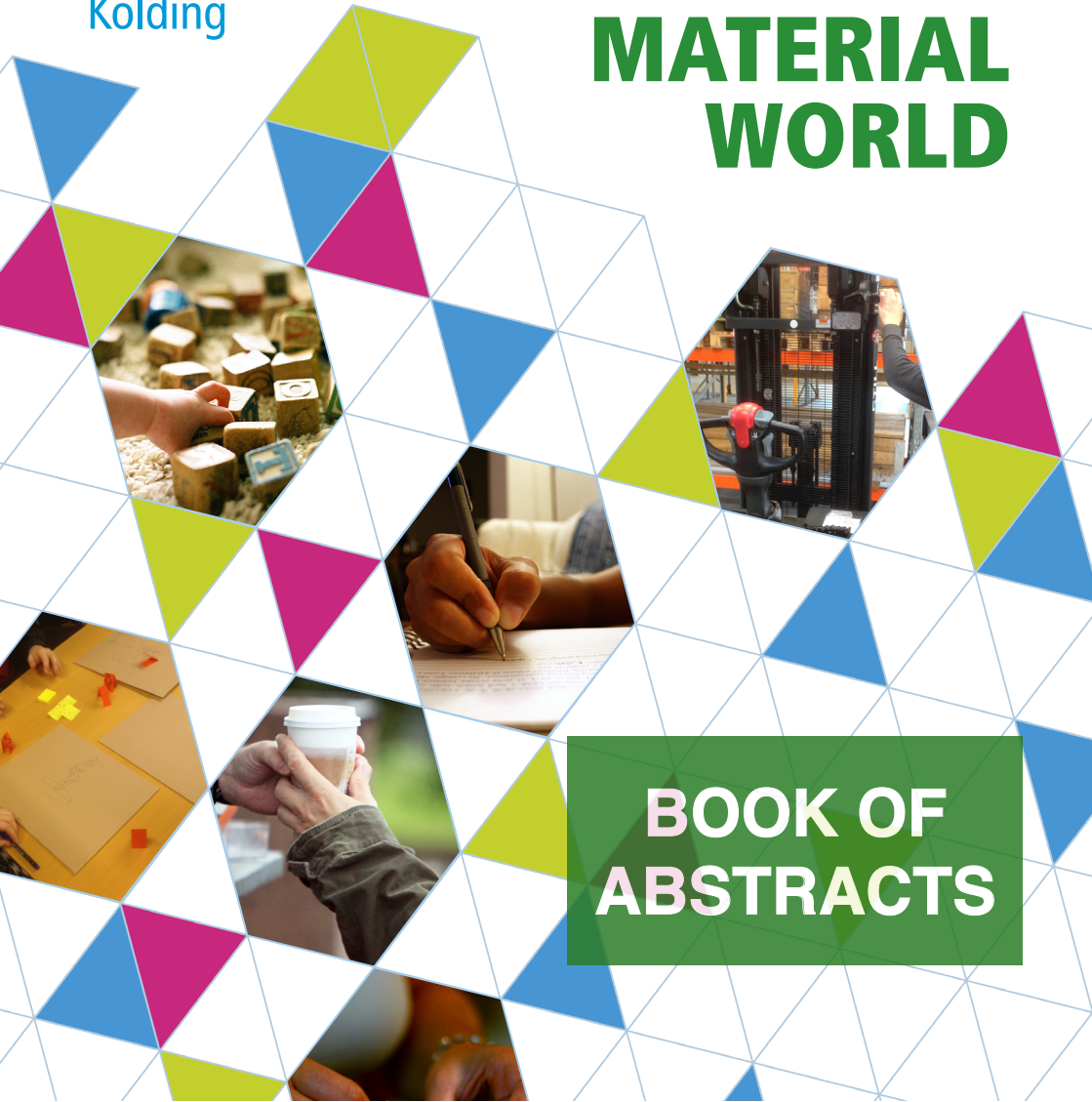


August 4-7
University of
Southern Denmark
Kolding

**IEMCA International
Conference 2015**

LIVING THE MATERIAL WORLD



**BOOK OF
ABSTRACTS**



VELUX FONDEN



DET FRIE FORSKNINGSRÅD
DANISH COUNCIL FOR
INDEPENDENT RESEARCH

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GENERAL INFORMATION

FOREWORD

Welcome to the IEMCA 2015 conference - Living the material world.

We are delighted to welcome you to Kolding, and to see such a wealth of dynamic research represented in the programme, with friends, acquaintances and sparring partners from near and far present in equal measure. We hope that such a broad cross-section of scholarship within the field of Ethnomethodology and Conversation Analysis will make for an inspiring and immensely enjoyable event over the four days. We would like to voice our appreciation for the work you, the delegates, have contributed to being here and making this conference happen, and hope your efforts are generously rewarded in the discussions, feedback and to making future research opportunities that may emerge from the event.

Before you turn to the abstracts, we will say something about the scheduling policy for the programme. IEMCA 2015 consists principally of panels and thematic sessions. We encourage delegates to regard these as sessions which should be attended in full, and would like to discourage switching between sessions within a block of scheduled time. We hope this will minimize disturbance to others and will benefit the discussions and exchanges in the panels.

Some sessions have been assembled by panel convenors and submitted to the conference as packages. The timetabling of pre-convened panels is in the hands of the panel convenors.

Individual papers submitted to the conference have been organised under thematic headings by the organisers. These sessions have no predefined chair and the participants are encouraged to choose a chair from their midst. The sessions will follow a standard format for presentations: up to 20 minutes for presentation, followed by up to 10 minutes for discussion. Presenters are requested to follow these guidelines and the instructions of the chair-person, who is responsible for time-keeping.

We hope you are going to enjoy the programme as much as we have enjoyed preparing it for you, and that our conference venue, with its splendid views over Kolding town and outlying areas of natural beauty around Kolding fjord, will make for a memorable setting for this summer conference.

The organisers, IEMCA 2015

SPONSORS

IEMCA 2015 is hosted by the Department of Design and Communication at the University of Southern Denmark (SDU). The plenary presentations are sponsored by the Danish Council for Independent Research (FKK). The conference has been organised by the research project “Social objects for innovation and learning”, which is financed by a grant from the Velux Foundation.

SCIENTIFIC COMMITTEE

We are very grateful to the Scientific Committee:

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ORGANISERS

The conference is organised by the project: “Social objects for innovation and learning”

Johannes Wagner (local organizing chair)	Tine Larsen
Agnese Caglio	Kristian Mortensen
Dennis Day	Maurice Nevile
Spencer Hazel	Julia Ruser
Jeanette Landgrebe	

PRACTICAL INFORMATION

VENUE

The conference is hosted by the Department of Design and Communication in the brand new campus of the University of Southern Denmark (SDU) in Kolding, Universitetsparken 1. A map of the venue is found in the program booklet, and available at the registration desk.

The campus provides an open space for over 2000 students and researchers. Designed by Henning Larsen architects, the building is now a very visible landmark in the city of Kolding, with its triangular shape, dynamic and colourful interiors, and a facade composed of 1600 triangular screens of perforated steel, adjusting their position according to sunlight and environmental conditions.

The building was decorated by the German artist Tobias Rehberger, who integrated in the building several clocks in the form of colourful panels and light patterns.

