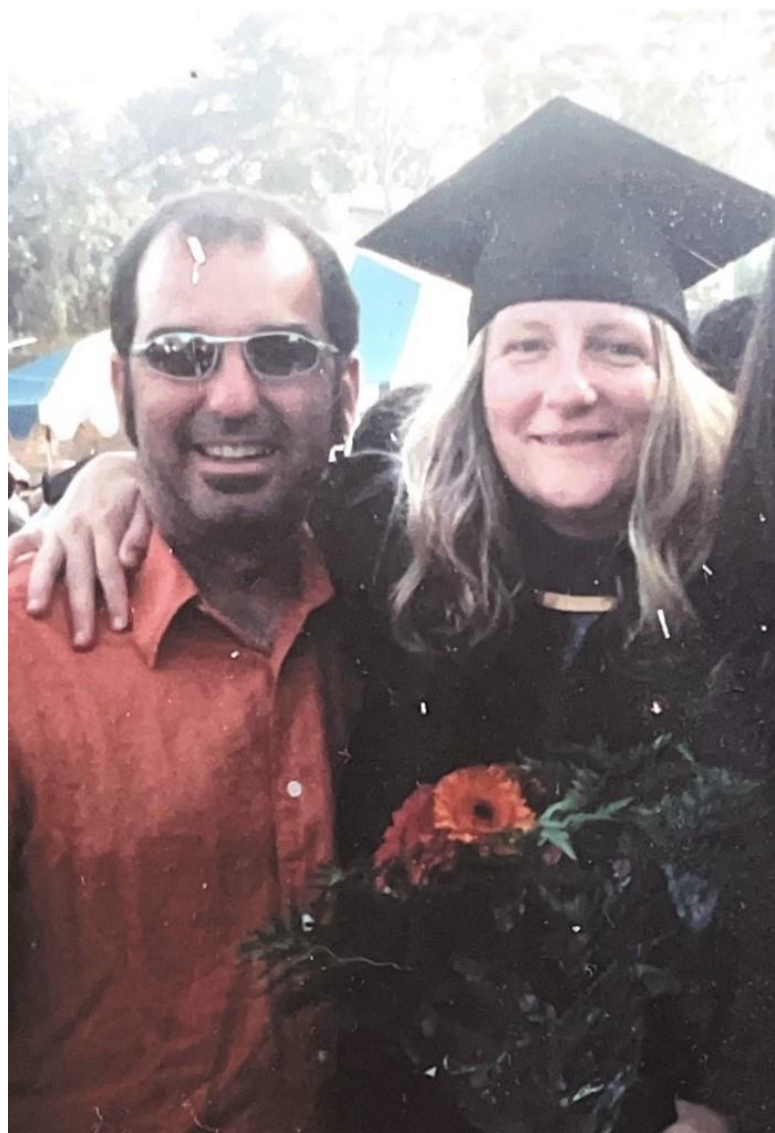




*A Symposium in honour of
Associate Professor Barbara
Kelly*



E. E. CUMMINGS

—
[I carry your heart with me (I carry it in)]

i carry your heart with me (i carry it in
my heart) i am never without it (anywhere
i go you go, my dear; and whatever is done
by only me is your doing, my darling)

i fear no fate (for you are my fate, my sweet) i want
no world (for beautiful you are my world, my true)
and it's you are whatever a moon has always meant
and whatever a sun will always sing is you

here is the deepest secret nobody knows
(here is the root of the root and the bud of the bud
and the sky of the sky of a tree called life; which grows
higher than soul can hope or mind can hide)
and this is the wonder that's keeping the stars apart

i carry your heart (i carry it in my heart)

Program

- 9:00AM **Registration Opens**
- 9:15AM **Welcome and Opening of the Symposium**
Professor Lesley Stirling
University of Melbourne
- 9:30AM **Plenary: Gestures, words, and early communication:
Barbara F. Kelly's contributions to language acquisition**
Professor Eve Clark (via Zoom)
Stanford University

Child language/Multimodality – Rebecca DeFina (Chair)

