

# A Systematic Review of Second-Person Knowledge Acquisition in First-Encounter Interactions

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**Abstract**—The acquisition of second-person knowledge in first encounters is a relatively unexplored area of investigation. In this study, we aim to shed light on this topic by systematically reviewing published research articles that describe the strategies and patterns observed when people seek to gain knowledge about one another in first encounters. Drawing on the framework of second-person knowledge and epistemics in conversation, we extracted relevant findings from the selected studies and explained the patterns of interactions in different interactional settings. Our findings showed that there are differences in the way second-person knowledge is acquired in both institutional and mundane settings. In institutional settings, the process is often asymmetrical and initiated by the party with institutional power to achieve institutional goals. Participants' professional roles and expertise are emphasized through the display of their epistemic stance and status. Although the party with a lower authority position mostly provides information within their personal experience domain, there are attempts to gain knowledge about their conversational partner using certain conversational strategies. Whereas in mundane settings, second-person knowledge exchange is reciprocal between conversational partners, and this knowledge serves as both a topic and a facilitator for the continuation of conversations. Sometimes, speakers trespass on their partners' epistemic territories to show an inclination toward creating a common ground. The findings of this review provide a better understanding of how people gain, disclose, withhold, and display knowledge about one another during the first encounter, which is an important communication event in everyday interaction.

**Index Terms**—second-person knowledge, first encounter interactions, conversation analysis, systematic review, epistemics

## I. INTRODUCTION

What actually matters in life is who we know rather than what we know (Talbert, 2014). Understanding others is a crucial aspect of social life, and we often acquire knowledge about others from various sources. It is believed that second-person knowledge acquisition occurs through our interaction with others in order to know something about them (Talbert, 2014). Additionally, establishing mutual contact is crucial for us to claim knowledge about someone (Benton, 2017; Bergamin, 2017). This highlights the need to investigate the process of interaction as an intersubjective experience that is vital to understanding second-person knowledge acquisition.

People commonly obtain second-person knowledge through interactions in various contexts, such as sales, medical consultations, and social events. Research in conversation analysis has focused on how interaction partners display their knowledge about each other and exchange information through actions and sequences of actions (Heritage, 2012a, 2012b; Drew, 2018). However, few studies have focused on second-person knowledge acquisition during first encounters, which are important communication events ranging from social conversations to institutionalized meetings such as job interviews and medical consultations. First encounter interactions may have unique characteristics as familiarity from previous interactions is absent, and failure to exchange knowledge may lead to severe consequences for

the participants.

In this paper, we reviewed previous research on first encounters and personal information exchange by focusing on the analysis of conversations. Using a systematic literature review, we categorized and analyzed the findings within the framework of second-person knowledge acquisition (Talbert, 2014) and epistemics in conversation (Heritage, 2012a, 2012b; Drew, 2018). This review seeks to provide a systematic review of past studies that could offer valuable insights into the current state of research on first-encounter interactions and patterns of second-person knowledge acquisition in various contexts.

#### *Perspectives on Second-Person Knowledge*

Studies involving second-person knowledge in social science have long existed since the emergence of the Social Penetration Theory (Altman & Taylor, 1973). The self is seen as a combination of a person's knowledge, feelings, and attitudes. A key concept in Conversation Analysis is self-disclosure; however, the majority of past studies have focused on the process of self-information disclosure (Bangerter, 2000; Svennevig, 2014; Haugh & Carbaugh, 2015) and not the intersubjective process of how people acquire information about others.

Second-person knowledge encompasses at least two factors: "direct, face-to-face interaction" and "an understanding of who that person is in the world" (Talbert, 2017, p. 545). It is founded on the shared realities and experiences of face-to-face interactions. Building on Talbert's ideas, Bergamin (2017) proposed that knowing someone involves both knowledge of how to interact with them (knowledge-how) and propositional facts about them (knowledge-that). Conversation Analysis, which was developed to explain the mechanisms of social interaction through talk, has made important contributions to the understanding of how knowledge about individuals is exchanged in conversation.

#### *Perspectives on Epistemics in Conversation*

The distribution of knowledge in talks was first explored in 1957 by Bolinger, who questioned how access to propositional knowledge impacts the meaning and function of an utterance. Labov and Fanshel (1977) identified different epistemic constellations in therapy sessions, including A-events (known to A but not to B), AB-events (known to both A and B), and B-events (known to B but not to A). Pomerantz (1980) defined two types of knowledge: Type 1 refers to what one has the right and duty to know, while Type 2 relates to what has been inferred. Kamio (1997) proposed the term "territories of information," in which people safeguard their knowledge. These notions of knowledge distribution within the process of conversation have provided a foundation for the later development of Epistemics in conversation (Raymond & Heritage, 2006; Heritage, 2012a, 2012b, 2013a, 2013b; Drew, 2018).

Heritage's (2013a) assertion of the centrality of knowledge distribution and attribution in social interaction highlights the role of epistemic status and stance in driving conversation and shaping action formation. Participants' knowledge status about the facts being discussed (epistemic status) and their attitude toward their own knowledge of the facts (epistemic stance) are key factors in forming their actions in interaction (Heritage, 2012a, 2012b, 2013a, 2013b; Drew, 2018). He introduced the concept of the epistemic engine, which propels the progression of conversation based on each participant's unique access to the epistemic domain, which is represented on a gradient scale as K+ (more knowledgeable) or K- (less knowledgeable). The asymmetry in epistemic status of the discussed facts between participants drives the conversations. Participants position themselves as K+ or K- in their utterances, resulting in an epistemic display of information (Goodwin, 1981). Heritage later introduced the notion of "epistemic ecologies" (2013b), where individuals construct communities of their epistemic network and explore knowledge in normative and moral terms while taking into account entitlements, responsibility, imbalances, and norms (Van Dijk, 2014).