Located centrally in the city, its construction is part of an overall plan of the city of Kolding aiming at creating closer links between educational institutions, and a new area comprising a research park.

PUBLIC TRANSPORT

Kolding can be reached by train, as well as a bus service, which also connects Billund airport with Kolding. For planning any travel by public transport, you can use the online resource <http://www.rejseplanen.dk>. The schedule for the 166 direct bus service between Billund airport and Kolding can be downloaded here. The venue is a 5-minute walk from Kolding train station. Taxis are available outside the station.

WELCOME AND REGISTRATION DESK

The IEMCA 2015 welcome and registration desk can be found on the ground floor of the building. The conference office is on the 3rd floor, in the triangular room at the top of the staircase (room 31.11).

MONEY

Although there are no ATM machines on campus, there are many close to the venue, including at the Danske Bank (Riberdyb 26), and the Middelfart Sparekasse (Buen 7), both of which are less than 5 mins walk from the conference centre. Danish shops and restaurants generally accept credit cards, although some smaller establishments may only accept the Dankort national debit card. Tipping in restaurants (and taxis) in Denmark is not common, with gratuity already included in the service bill. It is however always appreciated by waiting staff.

INTERNET ACCESS

The University of Southern Denmark offers eduroam access to the internet. For those unable to connect through eduroam, the university also provides a guest account, which can be accessed through SDU-GUEST.

PRINTING

We strongly encourage delegates to print out handouts themselves prior to arrival. Where this has proven impossible, we will have limited printing facilities available. Please contact the registration office in 31.11 for assistance on these matters.

MEALS AND COFFEE BREAKS

The lunches are provided for as part of your conference fee. The canteen of Kolding Design School will deliver lunches and the conference dinner. **The lunches are set up in different ways.**

Tuesday: The lunch is held in the canteen of the Design School in the building adjacent to the conference venue.

Wednesday: Weather permitted, the lunch will be a barbecue outside of the University building, and yes, we have remembered to order vegetarian food for those who have asked.

Thursday: You will receive a picnic bag and choose your favourite eating spot in the parks of Kolding.

Friday: Brownbag! There will be sandwich available to munch before and during the final plenary lecture.

The reception Tuesday evening will be held in the atrium hall of the university building.

A number of coffee breaks have been scheduled. On occasion these breaks are staggered so as to prevent delegates having to queue too much.

The conference dinner is included in your conference fee and will be held at the premises of the Design School.



MATERIAL STATIONS

The program committee has prepared a number of material work stations in the building. We hope you will make use of them. The rules for each material activity are announced on a poster at each station. The LEGO bricks you will find in your conference bag are intended to be used at one of these material activities.

SUSTAINABILITY

Conferences leave a big carbon footprint, just by inviting people to travel. To make things not worse – at least - we try to minimize the waste that the conference will produce. Therefore we will hand out recyclable water bottles which you are asked to fill yourself. There are kitchen facilities in the building and we will provide water stations in the atrium hall. Danes are proud of the water quality in the country and there is no risk involved in drinking tap water.

We will also provide tape and pens at the coffee stations so you can mark your water bottle and your coffee cup for reuse.

PROGRAMME UPDATE

Changes to the programme will be displayed on the IEMCA 2015 website, as well as on screens in the venue.

PHOTOGRAPHY AND FILMING

We all love recording mundane life - queues, traffic jams, people sitting on park benches, people at conferences. Interestingly, and like people in general, not all of us like being recorded ourselves. We would like to ask you kindly not to record presentations at the conference, not least as presentations may include recordings themselves for which access is restricted.

There is one notable exception: we will video record what goes on at one of the 'material stations': the LEGO table. We are not sponsored by the company and we have not asked them to supply the materials or funding. We are just very curious about how this collective task progresses and will try to produce a short summary of the video to put at the conference website after this year's IEMCA is over.

If you would prefer not to be a part of these recordings, please let us know and please send us a picture of yourself so we can identify you in the recordings should you appear there and take appropriate action thereafter.

EMERGENCIES

In case of emergencies (accident, fire or serious crime) call 112. For non-emergency contacts to the police call 114.

In case of less serious, non-acute injuries you need to call +45 70 11 07 07 before receiving treatment at the medical emergency room at Kolding hospital. For further information consult <https://lifeindenmark.borger.dk/> and then go to 'Living in Denmark' and 'Emergencies'.

You for an immediate and serious situation you can also contact::

Johannes Wagner (organizing chair) +45 22 13 66 42

Julia Ruser (administrative head) +45 30 42 77 02

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Eric Laurier

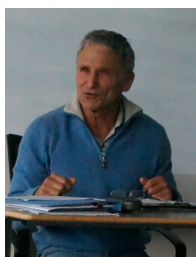
University of Edinburgh

Eric Laurier is Reader in Geography & Interaction at the University of Edinburgh. Currently he is inquiring into the maintenance and transformation of human relationships as a shared ordinary concern. Relationships have a nearness to one another perhaps not best understood as knowledge. His more longstanding interests have been around the visual and spatial aspects of practical reasoning. Like many other members of the EMCA community

he has drawn upon ordinary language philosophy's conceptualisation of criteria, human practices and human encounters. Over his research career he has undertaken projects on interaction in the car; work and sociability in cafes; editorial work in video production; the valuation of secondhand goods; playing videogames; wayfinding with paper and digital maps; human-animal joint action; family mealtimes and arts collaboration. Trained as a cultural geographer, he was warned by one of his PhD supervisors to stay away from ethnomethodologists because 'they study things like kung fu and tyre-fitting'.

When the breaching was over: Praxiologies of personal relationships

On the close of his acting-like-a-boarder-in-your-own-home exercise and of his assume-hidden-motives-in-others exercise, Garfinkel briefly describes what happens when his students restore the situation to normal appearances. Families, intimates and friends are usually 'not amused' nor do they find the events 'instructive'. From the annoyance and disapproval generated by the procedures he shows the moral and enforceable character of compliance with maintaining everyday appearances. Garfinkel hints at something more though in the restoration vignettes: for some families and in some marriages the situation could not be restored. For one student, her husband has a 'residue of uneasy feelings' and it is in reflecting on that 'residue' that we see the deeper and more enduring trouble that Garfinkel's procedures could bring to personal relationships. In disrupting what Garfinkel and his students took to be common sense, what the procedures also threatened was the understanding that is shared by and constitutive of each particular sets of persons' relationship (e.g. as mother and son, husband and wife, friends). In my talk, I aim to consider a realm of practice where actions are trying to modify, revise or transform personal relationships and where, then, the joint of joint-actions thereby itself can no longer be assumed. This is most obvious when relationships break-up but inhabits the emergence of friendships and families. It is not a realm of scientific practice, nor workplaces, nor everyday life, nor mind and yet members' concern with relationships infuses conversation analysis from its outset.