- 9:50AM **Knowing when and when to know; the centrality of time
in orchestral rehearsal**
Katharine Parton
- 10:10AM **Sketching Child and Child-Directed Verb Use in
Murrinhpatha**
Bill Forshaw¹ & Rachel Nordlinger² Lucy Davidson³
^{1, 2, 3} University of Melbourne
- 10:30AM **Two-part vowel modifications in Child Directed Speech in
Warlpiri may enhance child attention to speech and
scaffold noun acquisition**
*Rikke Bundgaard-Nielsen¹, Carmel O'Shannessy², Yizhou Wang³,
Alice Nelson⁴, Jessie Bartlett⁵ & Vanessa Davis⁶*
¹University of Melbourne, ^{2, 3, 6} Australian National University, ^{3, 4}
Red Dust Role Models, Alice Springs
- 10:50AM **Barb Kelly and the 'Body, Language and Socialization'
Project**
Alan Rumsey
Australian National University

11:15AM **Morning Tea**

11:45AM **Multimodal strategies for sustaining attention between young Arrernte and Warlpiri children and their caregivers**
Carmel O'Shannessy¹, Jenny Green^{2,1}, Ashleigh Jones^{3,1}, Vanessa Davis^{4,1}, Jessie Bartlett⁵, Alice Nelson⁵
¹Australian National University, ²University of Melbourne,
³Macquarie University, ⁴Tangentyere Council Research Hub,
⁵Red Dust Role Models

L2/Multilingualism – Celeste Rodriguez Louro (Chair)

12:05PM **The role of lexeme validity and category representativeness as indices of collostructional knowledge in the acquisition of the as-predicative by English L2 speakers**
Ivana Domazetoska & Helen Zhao
University of Melbourne

12:25PM **Multilingualism and mobility at the Maningrida footy**
Jill Vaughan¹ and Abigail Carter²
¹ Monash University, ²Maningrida College

12:45PM **Telling a murrinh stori or a story: Is there a difference?**
Lucy Davidson¹, Jill Wigglesworth², Vincent Murphy³ and Eleanor Jorgensen⁴
^{1, 2, 4} University of Melbourne; ³University of Oxford

1:05PM **Lunch**

1:50PM **Language use and identity among Singaporean adolescents in online games**
Felicia Lee
University of Melbourne

Program

Methods and Approaches to Language Research - *Rikke Bundgaard-Nielsen (chair)*

- 2:10PM **Double cross: Dalabon kintax through time**
Nick Evans
Australian National University
- 2:30PM **The proof is in the pudding: Barb's legacy as impetus for social justice**
Celeste Rodriguez Louro
The University of Western Australia
- 2:50PM **Linguistic diversity in child language acquisition research**
Evan Kidd
Australian National University
- 3:15PM **Afternoon Tea**

Health Communication – Katharine Parton – (Chair)

- 3:30PM **Trust in COVID-19 related health communication**
Maria Karidakis, Giuseppe D'Orazi & John Hajek
University of Melbourne
- 3:50PM **Natural Disasters elicit spontaneous multimodal iconicity in onomatopoeia &. gesture: Earthquake narratives from Nepal and New Zealand**
Lauren Gawne¹, Kristine A. Hildebrandt² & Suzy J. Styles³
¹La Trobe University, ²Southern Illinois University, ³Nanyang Technological University
- 4:10PM **Bear in a Window: Australian children's perspectives on lockdown and experiences of the COVID-19 pandemic**
Chloe Diskin -Holdaway
University of Melbourne
- 4:30PM **Closing remark**
Maria Karidakis
- 4:40pm **Drinks**



ABSTRACTS

Knowing when and when to know; the centrality of time in orchestral rehearsal

Katharine Parton

This paper examines how orchestral musicians orient to and construct layers of time and temporal relationships using physical spaces, their bodies, talk and cultural artefacts. It discusses how musicians share what they know about 'time' as time itself unfolds across rehearsal and how they use their bodies as a resource for perceiving, marking and sharing that knowledge. This paper argues that musicians' conceptualisations of time are held within and created by musicians' bodies in interaction both with one another and the music itself. The analysis builds on previous work which showed that musicians use their bodies as an important part of their knowing in interaction and explicitly mark their musical and interactional knowledge as coming from and through their bodily perceptions (Parton 2014). This paper uses the moments in musician interaction when the shared understanding of time is disputed to reveal how orchestral musicians use talk and gesture to do the work, the "rehearsal", of the ensemble by deploying their knowledge and knowing about time, their perceptions of unfolding time and how their bodies are creating and changing within time.