#### *Research Objectives and Questions*

This paper reviewed past studies on first-encounter interactions and discussed their contributions to the understanding of how interaction partners acquire second-person knowledge during first encounters. It aimed to address the following research questions:

1. What contextual practices pertaining to second-person knowledge acquisition are described in these studies?
2. How do speakers in the interactions position themselves epistemically to acquire second-person knowledge?

## II. MATERIALS AND METHODS

A systematic review method was used in this study due to its advantages, such as reducing bias, eliminating irrelevant studies, and producing reliable conclusions. The review process followed the protocol designed by Bultler et al. (2016) for qualitative studies.

### A. *Inclusion Criteria*

The criteria for the inclusion of studies are explained below.

#### *(a) Studies using the Conversation Analysis (CA) framework*

This review focuses on the interaction process. The researchers used Conversation Analysis as one of the primary methods to investigate moment-by-moment interaction.

#### *(b) Initial interactions between two persons*

The scope of this review is on first-encounter interactions.

#### *(c) Second-person knowledge*

The topic of investigation in this review involves the distribution and transmission of knowledge about the speakers

themselves: their background information, personal experience and feelings, and thoughts.

(d) *Journal articles published in the English language*

As a result of limited resources, we were unable to include papers written in languages other than English in this review.

(e) *No publication timeframe*

No publication time frame was imposed in the article search, as the initial search revealed not many articles that could be included.

**B. Search Strategy**

This review adhered to the Preferred Reporting Items for Systematic Reviews (PRISMA) guidelines and the qualitative systematic review technique proposed by Butler et al. (2016). Three of the most used electronic databases in the social sciences were searched for relevant articles: Web of Science (WoS), Scopus, and ScienceDirect.

All searches were conducted between February 15, 2022, and April 30, 2022, using the Boolean strings listed in Table 1. The search strategy included terms describing the following domains: acquaintanceship (second-person knowledge), first encounter, and conversation analysis (see Table 1). Two raters (the first author and a postgraduate student in Linguistics) independently assessed the full texts for eligible studies. Disagreements were resolved by discussion. The reference lists of selected studies were manually searched for additional relevant papers.

TABLE 1  
SEARCH STRATEGIES

Database	Search Terms
Scopus	"first encounter" OR "initial encounter" OR "first conversation" OR "initial conversation" OR "first interaction" OR "initial interaction" OR "first interview" OR "initial interview" OR "blind date" OR "first meeting" OR "initial meeting" OR "first date" [Title/Abstract] AND "conversation analysis" [Abstract/Keywords]
	"acquaint*" OR "rapport" OR "intima*" OR "get to know" [Title/Abstract] AND "conversation analysis" [Abstract/Keywords]
WoS	"personal experience" OR "personal data" OR "personal information" OR "personal background" [Title/Abstract] AND "conversation analysis" [Abstract/Keywords]
ScienceDirect	"job interview" OR "personal interview" OR "opening" OR "beginning" OR "greetings" OR "introduce*" AND "meeting" [Title/Abstract] AND "conversation analysis" [Abstract/Keywords]
	"have not met" OR "unacquainted" OR "stranger" OR "never met" OR "first met" OR "unknown person" [Title/Abstract] AND "conversation analysis" [Abstract/Keywords]

The search of electronic databases identified 372 potentially relevant studies, of which 90 were duplicates. The titles, abstracts, and/or keywords of the remaining 282 articles were initially screened for eligibility. Then, 71 full-text articles were assessed in detail to ensure fulfillment of the inclusion criteria. Finally, 22 articles from 1984 to 2021 that met the criteria were selected (see Figure 1 for the selection process), and their findings underwent data extraction and synthesis.

