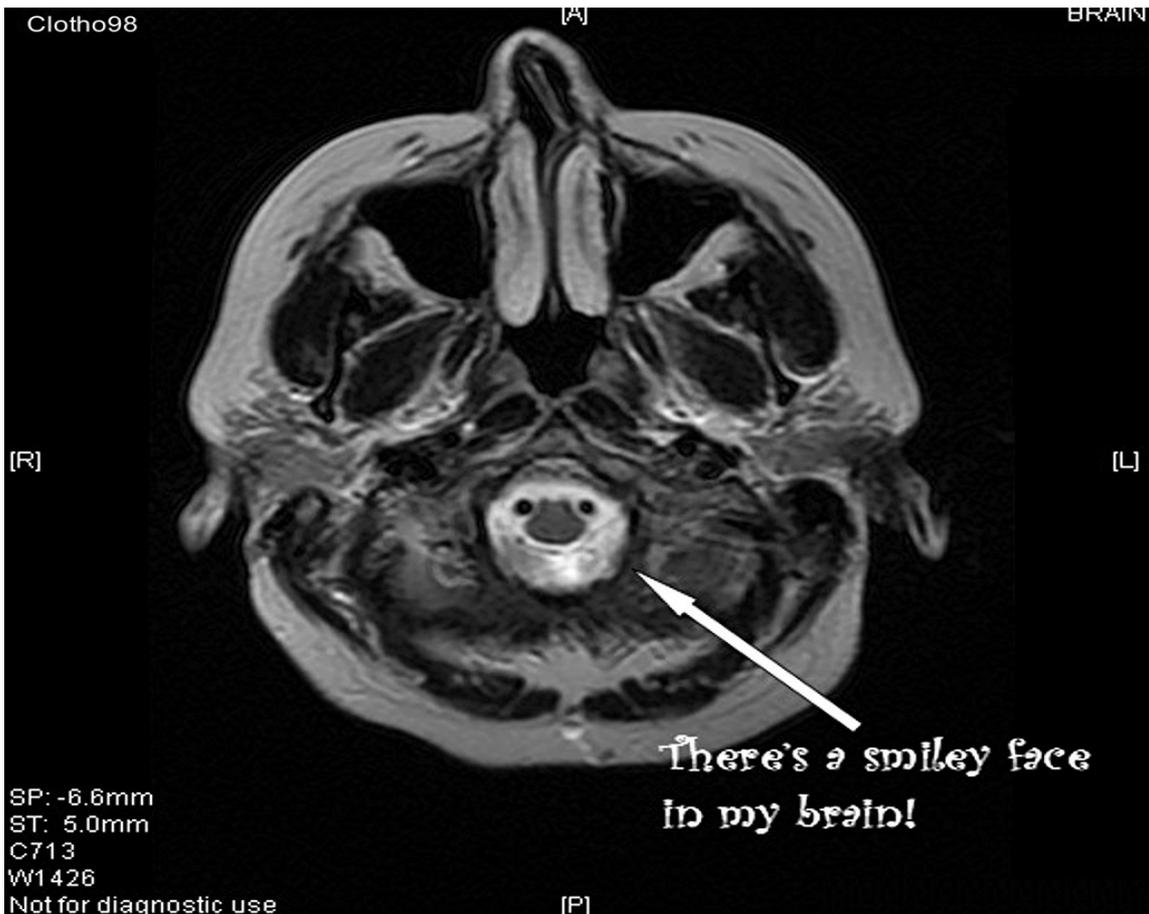


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# FAGLIG DAG

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**BrainFood Seminar - May 24th 13:00 -16:30 - Room O97**



## The Department of Language and Communication

warmly welcomes you to its annual professional development event, or 'faglig dag' as it's known more locally. This year, as last, we offer a **BrainFood Seminar** featuring three invited speakers who we are sure will put **smiley faces** in our brains. Following their talks, there will be an open discussion and, rumor has it, there will be a reception afterwards.

Turn the page and find out more about our speakers and what they will speak on. The ambition of BrainFood seminars is to stimulate reflection and discussion on our two most important concepts within the department- **Language and Communication**.

## Program:

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**13.00 - 13.15 - Introduction**

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**13.15 - 14.00 - Elisabeth Dalby Kristiansen**

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**14.00 - 14.45 - Thomas Wiben Jensen**

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**14.45 - 15.00 - Pause**

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**15.00 - 15.45 - Laila Kjærbaek**

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**15.45 - 16.30 - Open discussion**

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**16.30 – Reception - at Rasmus Rask**

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# ‘Vil du ha en lille pose til det?’ How buyers and sellers manage the closing of buying and selling encounters

*Elisabeth Dalby Kristiansen*

In the Velux-funded RESEMINA project, we aim to describe and discuss differences and similarities in how people do shopping online and in brick-and-mortar shops. A necessary point of departure for such a discussion is an understanding of how shopping actually takes place on the web and face-to-face. Therefore, I am currently developing ethnomethodological conversation analyses of some of the practices that customers take part in when they shop. In particular, I focus on how customers and sales personnel organize transitions in connection with shopping: How do people who enter shops become customers? How do customers become buyers? And how do buyers cease to be buyers?