This study uses an interactional methodology (informed by sequential CA analysis as well as gestural analysis) in combination with a distributed cognition approach and is also informed by ethnographically based observation of an orchestra over a period of 4 months. The data examined, using ELAN, is from a corpus of 22 hours of footage, from 4 digital cameras of a professional orchestra in rehearsal with a professional conductor collected as part of a project examining musician interaction.

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Knowing when and when to know; the centrality of time in orchestral rehearsal



Sketching Child and Child-Directed Verb Use in Murrinhpatha

Bill Forshaw, Lucy Davidson & Rachel Nordlinger

University of Melbourne

We joined with Barb, Jill Wigglesworth and Joe Blythe over a decade ago to undertake a project documenting the acquisition of Murrinhpatha, one of the few Australian languages still being acquired by children as a first language (Davidson, 2018; Forshaw, 2021; Forshaw et al., 2017; Kelly et al., 2014). In a field which continues to be dominated by studies of a small number of mostly Indo-European languages (e.g. Kidd & Garcia, 2022), we sought to explore the acquisition of a polysynthetic Indigenous Australian language, a typologically and culturally underrepresented language in acquisition research.

We identified the need to adapt language acquisition research methods to investigate Murrinhpatha successfully and ultimately to enable greater linguistic diversity within the field (Kelly et al., 2015). Along with numerous colleagues, Barb continued this endeavour developing the Acquisition Sketch Project. This project "provides a framework for documenting and describing child and child-directed language in a diverse range of languages and cultures" (p.i) based on 5-hours of data between age 2 and 4 (Hellwig et al., 2023).

In this paper we continue the development of the Murrinhpatha Acquisition Sketch planned by Barb and colleagues. Based on 5-hours of Murrinhpatha acquisition data, we analyse verb use in child and child-directed speech. Murrinhpatha verbs exhibit several challenges for the language learner and current theories of acquisition. Verbs may be long complex structures composed of many morphemes that are prone to omission. Verbs also encode subject person/number and tense/aspect/mood resulting in large verbal paradigms which cannot easily be generated from general patterns (Nordlinger, 2015). We contrast our findings of children's verb use with findings based on a larger corpus (Forshaw, 2021) considering how differences in corpus size impact analysis with regards to Murrinhpatha. We then provide a comparison of child and child-directed verb use. Both child and child-directed verb use have been described as paradigmatically restricted (Forshaw, 2021; Nordlinger et al., 2017). In this paper we provide the first comparison of verb use in child and child-directed speech drawn from the same language sample.

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Two-part vowel modifications in Child Directed Speech in Warlpiri may enhance child attention to speech and scaffold noun acquisition *Rikke Bundgaard-Nielsen*¹, *Carmel O'Shannessy*², *Yizhou Wang*³, *Alice Nelson*⁴, *Jessie Bartlett*⁵ & *Vanessa Davis*⁶

¹University of Melbourne, ^{2,3,6} Australian National University, ^{3,4} Red Dust Role Models, Alice Springs