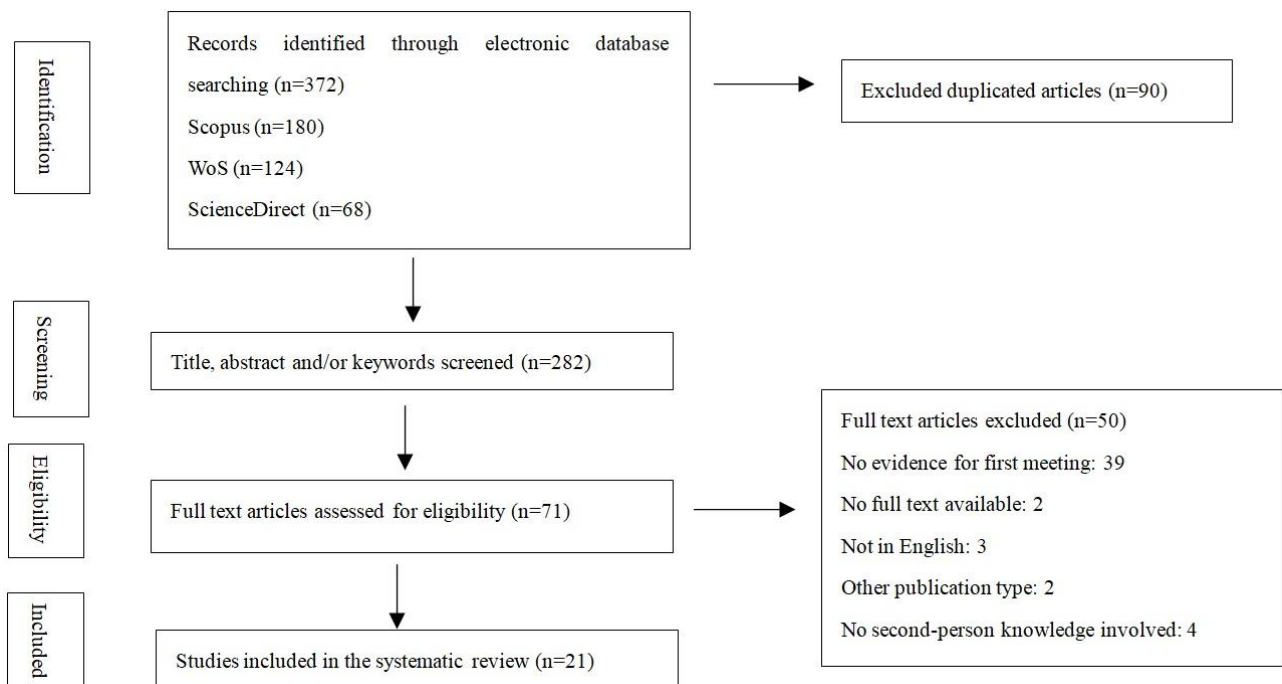


Figure 1. Flow Diagram for the Study Selection

### III. DATA EXTRACTION AND SYNTHESIS

Different types of settings for first encounters were identified, which comprised 9 articles on conversations in clinic encounters between patients and doctors, 7 articles on encounters in other institutional settings involving guests and officials or clerks at service or help centers, clients and attorneys, salespersons and customers, students and teachers, interviewers and job candidates, and 5 articles between ordinary people in mundane settings. Findings related to second-knowledge acquisition from these articles were examined and analyzed through the lens of epistemic analysis in conversation.

#### A. Clinical Encounters

##### (a). *The Practices of Acquiring Second-Person Knowledge*

Clinic interactions revolve around task-oriented collaborations between doctors and patients, aiming to address the patients' physical or mental issues together (Park, 2021). Second-person knowledge exchange in clinics primarily focuses on the patients' personal experiences and perspectives, with the ultimate goal of establishing a diagnosis (Heath, 1992; Heritage & Sefi, 1992; Maynard, 1992). The conversations are guided by doctors who initiate the interaction (Robinson, 1998; Maharani & Suratno, 2018), beginning with symptoms and progressing toward prescribing appropriate treatments (Opsommer & Schoeb, 2014). Doctors employ open-ended questions to elicit patients' main concerns (Park, 2017), while patients assume a supportive role and collaborate with the doctors. In cases involving referral letters, alignment is achieved through recognition between patients and doctors (White et al., 2014). Video-mediated interactions adhere to the rules of face-to-face consultations, with technical issues resolved through negotiation (Shaw et al., 2020). The interactional dynamics exhibit an asymmetry where doctors initiate most of the opening sequences while patients await new sequence initiation, preparing to address their primary complaint collaboratively.

##### (b). *Epistemic Positioning in Acquiring Second-Person Knowledge*

In clinical encounters, epistemic positioning embodies a hierarchical status. When doctors and patients interact, they are both aware of the boundaries of their knowledge territories (Scarvaglieri, 2020). Second-person knowledge acquisition is always initiated by doctors deploying a "K-" epistemic stance in the patients' domain of personal experience. During the process, patients position themselves in "K+" status within the domain of their own experience and feelings, whereas doctors place themselves in "K+" status within the field of providing explanations for their patients' feelings and sickness. When patients intend to cross the epistemic boundary and position themselves as having "K+" status within the doctors' epistemic domain, they use indirect ways to avoid confrontation, such as compliments to the doctors' expertise, to show their preferences toward treatments (Hudak et al., 2010).

These epistemic positionings are exemplified in the following excerpts:

Extract 1 from Park (2021, p. 9) DEN=Dentist PAT=Patient

1 ((DEN sits on the chair, and puts on the mask while looking at the x-ray))

2 DEN: ssip-ul ttay etten sik-ulo aphu-se-yo?

How does it hurt when you bite?

3 (1.5)

4 PAT: ku ikhey ttaktak-han ke-1 mos

It's like I can't bite hard things.

5 (1.1)

6 DOC: (ko-) (0.5) ku: (.) ttaktak-haci anh-un pwupwun-un ettay-yo?

(Uh-) (0.5) Uhm: (.) how about the bits that are not hard?

The dentist asks for information (Lines 2 and 6, Extract 1) in the domain of the patient's symptoms. With questioning, he positions himself as having "K-" epistemic status in the stated matter, starts the specific topical agenda to investigate patients' tooth problems, and solicits the information he needs for treatment. The patient follows the dentist's instructions and provides answers in which he shows a "K+" epistemic stance. The dentist continues to lead the conversation with another question (Line 6). The second-person knowledge in their conversation is about the patient's personal experiences, which is one-sidedly acquired by the dentist and serves the interactional goal of identifying the symptoms of the patient's condition accurately and in a time-efficient manner to make a diagnosis.

Extract 2 from Scarvaglieri (2020, p. 5) PA=patient TH=therapist

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1 PA: Ich ah bin auch bereit daw. ••<br/>meine Situation ah verandem zu wollen<br/>I am ready to •• want to change my<br/>situation.</p> <p>2 <i>Recording starts</i></p> <p>3 TH: Ja↑<br/>Yes↑</p> <p>4 ((1,2s))</p> <p>5 PA: (.)Und ah •• ich weiß nicht, wo wir<br/>jetzt anfangen. ne?<br/>(.)And ah •• I don't know. where to<br/>start, right?</p> <p>6 TH: Hm↓hm↑<br/>Uh↓uh↑</p> <p>7 ((4.7))</p> <p>8 PA: Auf... =Ich weiß nicht auf was<br/>Sie jetzt (.) ah (.) gezielt / ((2.5)) ah<br/>On... =I don't know what you<br/>now (.) ah (.) aim/ ((2.5)) ah</p> <p>9 ((2.8))</p> <p>10 PA: hin ah/ wo Sie gezielt jetzt hin<br/>wollen.</p> | <p>aim/ ((2.5)) ah ((2.8)) ah in which direction<br/>you want to go.</p> <p>11 ((12.0))</p> <p>12 PA: Ja kann'S mir da n bissl ah ((2.0))<br/>auf die Sprünge helfen oder so?<br/>Ja could you help me out ((2.0))<br/>with this a bit, or?</p> <p>13 PA: J à((Rausporn)) Das tu ich gem<br/>natürlich. Ja ich würd sagen wir<br/>Y ès. ((Clears his throat)) Of course<br/>I'll do that. Ya I would say</p> <p>14 TH:fangen da an. wo Sie der Schuh<br/>drückt, ne?<br/>we start with where you feel the<br/>problems lie, no?</p> <p>15 PA: Ja ·Der<br/>Y ès. The</p> <p>16 PA: Schuh. wo mich der Schuh drückt.<br/>Ahh Zum ersten ich hab noch einige<br/>problems. where the problems lie.<br/>Ah At first I did bring some.</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