In my talk, I will present some of these analyses, focusing on the closing of buying and selling encounters. On the basis of a collection of video recordings of buying and selling encounters, I will describe how buyers and sellers jointly organize the transition from doing buying and selling to the point where they have disengaged from the interaction so that the buyer can leave the shop with the purchased items. I will discuss the shared assumptions about shopping encounters which this indicates and discuss whether and to what extent such shared assumptions may be related to the activity of shopping online.



## **Elisabeth Dalby Kristiansen**

I am a postdoc at the Velux-funded project RESEMINA - ‘The resemiotisation of buying and selling interaction’. I work within the field of ethnomethodology and conversation analysis, and I’m interested in how competence is organized in interaction. This includes e.g. how participants orient to their own and others’ competence in a second language, how English is used as an academic language by university students, how persons with dementia participate in social interaction, and how buyers and sellers accomplish a sales encounter in brick-and-mortar shops or online.

# Metaphor as experience. An analysis of audio-visual campaign videos

*Thomas Wiben Jensen*

In this talk I will discuss and attempt to answer the question of how we perceive metaphor, or a double layer of meaning, in videos. Traditionally, metaphor has been defined as “understanding and experiencing one kind of thing in term of another”. However, this definition was based on observations of language (primarily written language) and there has been a tendency to focus on the understanding part on the expense of the part about experience. But when it comes to the study of moving images experience and affect takes center stage. Following from this, I will argue for a view on metaphor, or metaphoricity, in videos involving both text, sound, music and moving images as motivated by experiential affordances. Such an ecological perspective entails a focus on the way that different sensory inputs, provided by semiotic resources, come with distinct possibilities and constraints for meaning making that in different ways contribute to a metaphoric experience of doubleness in meaning. I will lay out this perspective and apply it to an analysis of a campaign video from DR (Danish National Television) which was broadcasted in the fall of 2017 as part of a larger campaign to get people to vote for the municipal elections (Jensen and Greve in press). To understand how the video works it is mandatory not to look upon the sensory inputs in isolation, but to treat them as a functional whole. Taken together they enact a metaphoricity involving a condensation in meaning and a potential for affective transformation that is crucial in order to carry the message of the video. The analysis will also illustrate how metaphor in audio-visual products, such as the campaign video, have a different ontological character involving sensation, affect, and temporality to a much larger degree than metaphor in written texts or verbal interaction.



## **Thomas Wiben Jensen**

I am Associate Professor in Danish language and communication at ISK. My research interests include an ecological approach to language, cognition and meaning making in general. Currently I am involved in EPICLE, a three-year research project supported by the VELUX Foundation that investigates the basis for emotional and cognitive change for patients in psychotherapy. Another part of my research interest is devoted to developing an ecological approach to the study of metaphor in embodied interaction as well as in multimodal and audio-visual products.

# Language in Kindergarten Class – A language program for kindergarten classes in the Danish ghetto districts

*Laila Kjærbæk*

The Danish government has proposed that, from next school year, it will be obligatory for 5-6 year old pupils in kindergarten class (0 grade) in schools with more than 30 percent of their pupils from one of the 29 Danish ghetto areas, to pass three language tests (in August, February and May) in order to be allowed to start in 1st grade (<https://www.retsinformation.dk/eli/ft/201812L00060>).

The Danish Ministry of Education has assigned a consortium consisting of Deloitte, SDU and three university colleges the task of developing these language tests as well as a language support program consisting of a) general language stimulation for all children in these kindergarten classes throughout the school year; b) intensive and focused language stimulation for children with poor language skills; c) suggestions for parent involvement (parents will receive clear requirements to stimulate their child's language); and d) a summer camp with intensive language stimulation for children who do not pass the language tests.

In my lecture I will talk about the program we have developed – which is now being tested at 23 schools that volunteered to participate in the trial period – and briefly discuss my experiences of collaborating with in-house colleagues, external collaborators and contracting authority.



## **Laila Kjærbæk**

I am Associate Professor in language acquisition affiliated with the Center for Language Learning. My research and teaching interests include monolingual as well as bi- and multilingual language development. In my current research I focus on monolingual Danish-speaking children's development of morphology (inflection, compounding and derivation) up to the age of 10 years.