Study 1 compared vowels in Child Directed Speech (CDS; child ages 25-46 months) to vowels in Adult Directed Speech (ADS) in natural conversation in the Australian Indigenous language Warlpiri which has three vowels (/i/, /a/, /u/). Study 2 compared the vowels of the child interlocutors from Study 1 to caregiver ADS and CDS. Study 1 indicates that Warlpiri CDS vowels are characterised by fronting, /a/-lowering, fo-raising, and increased duration, but not vowel space expansion. Vowels in CDS nouns, however, show increased between-contrast differentiation and reduced within-contrast variation, like what has been reported for other languages. We argue that this two-part CDS modification process serves a dual purpose: Vowel space shifting induces IDS/CDS that sounds more child-like, which may enhance child attention to speech, while increased between-contrast differentiation and reduced within-contrast variation in nouns may serve didactic purposes by providing high-quality information about lexical specifications. Study 2 indicates that Warlpiri CDS vowels are more like child vowels, providing indirect evidence that aspects of CDS may serve non-linguistic purposes simultaneously with other aspects serving linguistic-didactic purposes. The studies have novel implications for the way CDS vowel modifications are considered and highlight the necessity of naturalistic data collection, novel analyses, and typological diversity.



<https://images.theconversation.com/files/533618/original/file-20230623-17-bkcggv.png?ixlib=rb-1.1.0&rect=59%2C84%2C1963%2C1259&q=45&auto=format&w=926&fit=clip>

Barb Kelly and the 'Body, Language and Socialization' Project

Alan Rumsey

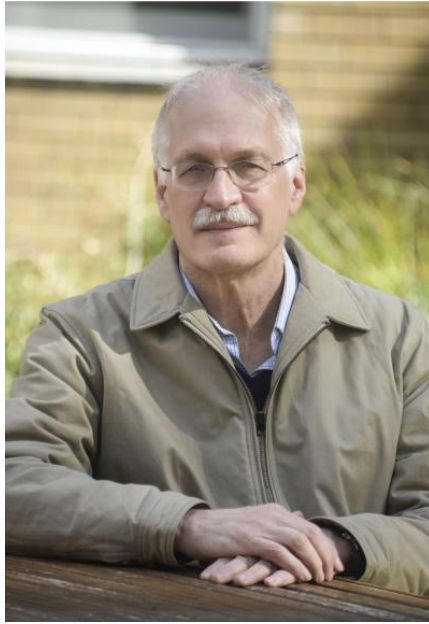
Australian National University

My contribution to the symposium in honour of Barb Kelly will focus on the crucial role she played in the genesis and start-up of a new ARC Discovery project I am leading entitled 'Body, language and socialization across cultures'. The project is a large comparative one in which we are studying the role of communicative multimodality in children's language socialization in five very diverse sociocultural settings around the world: in the Ku Waru region of highland PNG, a Mayan-language speaking village in southern Mexico, the Murrinhpatha speaking community of Wadeye in Northern Australia, and middle-class English- and French-speaking families in Los Angeles and Paris respectively. Barb's work provided a key stimulus to this project in that she was one of the first linguists to carry out naturalistic studies of the role of gesture and other non-verbal actions in children's early language acquisition. That was in fact the subject of her first academic publication (Kelly 2001) and her subsequent PhD thesis (Kelly 2003), and a continuing strand of her later work, albeit increasingly intertwined with others. Barb was to have been a Chief Investigator on our project, working with postdoc Lucy Davidson on its Wadeye component and helping us to develop the project's comparative focus. In July of 2022 a 'pre-project' conference and workshop were held at ANU that were attended by most of the project's participants from around the world and other interested Australian-based researchers. Drawing on the presentation that Barb gave there and on my familiarity with her other work, I will discuss its implications for the developmental and cross-cultural study of communicative multimodality, and the pathways I believe Barb's work has opened up for further exploration.

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Multimodal strategies for sustaining attention between young Arrernte and Warlpiri children and their caregivers

Carmel O'Shannessy¹, Jenny Green^{2,4}, Ashleigh Jones³,

Vanessa Davis^{4,1}, Jessie Bartlett² & Alice Nelson⁵

¹ Australian National University, ²University of Melbourne, ³Macquarie University, ⁴Tangentyere Council Research Hub, ⁵Red Oust Role Models