Ken Liberman

University of Oregon & University of Southern Denmark

Ken Liberman is Professor Emeritus from the University of Oregon. He has a long research career in ethnomethodology and has done research in many different environments, from his early research among aboriginal people in Australia to many years of engagement with Tibetan philosophical culture. In his most recent book, *More Studies in Ethnomethodology* (2013), he presents a number of EM studies and explores – among other topics – his interest for the phenomenological roots of EM. Ken Liberman has for many years been interested in how coffee tasters establish objectivity in their description of taste, working with coffee tasters all over the world. His recent studies of congregational work of surfers in the water have brought EM together with his lifelong love for surfing. Ken Liberman is Hans Christian Andersen visiting professor at the University of Southern Denmark 2013-2016

Studying Objectivation Practices

Ethnomethodology's sight is directed to identifying and describing how social organization emerges from the mundane local details of everyday life in the way that it really does develop. Discounting voluntarism and rational choice, Garfinkel has said that affairs are self-organizing and that society consists of autochthonous orders, and he has recommended that we turn our attention to the neglected practical objectivity of social facts as they operate in a course of events because these practical objectivities are tools with which these events set up their orderliness.

I elucidate these practical objectivities by outlining an arational, collaborative model of objectivation practices that respects the local myopia of participants who are engaged in developing organizational matters, immanent affairs that can render parties anonymous participants in their own quotidian life, and where much of the thinking is a public activity. I review a number of interactional settings – games-with-rules, Tibetan debaters, and professional coffee tasters – where order is found and sense is discovered and developed as the tendentious concerted work of local practices of objectivating social action.



Aug Nishizaka

Chiba University

Aug Nishizaka is Professor of Sociology at Chiba University. He has been investigating the organization of interaction in various settings, such as prenatal check-ups in clinical settings. His current research is concerned with the study of interaction between evacuees/residents and volunteers/professionals in several settings in the districts directly affected by the earthquake on March 11, 2011 and in particular, interactions connected with the subsequent nuclear power plant explosion. His recent publications include: “Conversing while massaging: Multidimensional asymmetries of multiple activities in interaction,” in *Research on Language and Social Interaction* (with M. Sunaga, 2015), and “Instructed perception in prenatal ultrasound examination,” in *Discourse Studies* (2014).

The structuring of the body in interaction

In the conversation analytic literature, how participants in interaction use their bodies in the coordination with other resources (such as talk) to organize the interaction has been discussed in various ways since Charles Goodwin, Marjorie-Harness Goodwin, and Christian Heath started the intensive analysis of video-recordings of interaction in the 1970s and 1980s. The body is used in the organization of interaction. However, the usability of the body presupposes that the body is structured in a particular way. In this talk, I explore the ways in which the body is structured and restructured in relation to other bodies in the course of interaction. The body is not only a visible, audible or touchable resource for interaction but the source of multiple modes of orientation. How do interactants orient to the orientations displayed on each other’s body? How are their mutually oriented-to bodies structured in interaction? How do such structured bodies, orientationally connected to each other, constitute the interactional order in which they are structured? I address these issues through the detailed analysis of video-recorded interaction in several distinct settings and discuss some consequences of the exploration for the reconceptualization of perception.



Trine Heinemann

University of Helsinki

Trine Heinemann is a Marie Curie Fellow at the Finnish Centre of Excellence in Intersubjectivity in Interaction. She is a trained Conversation Analyst, who is interested both in the purely grammatical aspects of social interaction, as well as in the role played by gesture, embodied actions and the overall material surroundings in which interaction takes place. Her recent studies include the investigation of where and for what reasons designers point as well as the ways in which home helps manipulate vacuum cleaners in relation to ongoing interaction.

On delayed perception of absent and present objects: The Danish change-of-state token *nå:rh*.

While the ‘local sensitivity’ of conversation is such that any object in the environment can in principle impose upon and become the focus of participants’ talk (Bergmann, 1990; 2012), it seems to be the case that most objects are ‘talked into being’ as resources for coordinating actions. The inherently social and situated nature of objects entails that participants need not only see, hear, smell or feel the relevant object at a particular point in time, but also – and more importantly – perceive that object in an interactionally relevant way, to identify the ways in which the object relates to the coordination of the ongoing action, activity or task they are engaged in (e.g. Goodwin, 1996; Nishizaka, 2000; Keisanen, 2012; Nevile, 2013; De Stefani, 2014).

In this presentation, I shall focus on situations in which participants’ awareness of the necessity to perceive an object (rather than just see, feel, hear or smell it) come to the forefront of interaction. These are situations in which perception is delayed, i.e. not accomplished at the point of seeing, hearing, smelling or feeling an object. In such situations, participants orient to perception as momentarily absent, by producing a change-of-state token upon its delayed occasion. In Danish, this change-of-state is indexed by *nå:rh*, which is a prosodic variant of the generic change-of-state token *nå* (e.g. Femø Nielsen, 2002). This prosodic variant is otherwise used to indicate ‘now-understanding’ in a similar fashion to that of the Finnish change-of-state token *aa* (Koivisto, 2015), i.e. as a sign of problem resolution that enables sequence closure and resumption of the ongoing activity. In the context of delayed perception, *nå:rh* thus serves to register that while perception was not immediately occasioned by seeing, smelling, hearing or feeling an object, it has now been achieved.

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- De Stefani, E. (2014). Establishing joint orientation towards commercial objects in a self-service store: How practices of categorisation matter. In: Nevile, M., Haddington, P., Heinemann, T. and Rauniomaa, M. (eds.), *Interacting with objects. Language, materiality, and social activity*. Amsterdam/Philadelphia: John Benjamins.
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Lorenza Mondada

University of Basel & University of Helsinki

Lorenza Mondada is Professor of General and French Linguistics at the University of Basel and Distinguished Professor at The Finnish Centre of Excellence in Interaction in Intersubjectivity at the University of Helsinki. She has published widely about embodied conduct in interaction, especially about the relation between language, embodiment, space and mobility. Her research material is collected in a wide array of different settings inside and outside of institutions and workplaces where people speak a multitude of languages. She has done prominent research on surgeons, architects, of people walking in the street – or debating in participatory democracy meetings. Lorenza Mondada was awarded an honorary doctorate of the University of Southern Denmark in 2013.

Interacting bodies in material environments: challenges for reconsidering temporality and sequentiality

This paper deals with issues raised by multimodal studies in conversation analysis and ethnomethodology. More particularly, it focuses on the way participants mobilize a diversity of relevant resources (which might be locally defined and circumscribed, depending on the ecology of the activity) to achieve the accountable organization of their actions. This shows the importance for the analyst of not only focusing on a well known subset of resources – such as language, gesture and gaze – but to consider what members do within the embodied organization of their conduct, possibly mobilizing the entire body, as well as its position in the environment and its manipulation of objects, artifacts, and tools. Thinking about multimodal resources in a holistic way – namely including a multiplicity of details concerning different parts of the body and their coordination within and among co-participants – raises interesting challenges for sequential analysis. It implies a conceptualization of time, including simultaneously and successively ordered practices, and more specifically emergent not-isochronic but yet finely coordinated simultaneous modalities and actions. It implies also a fine analysis of the co-participants' mutual orientations taking into account, often in a seen but unnoticed way, but sometimes also in a clearly perceived and even explicitly displayed manner, each other's detailed embodied actions. The talk addresses these issues by analyzing various activities that mobilize the entire body, with special attention for mobility settings, implying walking and other movements of the bodies within space.