In this first encounter in psychotherapy, the patient does not know where to start the conversation and asks for prompts from the therapist three times (Lines 5, 10, and 12, Extract 2). However, the therapist responds with "uh" (Line 6) and a long pause (Line 11) instead of giving an explicit answer. In Line 14, the therapist finally asks the patient to start with where the problem lies. The therapist deliberately positions himself as having "K-" epistemic status in the domain of the patient's own experience and perceptions, which makes the patient fully display his "K+" epistemic status in this domain. In this way, the therapist clearly establishes the territory of the epistemic domain for the patient during the process.

In the next session, it is obvious that the therapist has switched to the role of an expert in the domain of his expertise.

Extract 3 from Scarvaglieri (2020, p. 8) PA=patient TH=therapist

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1 TH: Hm↓hm↑((2,5)) Kann natürlich<br/>(Rauspem) mir<br/>Uh↓uh↑ ((2.5)) I could of course ((clears<br/>throat))</p> <p>2 PA: nein, m öcht ich nicht<br/>no, I do not want that.</p> <p>3 TH: folgendes vorstellen, •• dass dass äh •<br/>• jetzt so nach der Entlassung so das kommt,<br/>Was vorher da war<br/>imagine the following •• that ah •• now<br/>like after being released from the hospital things<br/>reoccur that were there before.</p> <p>4 PA: Ja ()<br/>Yes()</p> <p>5 TH: Weil die Klinik bietet ja doch immer ne<br/>Entlastung und so n gewissen Abstand und äh ••<br/>für Sie ja doch auch so n gewissen Zw áng (.) äh<br/>nach außen zu dokumentieren, [dass es Ihnen</p> | <p>gut geht], damit Sie entlassen werden können<br/>und...</p> <p>Because the hospital always comes with<br/>relief and a certain distance and ah •• for you<br/>also a certain pr éssure (.) äh to show to others,<br/>[that you are fine], so that you can be released<br/>and ...</p> <p>6 PA: [Richtig. Ja (des stimmt)].<br/>[True. Yes (that's right)].</p> <p>7 PA: Ja ich muss sagen in [der] Klinik war des<br/>kein<br/>Ya I must say that the hospital</p> <p>8 TH: [Ah ja]<br/>[Uh yes].</p> <p>9 PA:Zwang, da <u>ging</u> s mir gut. Ja? Des des<br/>was no pressure, but that I did feel fine.<br/>Right? It it</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

The therapist deploys a "K+" epistemic stance in the domain of the patient's personal perspective, trying to offer an explanation for the patient's negative feelings after being released from the hospital (Lines 3, 4, and 5, Extract 3). The patient mostly agrees with the therapist's opinions (Lines 4 and 6), though he has epistemic privilege in this domain as the therapist's explanation also comes from the domain of his own expertise. Nonetheless, he demonstrates hierarchical epistemic authority in this domain (Lines 7 and 9) and disagrees with the therapist regarding the pressure imposed by the hospital. With this epistemic display, the patient positions himself as the expert on the experience itself (the "what" of her emotions), while the therapist positions himself as the expert on contextualizing and interpreting this experience (the "why").

- Extract 4 from Hudak et al. (2010, p. 789) DR=doctor PT=patient
- |   |                                               |    |                                            |
|---|-----------------------------------------------|----|--------------------------------------------|
| 1 | PT: an ↑actually I've ↑heard so many          | 9  | (1.0) ((rustling noise))                   |
|   | ↑wonderful things about you, hh from, (0.6) a | 10 | DR: wey::ll, (0.6) yihknow what? (1. 1) we |
|   | customer of mine whose name I don't even      |    | kinda do what we have to.                  |
|   | remember, and from my (0.3) my close friend's | 11 | [(when it comes to hips.)]                 |
|   | sister in ()?                                 | 12 | PT: [well obvious]ly. no kidding.          |
| 2 | DR: uhah,                                     | 13 | DR: yiknow? but                            |
| 3 | PT: I guess you did he:r ↑hips er             | 14 | (0.7)                                      |
| 4 | DR: yup                                       | 15 | PT: see that's? that i c[an.               |
| 5 | PT: a::n (.) doctor Milne sa:ys that you're   | 16 | DR: [you can: yeap                         |
|   | wonderful because you're not invasive.        | 17 | PT: ( )                                    |
| 6 | (.)                                           | 18 | DR: doesn't move. [↑do:e]sn't move well.   |
| 7 | DR: heh heh heh heh=                          |    | yeah. =                                    |
| 8 | PT: =course yihknow we all want.              | 19 | PT: [yeah.                                 |

In this extract, the patient positions herself in "K+" epistemic status within the doctor's domain of his treatment experience by giving compliments to the doctor (Line 1, Extract 4). In this way, the patient tactfully imposes her request for treatment onto the doctor to appear as not challenging the doctor's authority. However, the doctor shows his hierarchical epistemic authority in this domain and insists that the treatment is constrained and decided by the patient's condition: "We kinda do what we have to" (when it comes to hips) (Lines 10 and 11).

## B. Other Institutional Encounters

### (a). Encounters Between Customers and Service Staff at Service Counters

According to Mondada (2018), greetings are used to identify the language medium at multilingual help desks. After that, the conversation becomes institutional and task-oriented, with the second-person knowledge focused on customers' identification and their requested service. Customers position themselves in "K+" epistemic status through accounting or self-introduction, while adopting a "K-" epistemic status with interrogations in the staff's knowledge about the service (Mortensen & Hazel, 2014). The transmission of second-person knowledge is one-sided and irreciprocal, with customers providing most of it themselves rather than the officers initiating it as in the case of clinic encounters.