The ARC Little Kids Learning Languages project aims to better understand the contexts of child language development for First Nations children in Central Australia. A major aim of the project is to provide an empirical evidence base for health and education professionals about the language strengths of the children in early childhood. Despite the presence of targets for early childhood in policy, for instance in Closing the Gap targets, the research in this area is limited. So far there has been little focus on speakers' use of multimodal resources, even though these are documented for adult communication (e.g., Kendon, 1988; Wilkins, 2003; Green, 2014; Ellis et al., 2019; Green et al., 2022). A key component of early language and cognitive development is achieving and maintaining joint attention between interactants (Tomasello, 1986). In the families participating in the Central Australian study joint attention is achieved through a range of multimodal, multilingual strategies. In this talk we explore mechanisms for gaining, directing, and holding attention, between adults and children. Twenty-two families were video-recorded interacting in story-telling and free-play activities. In analysing these we draw attention to both cross-linguistically common strategies and those indicating cultural continuity.

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-



Parent and child talk together

<https://little-kids-learning-languages.net/about/>

The role of lexeme validity and category representativeness as indices of collocation knowledge in the acquisition of the as-predicative by English L2 speakers

Ivana Domazetoska & Helen Zhao

University of Melbourne

The present study aims to investigate English second language (L2) speakers' fine-grained collocation knowledge of the as-predicative construction. The as-predicative is a complex-transitive construction with an attributive function (Gries et al., 2005), formally marked by the particle *as* inserted between a patient argument and a predicate complement (e.g., The transaction is regarded as a change of investment). Collocations are associative bundles of lexemes and constructions, the association between which we formally index as collocation strength (Stefanowitsch & Gries, 2003). We conceptualize association as a unidirectional relationship between a lexeme and a construction, i.e., certain lexemes may reliably predict the use of a specific construction, however, they may not be representative enough of the broader constructional category, which may pose a learning problem, particularly for L2 speakers (Ellis, 2006). That is why in our study we measure collocation knowledge as the extent to which a verb reliably predicts the construction, L'.P1(construction|verb), and the extent to which the construction evokes the verb, L'.P2(verb|construction). Using the British National Corpus (BNC), we retrieved the top 74 lexemes that occur in the as-predicative, and using a corpus analysis, classified them according to their predictive validity (L'.P1) and their membership representativeness (L'.P2). Then, by crossing these two conditions (validity x representativeness), we created 24 test items comprising context-setting sentences and a sentence fragment to be completed with a suitable argument structure that matches the meaning of the context sentences (see Table 1). We predict that L2 speakers will supply the intended construction more readily in those instances where the lexeme is both a reliable predictor and a representative category member, whereas they will do so less readily where the lexeme is less reliable and representative. Furthermore, we expect that higher proficiency learners will supply the target construction even in less predictable and less representative conditions, which would suggest that increasing L2 proficiency contributes to broader collocation knowledge warranted by the targeted semantic contexts. The findings will finetune our understanding of L2 collocation knowledge as an associative vortex in which the distributional behaviour of verbs and constructions is closely monitored and integrated in the L2 mental lexicon.

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Multilingualism and mobility at the Maningrida footy

Jill Vaughan¹ & Abigail Carter²

¹ Monash University, ²Maningrida College

Every dry season in Maningrida (north-central Arnhem Land), around ten teams compete for the Grand Final trophy in the local Australian Rules Football league. Footy is serious business and cultural practice in the region, a major focus for social integration and a "high mobility event" (Kral 2012: 63; Altman & Hinkson 2007). Communication at the footy is intensely multilingual, drawing on diverse resources from the region's small-scale multilingual ecology. The games and the oval are 'hybrid spaces': spaces shaped by the interaction of diverse groups, institutions and ways of speaking, and characterised by "official scripts and counterscripts" (Gutierrez et al. 1999: 287). Such spaces are created and transformed agentively through the shared endeavours of multilingual communicators (Pennycook and Otsuji 2014). Local football teams have strong associations with regional clan groups and, by extension, with broader identity categories, especially language groups. The composition of teams, social practices around games, and language choices during games reflect long-term intergroup alignments and divergences, while also responding to the shifting demands of the local interactional context.