PANELS

INVITED PANEL

THE EPISTEMICS OF EPISTEMICS: A PANEL AND SYMPOSIUM

CHAIR

Douglas Macbeth

Ohio State University

THE PANEL

Douglas Macbeth

Ohio State University

Jonas Ivarsson

University of Gothenburg

Oskar Lindwall

University of Gothenburg

Gustav Lymer

Uppsala University

Michael Lynch

Cornell University

Wendy Sherman–Heckler

Otterbein University

Jean Wong

The College of New Jersey

1. Introduction to the Symposium, its history and aims
2. The Epistemic Program and the recognizability of action
3. Indexing ‘Oh’, animating transcript
4. The turn to information and cognition in the EP
5. Data session: On collections
6. Conclusion: From occasioned productions to formal structure
7. Discussion

PANEL B

TECHNOLOGIES TO PARTICIPATE - THE ROLE OF MATERIAL OBJECTS IN COMMUNICATION IMPAIRMENT

CHAIR

Antonia L. Krummheuer

Aalborg University

Gitte Rasmussen

University of Southern Denmark

- Aspects of temporality and sequentiality in the use of electronic communication aids, *Ina Hörmeyer*
- Getting mobile with a walking-help, *Antonia L. Krummheuer & Pirkko Raudaskoski*
- “It’s more than eating, it’s a social situation” – Video analysis and professional vision in dementia care, *Camilla Lindholm & Tuula Tykkyläinen*
- Shared knowledge and collaborative work of “Kuchi-moji (ban)”: Assisted social interaction of persons with ALS and their assistants, *Yoshifumi Mizukawa*
- Resumptive repetition as a family of methods used by conversation partners to AAC aided participants, *Niklas Norén*
- The use of artifacts for communicative purposes in Atypical Interaction: participatory possibilities and constraints, *Gitte Rasmussen*
- Using tablet computers in interaction with a woman with Alzheimer’s disease: the role and impact of varying knowledge, *Christina Samuelsson, Anna Ekström & Ulrika Ferm*

PANEL D

CATEGORISATION PRACTICES IN MOBILE SOCIAL INTERACTION

CHAIR

Paul McIlvenny

Aalborg University

Laura Bang Lindegaard

Aalborg University

- Categorization for Action: The Relevance of Membership Categories for Anticipatory Driving, *Arnulf Depperman*
- Categorising Mobile Actions and Mobile Actors, *Pentti Haddington & Eric Laurier*
- Showing Where You're Going: Teaching and Learning Self-Categorisation in Live Traffic, *Lena Levin, Mathias Broth & Jakob Cromdal*
- The Baby Smiled, the Mommy Sat: Membership Categorization Devices and Seating Arrangements in Car-pooling Situations, *Christian Licoppe, Lisa Creno & Béatrice Cahour*
- Doing Being an e-Bike Rider: Assembling Agency, Morality, Technology and Mobility in Everyday Practices, *Paul McIlvenny & Laura Bang Lindegaard*
- The Accomplishment of Categories of Movement: On Doing Being a Pedestrian in 'Shared Space' Intersections, *Robin Smith*

PANEL E

MEDIATED BUSINESS: LIVING THE ORGANISATIONAL SURROUNDINGS

CHAIR

Sae Oshima

Aarhus University

Birte Asmuß

Aarhus University

- Moral accountability of workplace practices, *Birte Asmuß*
- Unilateral and Asymmetric Intersubjectivities in Recruitment Interviews: When mutual understanding is not the goal, *Nicolai Busse Hansen*
- On time: The situated accomplishment of a project schedule, *Henrik Ladegaard Johannesen*
- Interaction and spatiality: Designing and occasioning talk in an open office environment, *Mie Femø Nielsen & Thomas Lehman Waaben Toft*
- Lunch at work: Formal business in informal surroundings, *Sae Oshima & Birte Asmuß*

PANEL F

SCREENS IN INTERACTION

CHAIR

Alexandra Weilenmann

Gothenburg University

Barry Brown

Mobile Life Centre

- Accomplishing the invisibility of camera-work in TV-production, *Mathias Broth*
- Screen-mediated accountabilities: Orienting towards on screen visibility in a courtroom setting with video link, *Christian Licoppe & Maud Verdier*
- Performing camera work in public settings, *Stuart Reeves, Christian Greiffenhagen & Mark Perry*
- ‘Reading’ social media screens: How looking at pictures is socially organized, *Alexandra Weilenmann, Barry Brown & Thomas Hillman*

PANEL G

WORKING WITH, AND AGAINST, MATERIALS: SELF-INSTRUCTION AND ETHNOMETHODOLOGICAL INQUIRY

CHAIR

Philippe Sormani

Swiss Institute in Rome, Italy

- Reading Reviews: On Corpus Status and ‘Admissible Accounts’ of Relevance*, *Andrew P. Carlin*
- Ethnomethodology’s Body: Making Moves in Taijiquan and Yoga Research Practice, *Clemens Eisenmann & Robert Mitchell*
- The practical management of materiality of objects under a ‘working’ division of labor, *Nozomi Ikeya, Dave Randall, Shinichiro Sakai & Yuki Hara*
- Discovering a “perspicuous setting”: Describing artworks as praxeological objects, *Yaël Kreplak*
- Why bother? Self-instruction, video analysis, and “analogies of practice”, *Philippe Sormani*
- Repairing twice (or more): A self-instruction perspective on the repetition of repair actions, *Ignaz Strebel & Alain Bovet*

PANEL H

SITUATEDNESS OF HUMAN-ROBOT-INTERACTION: INTERACTIONAL SPACE & MULTIMODALITY

CHAIR

Karola Pitsch

University of Duisburg-Essen

- Creating Conversation on Stage: A Report on Fieldwork with the Robot/Android-Human Theater, *Mayumi Bono, Augustin Lefebvre, Masato Komuro & Chiho Sunakawa*
- Organizing a joint workspace: Collaborating with and without gaze as a social cue, *Kerstin Fischer, Lars C. Jensen, Franziska Kirstein & Justus Piater*
- Signaling Trouble: Effects of a Robot's Unexpected Reactions in Robot-to-Group Interactions, *Raphaela Gehle, Karola Pitsch, Timo Dankert & Sebastian Wrede*
- I'm with You: Supporting Elderly Persons' Collaborative Activities with a Wearable Robotic Avatar, *Keiko Ikeda, Keiichi Yamazaki, Akiko Yamazaki, Michita Imai*
- Experimenting with responsiveness: Towards an interactional account of referential practices in Human-Robot-Interaction, *Karola Pitsch*
- Investigation of Human Multiparty Interaction during Robotic Wheelchair Operations, *Akiko Yamazaki, Keiichi Yamazaki, Keiko Ikeda, Yoshinori Kobayashi*

PANEL I

MEANINGFUL OBJECTS FOR SECOND LANGUAGE LEARNING “IN THE WILD”

CHAIR

Søren Wind Eskildsen

University of Southern Denmark

Gabriele Kasper

University of Hawai'i at Manoa

DISCUSSANT

Johannes Wagner

University of Southern Denmark

- Language encounters and L2 learning outcomes: talking about reading materials, *Søren W. Eskildsen*
- Wayfinding for learning in the wild, *John Hellermann & Steve Thorne*
- From Workplace to Instruction, and Back: Instructional Intervention in a Service Encounter Practice, *Sangki Kim & Gabriele Kasper*
- Smartphones as objects to learn and think with, *Arja Piirainen-Marsh & Niina Lilja*
- Inscription and scripts: Designing new material practices for L2 instruction and L2 learning in the wild, *Brendon Clark & Basar Önal*