Extract 5 from Mondada (2021, p. 19) CUS=customer OFF=officer  
(ASSG\_LU\_31oct\_OPEN\_spo6\_pers4\_montage\_01.03.24)

- |   |                                                                   |
|---|-------------------------------------------------------------------|
| 1 | CUS: buongiorno                                                   |
|   | good morning                                                      |
| 2 | OFF: giorno                                                       |
|   | morning                                                           |
| 3 | (0.3)                                                             |
| 4 | CUS: ehm: : do you speak english: : ?                             |
| 5 | OFF: yes: =                                                       |
| 6 | CUS: =yeah (.) oh good. Uh: : (.) I just want some information: , |
| 7 | because I have some friends coming here next week end.            |

The customer and the officer greet each other in Italian (Lines 1 and 2, Extract 5), which is the manner projected by the country where the counter is located. Later, the customer asks for the availability of English. Once the exchange language is settled, the customer continues with a statement of his or her need (Lines 6 and 7), for which the second-person knowledge serves to fulfill the communication goal: to solve the customer's need. The customer here initiates the second-knowledge transmission and displays a "K+" epistemic stance by stating his or her need and inviting the officer to help him or her.

### (b). Encounters Between Clients and Attorneys

Attorney-client interactions in DWUI (Driving While Under the Influence) cases are task-oriented, focusing on solving the clients' legal matters (Kozin, 2007). The acquisition of second-person knowledge primarily revolves around the client's personal experience within the case. The attorney takes the lead in initiating and conducting this knowledge acquisition, which is similar to clinic encounters. The conversation flows through distinct sessions organized by the attorney: small talk, soliciting troubles, animating troubles, formulating problems, and figuring out problems (Kozin, 2007). As these practices unfold, the attorney transitions from a position of lesser knowledge to a legal profession in the client's case by gradually showing his "K+" epistemic status in legal expertise based on his increasing knowledge about the case (Kozin, 2007).

Extract 6 from Kozin (2007, p. 180) A=attorney R=Robert(Client) M=Robert's mother

- |    |                                                  |    |                                             |
|----|--------------------------------------------------|----|---------------------------------------------|
| 1  | A: Okay awright (0.4) okay what                  | 14 | (1.5)                                       |
|    | <u>HA</u> :ppened?                               | 15 | R: Uhm (.) Friday night?                    |
| 2  | (2.0)                                            | 16 | M: =Yeah Friday night.                      |
| 3  | R: Went in the ditch.                            | 17 | A: =Friday night? Okay (.) so that be       |
| 4  | A: Went in the ditch? =                          |    | Friday the                                  |
| 5  | R: =yeah                                         | 18 | eighteenth huh was it before or after       |
| 6  | (0.3)                                            |    | midnight?                                   |
| 7  | A: uh-okay (.) and the same <u>goddamned</u> cop | 19 | R: After midnight                           |
|    | came and                                         | 20 | A: =Kay-so it was the nineteenth then (0.5) |
| 8  | <u>arrested</u> you righ=                        |    | hu arrested                                 |
| 9  | R: =yeah                                         | 21 | (0.4) by (.) officer what's his name?       |
| 10 | (0.4)                                            | 22 | (.)                                         |
| 11 | A: Oh boy (1.2) was he very <u>bad</u> ? Was he  | 23 | M: Mason Flying Buck?                       |
|    | a <u>jerk</u> to ya?                             | 24 | (.)                                         |
| 12 | R: I don't know.                                 | 25 | A: Mason Flying Buck.                       |
| 13 | A: = Ku oh really? When did this                 | 26 | (5.1)                                       |
|    | <u>HA</u> :ppen?                                 |    |                                             |

The attorney starts the conversation with a "what" question and positions himself as having "K-" epistemic status in the domain of the client's DWUI case (Line 1, Extract 6). Then, he gradually demonstrates a more knowledgeable epistemic status with several declarative questions, which display his relevant work experience in these cases (Lines 7, 8, 11, 17, 18, 20, and 21). Despite the fact that the stated matters are within his domain, the client is cooperative and follows the attorney's instructions to offer his knowledge on the case, placing him in a "K+" position during the process.

### (c). *Encounters Between Customers and Salesmen*

Kaski et al. (2018) have identified three practices that salespeople adopt in rapport-building with customers: (1) small talk; (2) formulations to align and affiliate with customers; and (3) stories of similar experiences as the customers to endorse their emotional stance and emotional experience. During the interaction, the second-person knowledge, as private topics, is usually initiated by the customers with their "K+" epistemic stance and reciprocated by the salesmen's affiliations by showing a "K+" epistemic stance in formulations or stories of similar experiences.