This paper draws on collaborative research to explore the deployment of multilingual repertoires at the Maningrida football. Data consists of recordings of commentary and public crowd talk from three Grand Finals as well as several regular matches and coaching sessions between 2014 and 2019. In analysing multilingual strategies drawn on in commentators' and crowd speech, we consider how reflexes of small-scale

multilingualism play out in this contemporary forum and how resources from long-standing local languages as well as more recent arrivals (English, Kriol) are 'soft-assembled' (Garcfa & Li Wei 2014: 25) in the moment to meet communicative needs.

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Telling a *murrinh stori* or a *story*: Is there a difference?

Lucy Davidson¹Jill Wigglesworth¹, Vincent Murphy² & Eleanor Jorgensen¹

¹University of Melbourne, ²University of Oxford

Children's stories provide a window onto a number of different aspects of their communicative development. Not only are their emergent narrative skills revealed, but narratives also reflect their developing linguistic, pragmatic and perspective-taking abilities (e.g. Berman & Slobin, 1994; Hickman & Hendriks, 1999). A large amount of research in this field has drawn on narratives elicited by wordless picture books. Such data is valuable because it allows for comparability between speakers, and also across languages. In this paper we present a comparative study of picture-elicited narratives by children in middle childhood. funded by an ARC Discovery Project to Barb and Jill. We compare stories told by children in Wadeye, NT, who speak the traditional Aboriginal language Murrinhpatha, with stories told by English speakers from a similar socioeconomic background living in country Victoria. The narratives in both datasets were elicited using the same wordless picture books (O'Shannessy, 2004), with materials presented on an iPad. The ages of the children in each community who participated in the study were 7, 9, and 11. A fluent Murrinhpatha community member elicited the narratives from the children in Wadeye and a research assistant familiar with the communities in Victoria elicited the English narratives. The narratives were transcribed and the Murrinhpatha stories translated and glossed. Both sets of elicited narratives were then coded by a research associate to ensure comparability. In this presentation, we focus on the ways in which the children introduce, and subsequently maintain or switch references to the characters throughout the story and examine in detail the similarities and differences between the children in these two contexts.

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https://arts.unimelb.edu.au/_data/assets/image/0003/3320094/Wadeye-school.jpg

Language use and identity among Singaporean adolescents in online games

Felicia Lee

University of Melbourne

This study explores the stylistic practices and identity enactment in Singaporean adolescents when they play collaborative online games with their friends. Given that young people consume digital media more than ever in today's technologically advanced era, this study hopes to shed some light on the communicative patterns, both linguistic and non-linguistic, that they employ in interactions to enact fleeting and multiple identities through talk. Taking into consideration cross-disciplinary theories and methods from Interactional Sociolinguistics, Third Wave Sociolinguistics and Linguistic Anthropology, this study aims to connect macro- and micro-level factors that influence adolescents' use of certain communication strategies or stylistic practices in their interactions, and at the same time explain the processes of identity enactment in these adolescents when they use these communication strategies or stylistic practices.



Double cross: Dalabon kintax through time

Nick Evans

Australian National University

In this paper I pay tribute to Barb Kelly's longstanding interests in social cognition and the restless elusiveness of linguistic analysis when we look at real speakers.

Though Australian languages have long been well-known for the many ways in which kinship categories find their way into the grammar (Hale 1966), particularly of pronouns and pronominal affixes, the emphasis has largely been on essentialised, static systems. Standard typologies of kinship-sensitive pronouns, for example, have identified such binary oppositions as 'even-numbered vs odd-numbered generations' (= 'harmonic/disharmonic'), 'same-patrimoiety' vs 'opposite-patrimoiety', and 'same-matrimoiety' vs 'opposite-matrimoiety', along with various combinations of these, in addition to systems based on more specific kinship relations such as mother-child or sibling relationships.