PANEL J

REGISTERING THE MATERIAL WORLD

CHAIR

Jakob Steensig

Aarhus University

- Between noticing and assessing: “pP” / “P” in French interactions, *Heike Baldauf-Quilliatre*
- Inviting others to share experience of the material world. Resources for – and the accountability of – doing environmental noticings, *Jakob Steensig, Trine Heinemann & Caroline Grønkjær*

PANEL K

TRACKING CHANGE ACROSS TIME: METHODOLOGICAL AND CONCEPTUAL CHALLENGES

CHAIR

Simona Pekarek Doehler

University of Neuchâtel

Fritjof Sahlström

University of Helsinki

DISCUSSANT

John Hellermann

Portland State University

- Tracking the development of second language interactional competence: a longitudinal study of practices for closing down storytellings, *Evelyne Berger & Simona Pekarek Doehler*
- Developing interactional competence in the material world of the pharmacy patient consultation, *Hanh Nguyen*
- Epistemic topicalizations as resources for cohesion and change in learning trajectories, *Fritjof Sahlström & Marie Tanner*

PANEL L

LIVING THE MATERIAL WORLD

CHAIR

Michael Mair

University of Liverpool

David Martin

Xerox

Patrick G. Watson

University of Waterloo

- Does Culture Matter? Heterogeneous Transformations of Animals into Scientific Objects, *Silke Gülker*
- The Materiality of Offshore Call Centre Work, *Karine Lan*
- Deflationary Tendencies: Ethnomethodology and Materiality, *Michael Mair*
- Workers' Material Understandings and Experiences of Globalised Digital Work, *David Martin*
- Official Versions, Material Evidence and the Plausibility of Science-Based Public Policy, *Patrick G. Watson*

PANEL M

SOCIAL OBJECTS FOR INNOVATION AND LEARNING

CHAIR

Kristian Mortensen

University of Southern Denmark

Maurice Nevile

University of Southern Denmark

- Breaching embodied routines – Redesign as a means to make visible skills for the manual use of objects, *Agnese Caglio, Tine Larsen & Johannes Wagner*
- Driving and seeing: Forklift drivers at work, *Dennis Day & Kristian Mortensen*
- Embodying an object: Negotiating varying perspectives to fit a professional dance dress, *Jeanette Landgrebe & Maurice Nevile*

PANEL N

MEMBERSHIP CATEGORISATION ANALYSIS: IN MEMORY OF STEPHEN HESTER

CHAIR

Richard Fitzgerald

University of Macau

William Housley

Cardiff University

Sean Rintel

Microsoft Research

DISCUSSANT

Richard Fitzgerald

University of Macau

- Texting and other activities: The social and moral orders of young children and teachers, *Susan Danby*
- Category and Sequence as Embodied Action: Basketball Coaching, *Bryn Evans & Richard Fitzgerald*
- Steve Hester on the Problem of ‘Culturalism’, *Sally Hester & Dave Francis*
- Revisiting Doing Data: The Case of Collaborative Coding Practices, *William Housley*
- The analysis of bodies in the course of powerlifting: Description and bodies as courses of action, *Edward Reynolds*
- Technological affordances as categorical resources in video-mediated communication: From particularity to omnirelevance, *Sean Rintel*
- Revisiting the observer’s maxim: categorization and perception in action, *Robin Smith*
- On prospective and retrospective categorization: The systematics of categorical analysis, *Elizabeth Stokoe*

INVITED PANEL

THE EPISTEMICS OF EPISTEMICS: A PANEL AND SYMPOSIUM

ORGANISER

Douglas Macbeth

Doug Macbeth is an Associate Professor in the Department of Educational Studies at Ohio State University. His studies take up Garfinkel's ethnomethodology and sequential analysis through Sacks and Schegloff, and his focus over the last 20 years has been classroom studies of order and instruction as grammars of action. The early grades, especially, are a window onto novitiate instruction wherever we might find it, and thus the instructed character of competent worlds. The aim is to write an alternate praxeology of instruction as it is played out in fine durations of material detail, and to address the conceptual confusions that continue to haunt studies of 'teaching and learning'.

This invited symposium provides a focused discussion of what is surely the single greatest conceptual innovation in our shared community of study in this new century. It aims to discuss and take the measure of the wealth of literature written by John Heritage, Geoffrey Raymond and their colleagues and collaborators under the heading of "Epistemics". It is a thick literature, assembled across a remarkable series of publications, remarkable for their pace, their proposals and their vision for sequential analysis within a new ensemble of studies devoted to the interactional distribution of knowledge, through natural language.

These are themselves epistemic matters. Through a panel of papers, the symposium offers a close examination of the Epistemic Program (henceforth EP), for its intellectual history, its emergence as a recognizable program that is marked, as all recognizable programs are marked, by programmatic claims, distinctions, tasks and ambitions. The papers address how the EP positions its arguments and materials to speak on behalf of the epistemic endowments of speakers and recipients. They address the corpus status of the collections recurrently used in the EP, and examine how exemplary materials can be read in light of that corpus. The panel is especially interested in the EP's ties to the corpus of studies received through Garfinkel, Sacks, Schegloff, and their colleagues and students in what Sacks referred to as "ethnomethodology/conversation analysis," and concludes with reflections on the conceptual landscape the EP recommends to our community, and the measures in which it may both extend and depart from those earlier and radical-conceptual initiatives. We think this is a propitious time for such a sustained address and inquiry. And we can think of no better occasion for it.

THE PANEL

Douglas Macbeth

Ohio State University

Jonas Ivarsson

University of Gothenburg

Oskar Lindwall

University of Gothenburg

Gustav Lymer

Uppsala University

Michael Lynch

Cornell University

Wendy Sherman–Heckler
Otterbein University

Jean Wong
The College of New Jersey

1. INTRODUCTION TO THE SYMPOSIUM, ITS HISTORY AND AIMS

2. THE EPISTEMIC PROGRAM AND THE RECOGNIZABILITY OF ACTION

Ethnomethodology and Conversation Analysis (CA) share an interest in the methodic practices through which actions are (recognizably) produced. Action formation joins turn organization, sequence organization, preference structure, recipient design, and repair as among the fundamental structures of talk-in-interaction. However, in the EP literature a fundamental concern has been raised that “CA has not progressed very far in developing a systematic analysis of ‘action formation’” (Heritage, 2012). The EP sets out to address this lacuna by proposing a set of analytic assumptions about the recognizability of social actions: that the recognition of an action is fundamentally tied to determining whether an utterance is delivering or requesting information; that interactants continually monitor their relative epistemic status on a turn-by-turn basis; and that epistemic status is an omnirelevant feature of both action formation and its recognition. This paper reviews what has become a thirty-year project on behalf of these topics, and locates their main inflection points while critically examining their underlying assumptions.

3. INDEXING ‘OH’, ANIMATING TRANSCRIPT

The expression ‘Oh’ in natural conversation has become a signal topic and interest in the development of the EP. This paper attempts to bring into view both the complexity of its treatments, and a sense of place for this simple expression in the EP. The paper begins with the early discussion of ‘Oh’ as a “change-of-state token”, and continues with an interest in two aligned developments: one is the rendering of ‘Oh’ as a “particle”, rather than a turn, or an expression in turn-initial position. The other is how as of this rendering, a new, underlying structure is indexed for leveraging the work of “animating transcript”, or how we portray talk as social action. We think these two moves are closely connected within the EP. And we think they yield a very different vocabulary of motives for the EP, different from the vocabulary we find in the natural language studies of sequential analysis.

