's notion of dialogically organized text is invoked. The fact that the "language system" envisioned by Bakhtin includes the dialogical orientations of generalized collective dialogue as well as standard

grammatical elements means that it introduces an essential element of dynamism into collective remembering.

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Changing voicing practices in newspaper discourse

This paper explores Bakhtin's concept of voicing, theoretically and analytically. The main goal with this paper is to propose some analytical tools for how to analyze various practices of voicing. A second goal is to show how such analysis can uncover historical changes in the construction of status and roles, power and solidarity in newspaper discourse. Selected results from an empirical study of changes in voicing practices in one specific Norwegian newspaper, *Dagbladet*, will be presented (Veum 2008). The data consists of 15 Norwegian front pages from three selected periods (1925, 1965 and 1995). The analyses demonstrate how the authorial newspaper voice may be positioned in different ways, quantitatively, linguistically (through resources as modality and evaluation) and visually (through resources as typography, photos and layout). The analyses show that through the period from 1925 to 1995, the newspaper establishes its own authorial voice, which gradually becomes more present and autonomous on the front page. Besides, the newspaper's construction of reported events becomes increasingly *multimodal*, over the course of the century. While traditional literature on orchestrating of voices is dealing exclusively with *verbal aspects* of meaning making, this paper suggests that other semiotics resources must be integrated in analyses of voices.

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Polyphonic portrayals: A Dostoevskian dream or a researcher's reality?

Dostoevsky's polyphonic style of writing is upheld by Bakhtin as truly dialogic in intent and delivery. But what happens when a dialogic researcher tries to emulate this style when working alongside very young children who do not necessarily share the same language or means of narration? In this paper I explore some of the challenges I faced during such an investigation. Using video and re-probing interviews I attempted to capture the toddler's world from three perspectives – resulting in a technique I have dubbed 'Polyphonic footage'. The ethical and ontological challenges such a project offers will sit at the heart of this discussion.

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Physician-patient negotiations about health care: Who has the answer?

Whether facing major surgery or even a minor cold, the physician and patient's interaction affects the ways in which a physician proceeds. A doctor is seen as a source of advice directed towards the patient's best interest. People who are not medically educated can subject themselves to the sometimes bias views of the medical professional they visit. This personal view of the doctor can

differ from the personal views of the patient; thus creating tension between best practices for the participants. This poster will examine and explore tensions in doctor-patient communication.

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Academic writing as a tool for learning in a Bakhtinian perspective

This paper explores academic writing as mediator for meaning making and learning in higher education. The aim is to suggest a theoretical approach based on concepts that have their origin in Bakhtin. Methodological implications for research will also be treated. The research question addressed is How can the relationship between writing and learning in higher education be conceptualized from the perspective of Bakhtin, and what methodological implications can be drawn from this? From a Bakhtinian perspective, language is emergent, multiform, negotiated in the process, meaningful in the uptake, accomplishing social acts (Bazerman and Prior 2004). Knowing is constructed in interaction, formed between and in people:

Concepts highlighted as means for identify the conditions under which they accomplish this work in an educational context are; speech genres and inner speech (Vološinov/Bakhtin 1929), artefacts, mediation, motive and negotiation (Wertsch 1985), activity types and communicative genres (Linell 1998), and heteroglossia (Bakhtin 1981).

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Bubbles: Unfinalized chronotypes for aesthetic learning

This presentation asks how Bakhtin's emphasis on how the body imbues language can inform education. A video clip from our research data reveals differences in teacher and student orientations to a math problem, and the pedagogical mishap that follows. The student's apparent wrong answers, through careful analysis, prove to be grounded in the student's need to embody conceptual metaphors in math, and in the difference between the teacher's and student's embodiment of the materials and subsequent conceptual metaphors of the problem. We look forward to diverse ideas of our data analysis.

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Experiencing stuttering: Participatory communication in virtual reality

Virtual reality is a technology that supports social networking and educational platforms. Second Life is one example of this technology. Language immersion is an educational approach to learning that requires individuals to experience language situations rather than learn from books. This idea is relevant to Second Life in that visitors to this digital world can be immersed in created communication experiences that simulate realistic life. This poster will report on a stuttering project in Second Life. It is based on the premise that people engaged in conversation with those who stutter will appreciate the associated struggle to speak and better understand how to adjust conver-

sation if they have experienced the communication dilemmas common to the disorder. The potential for virtual reality to aid people with disabilities, such as those who stutter, will be explored.