Dalabon is a language that has long been identified (since Alpher 1982) as exhibiting a kinship-based opposition in dual bound pronouns based on a 'harmonic vs disharmonic' contrast, namely 'even-numbered generations' (e.g. siblings, spouses, grandkin) vs 'odd-numbered generations' (e.g. parents and children, nuncles and niblings). In fact, Alpher already mentioned some interesting exceptions or extensions, sometimes based on other contrasts (e.g. Aboriginal person/ European) or wrinkles in the kinship system (e.g. cross-cousins being treated as disharmonic). However, accumulating evidence over the following four decades, gathered from a wide range of speakers by several different investigators using different techniques, points to a much more complex picture, not just in terms of the mapping of kinship relations onto the 'harmonic vs disharmonic' contrast (e.g. for some speakers the 'disharmonic' term is predominantly used in relation to spouses), but also in terms of other grammatical uses, including the disambiguation of reciprocals from reflexives, and a special type of 'convergent' switch-reference.

What links all these uses together in a single semantic diasystem, I will argue, is a concept of location on, or convergence from, opposite sides, which is often metonymically linked to actual physical movements bringing different kin together.



The proof is in the pudding: Barb's legacy as impetus for social justice

Celeste Rodriguez Louro

University of Western Australia

In December 2005, six months after arriving in Australia, I was treated to a delectable pudding at Barb Kelly's Christmas function. At this time, I was also introduced to Barb's position that language is always about people, and that linguistic research must include "diverse languages and socio-cultural contexts" (Kelly, Kidd & Wigglesworth, 2015: 279).

In this paper, I discuss how Barb's functionalist linguistic training during my PhD candidature at Melbourne University (2005-2009) equipped me to innovate during my ARC DECRA project (Rodríguez Louro, 2018-2022). The DECRA focused on Aboriginal English (AE), a post-invasion contact-based variety of English used by approximately 80% of First Nations people in Australia (Rodríguez Louro & Collard, 2021a: 5), and one which strengthens "Aboriginal ways of communicating" (Eades, 2012: 474). The AE data for the DECRA was collected in Nyungar country, Southwest Western Australia. At the start of the project, settler sociolinguists suggested adapting Labov's sociolinguistic interview to suit the cultural needs of the field site. Instead, Nyungar scholar Glenys Collard recommended using "yarning", a First Nations form of storytelling and conversation. This innovation allowed us to "hear the voices" of speakers rarely featured in sociolinguistic research" (Rodríguez Louro & Collard, 2021b: 788). The decisions that led to the use of yarning as a method of data collection were grounded in Barb's embrace of socio-cultural uniqueness, and linked to Barb's own interest in how language mediates health outcomes (Levinson, Ho, Kelly, Gellie & Rouse, 2017). We were similarly motivated when we used AE and the oral genre of yarning to understand variation and change in storytelling (Rodríguez Louro, Collard, Clews & Gardner, 2023), and to script two original medical videos for First Nations communities (Rodríguez Louro & Collard, 2021c).

This participatory research model has made it possible to re-think the discipline of linguistics as a more inclusive and socially just enterprise (Charity Hudley, Mallinson & Bucholtz, 2020: e224). Over 17 years have passed since Barb's delectable pudding, but the proof lives on. Barb's legacy has crystallised into a paradigm that centres diversity and inclusion and honours social justice.

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Linguistic diversity in child language acquisition research

Evan Kidd

Australian National University

In this talk I combine two things that were close to Barb's (research) heart: (i) the acquisition of minority and understudied languages, and (ii) archival research. I first present an analysis of language coverage in the child language acquisition literature, showing that our current evidential base is severely skewed towards English and a handful of mostly Indo-European languages. When compared against data on language endangerment, the data reveal what we will lose if we do not concentrate our efforts on studying acquisition in a way that better accounts for typological diversity. I then describe what will no doubt be one of Barb's lasting academic legacies - the Sketch Acquisition Model - a model for increasing language coverage in child language research.



The Acquisition Sketch Project

Edited by Birgit Hellwig, Shanley E. M. Allen, Lucinda Davidson, Rebecca Defina, Barbara F. Kelly, & Evan Kidd.