4. THE TURN TO INFORMATION AND COGNITION IN THE EP

“Epistemics” was the name for a cognitivist philosophy in the late 1960s. Although the Epistemic Program in CA has no direct relation to this earlier development, it does exhibit a turn toward cognitive linguistics. In its long engagement with linguistics, CA pursued a rival and incommensurable understanding of how formal sentence grammar enters into the organization of interaction. Proponents of CA sought to ground the analysis of talk in the intelligibility of communicative actions. Interactional organization was fundamental, and irreducible to minds, brains, motives, or other properties of a biological and/or psychological subject. Nor were the achievements of talk-in-interaction—common understanding, progressivity and the sociality of worlds in common—leveraged from the metaphor of information or its transfer. In many places the EP explicitly affirms CA’s distinctive conception of communicative actions. However, in both argument and analytical practice, it also turns to informationalism and a cognitivist conception of speech production and reception. To demonstrate how these moves matter for CA, this presentation will examine how transcripts are presented and analyzed in several key EP publications.

5. DATA SESSION: ON COLLECTIONS

This session takes up a collection of transcripts that are recurrently used in the EP. Key publications occasionally refer to large collections of interrogatives, declaratives, and assessments. More commonly, however, dozens of transcribed fragments are mobilized to document epistemic structure, and it is from these that a core collection recurs across its publications. Many of them are drawn from prior CA studies, and in this way EP collections provide insight onto how the Epistemic Program proceeds with familiar materials, differently. These differences include an apparent shift from a treatment of the local production of talk-in-interaction to a focus on epistemic structure as the engine of talk-in-interaction. The discussion will be developed through readings of transcribed sequences and their analyses.

6. CONCLUSION: FROM OCCASIONED PRODUCTIONS TO FORMAL STRUCTURE

7. DISCUSSION

PANEL B

TECHNOLOGIES TO PARTICIPATE – THE ROLE OF MATERIAL OBJECTS IN COMMUNICATION IMPAIRMENT

ORGANISERS

Antonia L. Krummheuer

Gitte Rasmussen

In the recent years ethnomethodological (EM) and conversation analytical (CA) studies successfully developed into the area of communication impairment. Already 1994 Goode and 1995 Goodwin enriched the traditional psychological and cognitive perspective on communication impairment as a cognitive and biological defect within the individual with a perspective on the interactive management of communication disorders in situated interaction with others (see also Goodwin 2003).

Parallel the use of video recordings enabled EM and CA analytical studies, which had otherwise focused primarily on talk, to analyse in more detail all resources that mediate meaning, such as environmental structures, bodies and material objects (Goodwin 2000, Rasmussen et al. 2014).

Within communication impairment material objects often play a central role as verbal communication is impaired. Goodwin (1995) highlights how in the interaction with an aphasic several resources are used to co-construct meaning with the other participants. Goode (1994) describes how his bodily experience of feeding a blind-deaf girl with a spoon enabled him to understand how to communicate with her. In the area of augmented alternative communication several conversation analytical studies show how technologies such as booklets or computer technologies are used to enable persons with communication impairment to communicate (Clarke & Wilkinson 2007; Sigurd Pilesjö & Rasmussen 2011).

Therefore, this panel discusses the role of material objects (ranging from simple artefacts to interactive technologies) in the interactive management of communication disorders. The discussion will be based on video-recordings that highlight the situated and multimodal interplay of the different recourses.

Aspects that will be discussed are:

- The multimodal and situated interplay of bodies, technologies, knowledge and communication in communication disorders
- The role of technologies in the interactional management of turn-construction, sequentiality and temporality
- How do technologies enable participation and understanding within communication disorders?
- The role technologies play within the situational context and the participation framework of an interaction
- How technologies can be used to engage in guiding sessions with the practitioners?

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ASPECTS OF TEMPORALITY AND SEQUENTIALITY IN THE USE OF ELECTRONIC COMMUNICATION AIDS

Ina Hörmeier

Albert Ludwigs University, Germany

People with severe physical disabilities like cerebral palsy usually also suffer from speech impairments (e.g. dysarthria). Such people are often provided with electronic communication aids to substitute their “natural” speech. These complex communication aids provide their users with an extensive vocabulary and grammatical functions so that the users have the possibility to produce complete and syntactically well-formed sentences.

However, the use of augmentative and alternative communication (AAC) systems like electronic communication aids has serious consequences on face-to-face interaction. One important consequence belongs to the temporality: because of the long production time of electronic utterances conversations with people using aided communication are much slower than conversations between naturally speaking people (Clarke & Wilkinson 2010, Higginbotham & Wilkins 1999, Engelke & Higginbotham 2013). Furthermore, the use of communication aids does not only generate delayed electronic utterances. There is also a risk of delayed sequentiality when the naturally speaking co-participants continue their ongoing conversation while the person using aided communication is still producing her utterance. If the speaker using AAC still decides to produce her turn, it does not appear at its sequentially correct place – rather, it is sequentially delayed.

There are two main strategies to handle the risk of sequential delay. The first one is to avoid delayed contributions before they actually happen by building an AAC-specific participation framework. The second strategy deals with the delayed utterance after it actually happened. The co-participants have to interpret the contribution and embed it subsequently into the correct sequential context. For this, they have to be very attentive to the interactional development of topics and actions. Both strategies show the high responsibility of the co-participants for the success of electronic utterances in AAC-interactions.

Based on an analysis of filmed and transcribed German conversations between young people with severe cerebral palsy and their interaction partners this study will analyse the use of electronic communication aids and show the temporal and sequential constraints on face-to-face interaction and the strategies of the co-participants to deal with these constraints.

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GETTING MOBILE WITH A WALKING-HELP

Antonia L. Krummheuer

Aalborg University, Denmark

Pirkko Raudaskoski

Aalborg University, Denmark

Ethnomethodology has been one of the few fields where mundane experiences and social ordering such as walking have been a focus of interest (e.g. Ryave and Schenkein 1974). In the present paper we want to discuss how this mundane practice sometimes needs to be achieved through the help of technology. People suffering from severe acquired brain injury often have to find new ways to carry out mundane embodied practices such as walking, eating etc., because their muscles cannot or have “forgotten” how to conduct the movement or parts of it. Our study is based on video-recordings of situations in which people with acquired brain injury were introduced to a new walking help that should enable them to walk (better). Our multimodal interaction analysis (Goodwin 2000) of the data will show how the practice of walking with this specific technology is dependent on the interplay of the material affordances of the technology (e.g. Gaver 1996), the bodily affordances (e.g. Sheller 2011) of the user and, furthermore, the scaffolding by an accompanying helper. The paper will discuss how movement as an enabled experience can be analysed as an entanglement of these three aspects. To do that, the situations of walk are understood as a Latourian socio-material networks or assemblages that perform an action, rather than depicting the walking help as an object of human actions (Latour 2005). From that constellation a publicly observable ‘mobile with’ (Goffman 1971) can sometimes emerge (when the support is mostly linguistic), producing a “normal” situation in the public domain: two independent persons walking together as a joint accomplishment (cp. Collinson 2006), rather than being in a helper-helpee relation. We go through how the different types of bodily restrictions, the design of the walking help and the linguistic or bodily support of the human helper together constitute a moving body.