Extract 7 from Kaski, Niemi, and Pullins (2018, p. 243) SP= salesperson

- |    |                                                                                                                                                                            |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | Buyer: (kolme) viikkoo t <sup>ö</sup> ss äja sitte nelj <sup>ä</sup> viikkoo lomalla ja,                                                                                   |
|    | (three) weeks at work and then four weeks on holiday and,                                                                                                                  |
| 2  | SP: . mth                                                                                                                                                                  |
| 3  | Buyer: sitte< kolome viikkoo t <sup>ö</sup> ss äja sit kaks viikkoo lomalla sit se on (--)                                                                                 |
|    | then three weeks at work and then two weeks on holiday then it is (--)                                                                                                     |
| 4  | (0. 2)                                                                                                                                                                     |
| 5  | Buyer: ei oo ihan opettajan kes <sup>ä</sup> lomat mut melekei.                                                                                                            |
|    | not quite like teacher's summer holidays but almost                                                                                                                        |
| 6  | SP: mutta< e- meleko mukavasti.                                                                                                                                            |
|    | but e-quite nice                                                                                                                                                           |
| 7  | Buyer: on. on on.                                                                                                                                                          |
|    | is. is is ((='that is true'))                                                                                                                                              |
| 8  | SP: nii ett <sup>ä</sup> v <sup>ä</sup> ill <sup>ä</sup> ätota k <sup>ä</sup> yv <sup>ä</sup> ään v <sup>ä</sup> ään t <sup>ö</sup> ss ämutta taas sitte niinku jatketaan. |
|    | so that every now and then you'll work a little but then again like continue.                                                                                              |
| 9  | Buyer: taas jatketaan harjotuksia.                                                                                                                                         |
|    | again, we continue exercises                                                                                                                                               |
| 10 | (0.2)                                                                                                                                                                      |
| 11 | SP: eik <sup>ö</sup> seki, siin <sup>ä</sup> ki o aina oma homma ett <sup>ä</sup> ään ääp <sup>ä</sup> ääset taas kilykeen tahan nai ja,=                                  |
|    | isn't that too, it too has always its own work to get going with this ((work)) again and                                                                                   |
| 12 | Buyer: =o. iha tasan tarkkaa.                                                                                                                                              |
|    | =((it)) has. exactly so                                                                                                                                                    |
| 13 | SP: nii,                                                                                                                                                                   |
|    | yes                                                                                                                                                                        |

At the beginning, the buyer uses "k+" epistemic positioning to initiate the talk of telling the salesperson about his upcoming holiday (Lines 1, 3, and 4, Extract 7). The salesperson does not reciprocate his similar experience but tries to align with the buyer by uttering words of understanding in Lines 6, 8, and 11. He adopts a "K+" epistemic stance in the buyer's epistemic domain to show his utmost support for the buyer's side, thus building a rapport with the buyer.

### (d). *Job Interviews*

In job interviews, both candidates and interviewers align with the "recruitess" agenda (Llewellyn & Spence, 2009).

Candidates strategically present themselves with a confident "K+" epistemic status, showcasing both personal information and job-related expertise. They understand that the more knowledgeable they appear, the higher their chances of success. Their goal is to project a stronger knowledge stance than their actual epistemic status regarding job competence. Conversely, interviewers adopt an inconsistent epistemic stance with their actual epistemic status, intentionally questioning candidates about their professional knowledge relevant to the position. Through this approach, they assess the candidates' qualifications for the position (Llewellyn & Spence, 2009).

Extract 8 from Llewellyn and Spence (2009, p. 1420) IR=interviewer C=candidate

- 1 IR: could you analyse...the wider implications of the concern for the environment
- 2 (.2)
- 3 C: wider implications, in what sense?
- 4 IR: =in any sense you like
- 5 C: in any sense that I like, huh,

During the assessment process of the candidate, the interviewer shows contradictory epistemic status with his stance. He/she holds "K+" epistemic status about the stated matter (Line 1, Extract 8), but he/she displays a "K-" epistemic stance in order to solicit the answer from the candidate and assess his knowledge on this issue. Hence, the interviewer acquires second-person knowledge of the candidate's qualifications for the position and evaluates his relevant competencies. However, the candidate shows "K-" epistemic status with the question where he asks for more prompts (Line 3) and is refused by the interviewer, who intends to have a fair assessment of the candidate's professional knowledge.

(e). *Encounters Between Foreign Teachers and Students at English Corner*

In English Corner interactions between foreign teachers and students, a familiar classroom pattern emerges: the teacher is the expert and the students are the learners (Nao, 2013). Students often initiate conversations by inquiring about the teachers' foreign origins, assuming a "K+" epistemic status through declarative sentences or a "K-" stance with interrogative sentences, seeking confirmation or answers within the teacher's epistemic domain. Teachers may deliberately position themselves in a "K-" epistemic status regarding their own culture to facilitate discourse and encourage students to speak English (Nao, 2013). Thus, second-person knowledge serves as a topic generator in the conversation.

Extract 9 from Nao (2013, p. 201)

- 1 Makiko: uh: I heard you: are from [(.) Australia.
- 2 Maki: [Australia.
- 3 Ethan: ↑yes that's (^) true
- 4 Makiko: uh: what the famous (.) famous thing of Australia.
- 5 Ethan: hmm:: (..) what do you think?
- 6 Makiko: uh:: (.) sheep?
- 7 Ethan: s(h)heep? o(h)h okay, hah hah
- 8 Makiko: no? (.) [ko- koala?
- 9 Maki: [kangaroo?
- 10 Ethan: kangaroos? koalas, yeah,
- 11 Maki: Ayers Rock.
- 12 Ethan: Ayers Rock,(..)yeah,
- 13 Makiko: oh:: (.) yeah

Makiko, a student, displayed a "K+" epistemic stance in the teacher's (Ethan's) epistemic domain, seeking confirmation. The teacher responded by providing the answer (Line 3, Extract 9). In Line 4, Makiko positioned herself with a "K-" epistemic status through an interrogative sentence. The teacher did not provide the expected answer in Line 5 but instead asked a rhetorical question. This inconsistency allowed the teacher to take the lead in the conversation and encourage Makiko to talk more, generating topics and practicing more English speaking through second-person knowledge.

(f). *Speed Dating*

Turowetz and Hollander (2012) studied participants who shared their speed dating experiences during their 5-minute talks. The participants wish to learn more about their partners based on their assessment of the speed-dating activity. Though they position themselves as knowledgeable in the subject, they also act as newcomers to speed dating, thus maintaining the epistemic ecology and providing reciprocal assessments that are impersonal and delicate. This allows them to find common ground while avoiding disclosing too much personal information. The distribution of second-person knowledge during speed dating is equal, reciprocal, and delicate.