Language Documentation & Conservation SP28

https://nflrc.hawaii.edu/lcd/wp-content/uploads/2023/05/LDC-SP28_0_cover.jpg

Trust in COVID-19 related health communication

Maria Karidakis, Giuseppe D'Orazzi & John Hajek

University of Melbourne

Research in shorter term, crisis-driven intercultural communication in CALO and Indigenous health spaces highlights the importance of language in the context of community planning around COVID-19 and vaccine health communication (Wild et al., 2021). Vaccine hesitancy and lack of trust particularly in governments and health institutions has at times been attributed to the speed of the vaccine development and the belief the vaccine process itself is unsafe (Muhajarine, et al., 2021). Distrust in governments and medical institutions also stems from historical experiences of colonisation, discrimination and racism (Shannon, et al. 2022). There is limited research however, that documents how people express their trust/distrust in COVID-19 and vaccine health messaging.

This study draws on 15 semi-structured interviews with First Nations community members who were asked to discuss how they received and understood COVID-19 and vaccine health messaging. We conducted 2 rounds of coding; firstly, using the Working Group Determinants of Vaccine Hesitancy Matrix (2014) and secondly, a discourse analytic framework, with a Discursive psychology approach (Potter, 2012; Potter & Wetherell, 1987). The latter empirically examines the ways in which topics of experience are managed in interaction. Findings show that the participants expressed varying levels of trust that can be placed on a sliding scale (i.e., opposition, support, neutrality, scepticism) in COVID-19 and vaccine health messaging. This study highlights the importance of incorporating the public's concerns and perspectives in planning vaccine policies and programmes so that more targeted and nuanced public health messages can be adopted.

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Natural Disasters elicit spontaneous multimodal iconicity in onomatopoeia & gesture: Earthquake narratives from Nepal and New Zealand

Lauren Gawne¹, Kristine A. Hildebrandt² & Suzy J. Styles³

¹ *La Trobe University*, ² *Southern Illinois University*, ³ *Nanyang Technological University*

This paper draws together our interests in conversational interaction, multimodality, cross-cultural variation and inter-disciplinary collaboration, interests that we all shared with Barb as a collaborator and a colleague.

We compare sensory representation strategies in the stories of two groups who experienced two different, catastrophic earthquakes, in New Zealand (2010-2011) and in Nepal (2015). We coded the first description of the initial tremor of the earthquake for onomatopoeia and gesture for 16 speakers in Nepal, and 16 English speakers from the New Zealand corpus.

Gestures co-occurred with descriptions of the earthquake in 6 Nepali narratives and 5 New Zealand narratives. There was variation in the handshape, orientation and location of gestures, and quantity of repetition varied as well. However, there were consistent differences between the groups: The people in Nepal used gestures with lateral trajectories, while New Zealand English speakers used gestures with vertical trajectories. This supports experimental work that shows iconic gestures often include elements that accurately represent sensory features of the original event but are not included in the spoken channel (Kita & Özyürek 2003: 21).

None of the New Zealand participants used onomatopoeia in their description of the event. People in Nepal used a variety of idiosyncratic onomatopoeia. Where gesture and onomatopoeia were used together they showed close temporal and semantic integration, as Dingemanse & Akita (2017) also demonstrated for Japanese earthquake narratives. This pattern shows convergence of speaker's repertoires when creating novel non-arbitrary forms.

Around half of the narrators described their experiences using iconic strategies. We believe that the shared elements in their communication arise from the shared elements of the sensory experience (Perniss et al. 2010).

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Bear in a Window: Australian children's perspectives on lockdown and experiences of the COVID-19 pandemic

Chloe Diskin-Holdaway

University of Melbourne

This paper examines the reflections of a cohort of Australian children who lived through the 2020-21 COVID-19 pandemic and experienced being in 'lockdown'; a state of largely being confined to the home for long periods daily. We report how children reflect on their experiences and illustrate how reflections draw on similar topics focused on localised child concerns regarding health, education, family, digital engagement, mealtimes and food. Further, we argue for the importance of including children's own voices of lived experience in reports regarding life during the pandemic since these perspectives may differ from those reported by adults on children's behalf.



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