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From Bakhtin to activity theory

In this presentation, we try to use some Bakhtinian concepts like utterance, speech genres, style and addressivity to analyze work activities. We will mention the adaptation made by the the group of research called “Clinic of activity” in France from the text “The problem of speech genres”. Then, we will use an example of activity that takes place in a fast food restaurant. Finally, we will compare this theory of activity with the cultural-historical activity theory (CHAT).

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Symposium title: “Crossing the internal sovereign territories” of Lev Vygotsky and Michael Bakhtin: A dialogue on the border

From the stream to the structure of consciousness (On M. Bakhtin and L. Vygotsky)

Each person has a stream of consciousness. And everyone can agree with Gustav Shpet, who argued that “...The play and life of consciousness – word on word – is a dialogue”. The dialogue and the word reveal the discrete nature of consciousness that we experience as its corpuscles and quants beat in our temples or its waves overflow us. The discrete nature of consciousness is the foundation for the attempts to structure the stream of consciousness. The presentation will be one of the attempts to approach such a structure. It is based on the Bakhtin’s ideas of being, dialogism, polyphonic thought, and Vygotskian idea of the sense-structured consciousness.

The stream of consciousness includes three layers: *existential* (directly-intuitive), *reflective* (indirectly-discursive), and *spiritual* (dialogic). Each layer is comprised with the acts that create it: the *existential layer* is created as the result of interaction between the biodynamic aspect of action and sensual aspect of image; *reflective* emerges in the process of acts of becoming critically aware of senses and meanings; *spiritual* is created through the acts of dialogic relationship of I – Other. Both horizontal and vertical interrelationships of these acts are analyzed in the structure. Each of these acts have an affective aspect, as well as consciousness as a whole. This “wholeness” of consciousness is the reason for experiencing suffering and “perezivaniye” (living through – Translated from Russian – ELS) (Vygotsky, Dostoyevsky).

The whole system of relationships in the consciousness and relationships of the consciousness with the world objectifies subjective and subjectivize/personalize objective. It creates the foundation to consider the being of consciousness as a whole as well as its ontology. The development of consciousness through multiple acts is considered as heterogenesis and as one synchronic act (*durée*). It will be argued that the leading role on the structure of consciousness should be of its spiritual layer – dialogue.

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Dialogue under check: Negotiation of training agreement in training on role change. The perspective of cultural organizational psychology

The paper shows the building process of psychological contract within a training program, promoted for professionals of a complex organization that manages networks of services and centres for child education in nursery school providing training, consultancy, support and innovation strategies. People were asked to go forward their specific field of traditional competencies, in order to build a broader approach in their work, according with more integrated work processes, with less superimposition and with better proximity with the stakeholders and the direct clients of the service.

Our work will point out the challenge of putting into dialogue the “oneself” and the “themselves”, crossing oppositions, refusals, organizational and institutional involvements, affiliations and conflict dynamics.

Particularly, analyzing conversational pieces stemmed from training sessions, the paper underlines the dialogue configuration as conflict, strengthening the constructive vs destructive modes of its expression, assuming both the dialogue between trainees and their relationship with trainers.

The paper proceeds in reading dialogism through the lens of cultural organizational psychology approach, discussing how the conjoint building of the recognition of the embedded relation between “you” and “other” passes through various dimensions: e.g. role, institutional bonds, power dynamics, interests opposition and composition, managing transaction, conversational practices and communicative negotiations.

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The foundation for a dialogic grammar

This article discusses what empirical foundation is needed to construct a dialogic grammar. When building grammars, linguists first set up a “data base” that can contain the language data relevant for its understanding of linguistic/discourse structure (Givon 1979). This article analyzes the established language data bases that underlie mainstream linguistics and conversation analysis, and then discusses: what language data base a dialogic grammar needs; the problems of setting up such a data base, and the methodological and empirical restrictions of such a language data base.