Extract 10 from Turowetz and Hollander (2012, p. 645) T=Tom B=Britney

- |                                              |                                                         |
|----------------------------------------------|---------------------------------------------------------|
| 1 T: [so how's the speed- dating going.] .h= | 10 B: [I know]                                          |
| 2 B: =h ↑not ba:↓d u(h)[h huh ] huh huh! .h= | 11 (0.3)                                                |
| 3 T: [arright]                               | 12 T: I've never [done] anything like this              |
| 4 T: =having f↑u[n::: ]                      | before                                                  |
| 5 B: [(I've been a little-) y]:eah           | 13 B: [yeah]                                            |
| these are- going                             | 14 (0.7)                                                |
| 6 pretty quick actually ( ) [what about      | 15 B: most people our age- (0.5) kinda don't            |
| you? ]                                       | really,                                                 |
| 7 T: [yeah six                               | 16 (1.0)                                                |
| minutes] isn't very long                     | 17 B: yeah I don't really see too many speed dating for |
| 8 (0.3)                                      | people our [a:ge ]                                      |
| 9 T: mm [yeah ] it's been interesting        | 18 T: [mm hmm]                                          |

Tom initiates the conversation with a "how" question about Brittney's opinion on speed dating, positioning himself as having "K-" epistemic status (Line 1, Extract 10). Brittney reciprocates by answering the question and asking Tom about his thoughts (Lines 2 and 5). Tom provides a blurry assessment (Line 9) and then offers unprompted self-disclosure about his experience with speed dating, indicating that he is new to it (Line 12). He positions himself as having "K+" epistemic status, inviting more sharing from Brittney. She aligns herself with him (Lines 15 and 16). The second-person knowledge distribution in speed dating is equal and reciprocal in both amount and content. The participants carefully organized their words to make a good impression.

### C. Mundane Encounters

#### (a). The Practices of Acquiring Second-Person Knowledge

During everyday interactions, speakers often seek demographic and biographic information from each other to alleviate uncertainties (Berger, 1986). Previous studies have identified various strategies for acquiring such knowledge during initial encounters. Svennevig (2014) distinguishes between direct self-presentation, initiated by a speaker's request, and indirect self-presentation, which occurs when the speakers discuss specific topics. Haugh and Carbaugh (2015) differentiate between prompted self-disclosures, which respond to questions, and unprompted self-disclosures, which initiate new sequences or respond to prior disclosures. They further classify self-disclosures as minimal (addressing only the question) or non-minimal (providing extended answers). Flint et al. (2019) show that self-disclosure in conversations can serve as a remedial account in modulating troubles in affiliating. Meanwhile, Maynard and Zimmerman (1984) propose pre-topical sequences as a means for unfamiliar speakers to establish typified knowledge of each other's backgrounds, subsequently generating topics for further discussion. Finally, Kecskes (2019) highlights the differences in the "getting to know a person" process between L1 communication and intercultural communication. In L1, speakers typically follow a predefined pattern of introductory formulas, politeness markers, and getting down to business based on shared knowledge of the same social group. In intercultural communication, however, speakers establish common ground through shared situational experiences.

#### (b). Epistemic Positioning in Acquiring Second-Person Knowledge

The second-person knowledge gained during the process helps pave the way for people to know how to interact with each other (Talbert, 2014). Thus, in mundane settings, interactions are interpersonal relations-oriented, and second-person knowledge usually serves as a topic generator. In self-presentations, participants position themselves in "K+" epistemic status within the domain of their personal information, aiming to invite their partner to talk on the same topic. The participants also use questions, with which they position themselves as having "K-" epistemic status, to access the domain of another and gain their second-person knowledge. Svennevig (2014) indicates that both participants demonstrate cooperativeness during the process of acquaintanceship. The information requested and given in the area of second-person knowledge in mundane settings is usually reciprocal in terms of both amount and content.

These epistemic positionings can be exemplified by the following excerpts:

Extract 11 from Svennevig (2014, p. 307) L=Lars B=Bjørn

- |                                                |                                          |
|------------------------------------------------|------------------------------------------|
| 1 L: ... (2.5) er du herfra 'byn eller e du?   | [oh yeah] [[righ-]]                      |
| ... (2.5) are you from the 'city here or are   | 5 B: [[ja]]                              |
| you--                                          | [[yeah]]                                 |
| 2 B: (0) nei nei nei neida.                    | 6 L: ja du !har den såvidt ['inne,]      |
| (0) no no no not at all.                       | yeah you've !got it ['in there,]         |
| 3 B: ... (1.7) nei jei e= .. øhø... (0.8) fra  | 7 B: [jada]                              |
| Kristian'sund .. en 'gang, ... [for--]         | 8 [[ja den e den e&]]                    |
| ... (1.7) no I'm= hm hm... (0.8) from          | 9 [yeah]                                 |
| Kristian'sund .. o'originally, ... [a long --] | [[yeah it's it's&]]                      |
| 4 L: [åja] [[akku-]]                           | 10 L: [[den 'ligger der langt 'bak ja.]] |

- [[it's way in the 'back there. ]]
- 11 B:...(1.3) &'utvanna asså. ja <P mm P>  
 ... (1.3) &'really diluted. yeah <P mm P>
- 12 L:(H) ja  
 (H) yeah
- 13 L:... ja men e 'hører den 'bak [der et sted.]  
 .. yeah but I 'hear it somewhere [in the'back.]
- 14 B: [mm ja jada] jada  
 ja .. nei æ ... (2.0) skal 'opp dit 'no= ... første  
 gang på ett par 'år,  
 [mm yeah sure]
- 15 sure. ... well I'm ... (2.0) going 'up there  
 'now= ... first time in a couple of 'years,  
 så æ frykte vel å få 'bank omtrent, .. dæm e  
 ganske s ånn& ..  
 so I fear I'll be nearly 'beaten up, .. they are  
 pretty you know&..
- 16 L: .. ja .. ja [<X det der X>]  
 .. yeah .. yeah [<X that X>]
- 17 B: [&nasjon]a'listisk.  
 [&nation]a'listic.