We finish the talk by considering the ‘bigger picture’ of our ethnomethodological undertaking (cp. Harris (2009) on assisting individual and societal process). What was the Latourian actor-network that brought us to this data and what expectations were there as regards the results?

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“IT’S MORE THAN EATING, IT’S A SOCIAL SITUATION” — VIDEO ANALYSIS AND PROFESSIONAL VISION IN DEMENTIA CARE

Camilla Lindholm

University of Helsinki, Finland

Tuula Tykkyläinen

University of Helsinki, Finland

In dementia, communicative ability gradually deteriorates over time, causing difficulties in communication with persons with severe dementia. Interventions to improve communication frequently target co-participants, since, to a great extent, their skills determine the outcomes of interactions. A range of interventions have aimed to train professional caregivers in communication techniques (Vasse et al. 2010), for example through filming caregivers in everyday interaction situations and asking them to watch the recordings. Previous research (Fukkink 2008) has shown that interventions involving video guidance can be effective means of rehabilitation, but we still lack knowledge about how change may arise as a result of the interplay between the guider and the video.

This paper explores the process of change within the framework of one interactional situation. The data are drawn from a Finnish communication intervention model called OIVA (Koski et al. 2010), which aims to improve interaction between caregivers and people with complex communication needs. The main tool in OIVA is video guidance; caregivers film everyday interactions and discuss these scenarios with a trained, so-called OIVA guider. In the 90-minute guidance session studied in this paper, the work community analyzes the interaction from a 3-minute video in which a caregiver spoon-feeds a resident who has no preserved language. Through careful microanalyses of the interplay between the guider, the group of caregivers and the video technology, the study shows how video guidance may transfer the staff members’ professional vision (Goodwin 1994; Pilnick & James 2013).

It is argued that, during the video guidance session, the spoon-feeding is transferred into something more interaction-oriented than task-oriented. As a result of the guidance session, the caregivers begin to view the task of feeding as a communicative and social event, and as an opportunity to communicate with their client. In conclusion, this paper sheds new light on the fine-grained features of attitude change and professional vision within a work community.

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SHARED KNOWLEDGE AND COLLABORATIVE WORK OF “KUCHI-MOJI (BAN)”: ASSISTED SOCIAL INTERACTION OF PERSONS WITH ALS AND THEIR ASSISTANTS

Yoshifumi Mizukawa

Hokusei Gakuen University, Japan

This paper investigates how video technology is used to promote attitude change in the field of dementia care. The micro-analytic approach of conversation analysis is used to describe features of interactional process of attitude change.

Based on research on assisted social interaction of persons with Amyotrophic Lateral Sclerosis (ALS) and their assistants, this study explicates how they collaboratively interact with each other through the “Kuchi-moji (ban)” communication method, by sequential analysis and Membership Categorization Analysis (MCA) in ethnomethodological study.

ALS, known as Lou Gehrig’s Disease, is “a progressive neurodegenerative disease that affects nerve cells in the brain and the spinal cord. (ALS Association, <http://www.alsa.org/about-als/>) Although voluntary muscle actions are progressively affected, the person’s intelligence and senses remain unaffected, so alternative methods of communication are needed until the later stages of the disease, when they may become totally paralyzed.

Studies of interaction using augmented communication have revealed its collaborative aspects (Goodwin 1995, 2003) and sequential structures (Clarke and Wilkinson 2008). Referring to these, this study focuses on the shared knowledge and collaborative work of “Kuchi-moji (ban)” interaction. This alternative communication method does not use AAC technologies but utilizes the persons’ lips and their assistants’ voices, where properties of Japanese language and characters are effectively used.

The data for the study consists of more than 15 hours video recording of three ALS persons’ in their daily conversations and interviews in Japan. They are at the stage of using ventilators and are able to move their eyes and certain muscles without moving their bodies. This study investigates settings of their use of “Kuchi-moji (ban)” for communication applying conversation analysis and the membership categorization analysis (MCA) of Harvey Sacks.

Through the analysis of these interactions, we found the following phenomena of order based on their experience and shared knowledge. First, their recognition of trouble and its repair, or mutual understanding of misunderstanding. Second, the abbreviating of words and/or sentences with categorical knowledge. Third, the relation between unrecognizability and readiness of understanding in multimodality. The assistant’s categorical knowledge of a given person, which is necessary to make the “Kuchi-moji (ban)” method more effectively, is derived from the everyday experience of interaction between the person and his/her assistants.

In this study, we also analyze other data with more matured assistants for comparison. These findings suggest that their interaction is collaboratively organized and socially ordered, with shared “methodical knowledge”, including their categories category-bound activities, based on their everyday life of independent living, which has been developed in their continuous experience of social life .

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RESUMPTIVE REPETITION AS A FAMILY OF METHODS USED BY CONVERSATION PARTNERS TO AAC AIDED PARTICIPANTS

Niklas Norén

Uppsala University, Sweden

This paper reports from a Conversation Analysis study of how conversation partners to participants that are using communication aids use resumptive repetition as a method and practice for co-constructing turns at talk. The study is based on video recordings of children (10-13 yrs) with Cerebral Palsy (GMFCS 4-5) participating in everyday social activities at school and at home. The children use different kinds of Augmentative and Alternative Communication (AAC), such as low tech bliss boards and high tech computer based devices with synthetic voicing (Voice Output Communication Aids or Speech Generating Devices).

The data show that naturally speaking conversation partners use resumptive repetition (or recycling) to recapitulate the AAC mediated turn as it has progressed so far, which designs a grammatical, prosodic and pragmatic projection of a set of relevant items to be produced within the on-going AAC-mediated clausal unit. This method of repetition also designs an interactive position, a 'slot', which the AAC user then fills when going on with a relevant next item in the projected AAC turn. Data shows that this practice is used when the speakers have reached the midfield of the AAC-mediated turn, but it is also used item per item (word for word) during the whole turn.

Data also show that resumptive repetition can be used in the more fixed format of 'repetition + X', where the X is designed grammatically, prosodically and pragmatically by the naturally speaking partner as the slot for the final element of the AAC-mediated turn in progress. Here, data is drawn mainly from recordings where one participant is using a computer based VOCA device.

In both cases the method of resumptive repetition contributes to interactional progressivity and it constitutes a family of methods by which the conversation partner to AAC users can both give voice to and co-design the AAC mediated turn in different positions during the turn progression. The practice also appear as a solution to the communicative dilemma of AAC-mediated interaction where AAC-mediated turns, even without repair, are stretched out in time considerably compared to spoken turns.