During the session, the two speakers exchange second-person knowledge. L initiates the conversation by asking B about his hometown (Line 1, Extract 11). This indicates that "presentation-eliciting questions" are commonly applied as a "topical proffer" in the getting acquainted process (Svennevig, 2014). L aims to access B's epistemic domain of personal background, assuming a "K-" epistemic status in a questioning way. The question is designed to categorize B's membership (Sacks, 1992), hence fostering topics for conversation. However, B's response deviates from expectations, leading to a lack of common ground (Lines 2 and 3). Later, B gives an unprompted self-disclosure (Svennevig, 2014; Haugh & Carbaugh, 2015) about his experience of going to the city (Lines 12 and 13), thus positioning himself in a "K+" epistemic status. Both speakers alternate between assuming "K-" epistemic status through questioning and "K+" epistemic status through self-disclosure, creating topics for interaction.

Extract 12 from Kecskes (2019, p. 129) C=Chinese K=Korean

- 1 C: How long have you been here?  
 2 K: Oh like a.... getting to be ... almost one year  
 3 C: One year?  
 4 K: Yeah, almost one year. But it's like ... ten months ... since I've been here  
 5 C: Oh it's good.  
 6 K: Two months to go.  
 7 C: So you live on campus?  
 8 K: Off campus.  
 9 C: You live with your classmates or with your friends from Korea?  
 10 K: My friend .. he ... she is from Taiwan.  
 11 C: And what is your name?  
 12 K: I am Hyon. And you?  
 13 C: Call me Jianmin.

During an intercultural conversation between Chinese and Korean students, the Chinese student acquires second-person knowledge by positioning themselves as having "K-" epistemic status in the Korean student's domain of personal experience through questioning. In Line 7 of Extract 12, the Chinese student demonstrates a more knowledgeable epistemic stance, assuming the Korean student lives on campus and seeking confirmation to establish a common ground for topics (Kecskes, 2019). Nevertheless, the Korean speaker does not confirm, and the Chinese student moves on with another declarative sentence in a rising tone (Line 9). We can see in intercultural conversations that common ground is generated contingently. In the last three sentences, the sequence goes back to the "skeleton" of intracultural exchanges: introductory formulas.

Extract 13 from Flint et al. (2019, pp. 394-395)

- 1 Bec: =but erm >I s[pend< ]=  
 2 [((grimace))]=  
 3 =spend a lot of time on redd[it. ]  
 4 [((grimace))]  
 5 (0.8)  
 6 Lau: ↑h[m::↑ ]  
 7 Bec: [ >or on< ]  
 8 (.)
- 9 Lau: >or buzzfeed< [ I'm on .hhh ]  
 10 Bec: [((shakes head))]  
 11 Lau no::?  
 12 Bec: . hh .hh I can't do with  
 bud-buzzfeed because the thing (.h) (0.8)  
 there's (0.7) it- things on the internet kinda take  
 a (.) a course a- like a trajectory.=  
 13 Lau: = hehe

Becky positions herself as a "K+" epistemic stance by self-disclosing about her habit of using Reddit (Lines 1 to 4, Extract 13). When Becky tries to continue (Line 7), Laura takes over the turn by suggesting "Buzzfeed", which she is currently using (Line 9). In saying so, she positions herself as having a "K+" epistemic stance in Becky's epistemic domain while she actually occupies a "K-" epistemic status. This trespassing of epistemic territories shows that she hopes to create a common ground with Becky. However, Becky's following answers disaffiliate with Laura, and she tries to make a remedial account by disclosing the reason why she cannot do with Buzzfeed (Line 12).

#### IV. CONCLUSIONS AND IMPLICATIONS

Following an analysis of 22 articles, this review concludes that second-person knowledge acquisition is present

across all types of interactions in both institutional and mundane settings. However, the transmission of second-person knowledge operates differently in these settings, with different orientations leading to the acquisition of different aspects of second-person knowledge.

In institutional settings, second-person knowledge acquisition is mostly related to personal experiences or thoughts, and it serves the purpose of fulfilling institutional tasks such as solving patients' problems in clinics or customers' problems in law services or at service counters. In these interactions, there are clear boundaries between the epistemic territories of the speakers, and the person with more power (e.g., doctors or attorneys) generally initiates the one-sided acquisition of second-person knowledge. Patients or clients occupy a "K+" epistemic status in the domain of their personal experience or symptoms by answering questions, while doctors or attorneys position themselves as having a "K-" epistemic status when eliciting information from patients and a "K+" epistemic status when offering their expertise. Typically, doctors hold a dominant position within their area of expertise. Nonetheless, on certain occasions, patients may offer compliments to doctors in order to gain access to their epistemic domain and potentially influence the course of their treatment.

In mundane settings, the interactions are mainly focused on interpersonal relationships. The participants intend to acquire background information about each other to facilitate better understanding and interaction. Second-person knowledge functions as both a facilitator and a topic of discussion, with the exchange of information being reciprocal in both amount and content. Speakers use self-disclosure or questions to acquire second-person knowledge, positioning themselves as having "K+" epistemic status when sharing their own information and "K-" epistemic status when asking questions. Sometimes, speakers trespass their partners' epistemic territories by positioning themselves in a "K+" stance during interactions while they actually hold the "K-" status. This serves the purpose of showing an inclination to seek common ground and facilitates the talks.

On some less formal occasions, like the encounters between salespeople and customers, foreign teachers and students at English corners, and participants in speed dating, the second-person knowledge exchanges are also as reciprocal and interpersonal relations-driven as they are in ordinary settings.

According to Talbert (2014), the second-person knowledge we gain from our interactions with others helps shape our beliefs about society and the world. Understanding how we acquire second-person knowledge can provide valuable insights on how to improve our interactions and make them more predictable. However, further research is needed to better understand how this knowledge is shared and transmitted within different social contexts and how people navigate each other's knowledge territories during interactions.

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