THE USE OF ARTIFACTS FOR COMMUNICATIVE PURPOSES IN ATYPICAL INTERACTION: PARTICIPATORY POSSIBILITIES AND CONSTRAINTS

Gitte Rasmussen

University of Southern Denmark

This Conversation Analytic (CA) study focuses on the use of artifacts (pictures, letters or cards) as a resource for communication in Atypical Interaction. Artifacts and technologies are used in clinical and private settings to facilitate participation of individuals suffering from communicative impairments (CI) in social activities. Citizens with CI are otherwise often deprived from participation. Research has shown how the use of artifacts facilitates a common understanding (Clarke & Wilkinson, 2007; Pilesjö & Rasmussen, 2011), but also how the artifact may constrain how social experiences of the CI participant is to be understood (Rasmussen, 2013)

This study continues this line of investigation. It focuses on how the use of the artifact (pictures and/or texts) is coordinated with the use of other interactional resources (talk, gestures) in the construction of a turn. It shows how next speaker responds to the turn by embedding the same artifact in the construction of his/her turn too. The paper thus demonstrates how not only a prior turn is being responded to in next turns, but actually also the artifact used to construct the turn. This establishes the artifact as a recognizable resource for interaction.

The talk takes this finding further as it shows that in the case of non-CI speaker's problems in understanding for instance CI speaker's answer to non-CI speaker's question, non-CI speaker orients to

the use of an artifact, which s/he introduced in the prior turn, as being a crucial resource for understanding. This testifies to the position (Rasmussen 2013) that the use of similar resources across turns is a central feature of and a recognizable method for achieving a common understanding. However, the paper points to the fact that occasionally the use of a previously introduced artifact hinders the non-CI speaker in conveying his/her own ideas about what is relevant to report. The paper will thus discuss how the use of artifacts may facilitate the participation of citizens with communicative impairments – with constraints.

The paper presents a collection-based description of the coordination of artifacts (pictures, texts) with other resources across turns. Examples that have been transcribed in accordance with CA principles will be provided in a handout. In addition the paper will show one video-clip and example in which the use of an artifact (a letter) occasions problems.

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USING TABLET COMPUTERS IN INTERACTION WITH A WOMAN WITH ALZHEIMER'S DISEASE: THE ROLE AND IMPACT OF VARYING KNOWLEDGE

Christina Samuelsson

Linköping University, Sweden

Anna Ekström

Linköping University, Sweden

Ulrika Ferm

Gothenburg University Hospital, Sweden

Dementia is often associated with communicative difficulties such as problems to find words, difficulties initiating actions, memory problems, difficulties to understand abstract and complex language, difficulties to keep to the subject and frequent (seemingly) irrelevant comments. With the progression of the disease the person with dementia may get severe communicative problems using a few well known more or less automated phrases (Beukelman, Fager, Ball & Dietz, 2007; Zeien, 2007). In previous research, computers with a touch screen have been shown to enhance the possibility for people with dementia to maintain a conversation (Astell et al., 2010). However, to use tablet computers as AAC is relatively new in dementia care, and the scientific documentation is sparse. This presentation reports from an ongoing project with a predominant aim to develop and evaluate the use of tablet computers with specific application programs (apps) for people with dementia. The specific aim for the presented study is to explore how the participants' varying knowledge of relevant objects impact their action and participation in the on-going communicative activities and how the participants manage their varying knowledge of these objects. The data consists of recordings of a woman diagnosed with Alzheimer's disease (AD) and her husband using an individualized app on a tablet computer. The app has been customized to the woman's needs and interests and features a number of pictures of her family as well as her everyday life activities. In the data, knowledge and knowing become relevant in relation to several different aspects of the activities. First of all, knowing how to use the device is a central concern for the participants and an issue that takes up a lot of the participants' time. Secondly, related to the woman's

memory problems, knowing what the personal pictures included in the app show and why they have been included becomes a recurrent issue in the interaction. Additionally, access to knowledge related to things shown in the pictures also seems to be a central concern for the participants. The presented results are of importance not only for individuals with dementia but also for their next of kins, clinical staff and other professionals working with people with dementia as they show how the use of tablet computers and apps may improve the individuals' communicative situation, including their possibilities of independent decision-making, and understanding of everyday activities.

PANEL D

CATEGORISATION PRACTICES IN MOBILE SOCIAL INTERACTION

ORGANISERS

Paul McIlvenny

Laura Bang Lindegaard

The panel focuses on the analysis of categorisation practices in mobile social interaction, with a goal to develop membership categorisation analysis (MCA/categorial systematics) in new directions. Even though much of the mobility and social interaction research to date clearly involves a concern with a diversity of mediated social actors, agents and objects, members' categorisation practices have not received substantive analytical attention as yet. Since a focus on categories and their bound predicates, rights and obligations provides insights into how rational and moral orders of mobility are continuously accomplished and negotiated, a focus on categorisation practices in mobile social interaction can provide insights into the accomplishment of different categories of, for instance, licit and illicit 'movers'. Such studies would entail a reiteration of, among others, Jayyusi's original work on categorisation and moral order, and, by implication, the panel would contribute not only to the field of interactional mobilities research, but also to recent debates on how to develop membership categorisation analysis. Contributions to the panel will address these concerns by examining practices in a variety of mobility settings, including e-bike riding, car driving lessons, car sharing, and pedestrians in shared space traffic zones.

Issues to be raised in the panel include:

- Are there any sedentarist assumptions in MCA, eg. the viewer's maxims, that need to be re-examined?
- In what ways do mobile social actors categorise other (mobile) actors, agencies and materialities, for example, in traffic?
- How are systems of categorization as ordering devices used to sequentially and simultaneously organize mobile persons by whom they are employed and persons, settings, events or activities to which they refer?
- How are categories invoked and negotiated in fleeting (non-verbal) mobile encounters?
- What are the relationships between categories worked up in preparatory and post- accounts of mobility – for example in interviews, focus groups, narratives, and institutional or everyday plans – and categorisations in mobility practices themselves?
- Do the conditions, resources and affordances of mobility and movement encourage specific rationalities and orders of categorial conduct (eg. category-bound obligations and rights to movement)?
- How are members' categorial practices assembled and distributed across mobile materialities, objects, embodiments and agencies?
- In what ways do mobility categories have politics? How are mobility categorisations politicised (eg. Sacks' "Hotrodder: A Revolutionary Category")?
- How do mobile social actors resist various mobility categories and bound predicates, rights and obligations ascribed to themselves and others?
- How does the practical reasoning of categorisation interweave with the practico-moral order of mobility settings, eg. the moral order of the road, the cycle path, or the pavement?
- How is a moral order anticipated or prefigured in categories worked up in accounts of sustainable mobility?
- How do mobile social actors categorise themselves and others as green or eco- 'movers'?

CATEGORIZATION FOR ACTION: THE RELEVANCE OF MEMBERSHIP CATEGORIES FOR ANTICIPATORY DRIVING

Arnulf Deppermann

Mannheim University, Germany

It is a basic tenet of ethnomethodology and CA that categories are relevant for action (cf. Hester/Eglin 1997; Antaki/Widdicombe 1998). The concept of ‘category-bound activities’ (Sacks 1972) formulates the insight that membership categories are tied to expectations about how category members (normatively) should behave and (descriptively) will behave. Categories are “inference-rich” (Sacks 1992:40; Schenkein 1978), because they allow the prediction of future behavior and they provide accounts for observed behaviors of category members.

Since social action builds on expectations about the actions of other social actors, membership categorization does not only imply expectations about the persons so-categorized. It is also crucial to the design of the actions which the categorizer him/herself produces in interaction with categorized persons. Category-bound expectations of partners’ actions are relevant for orienting one’s own behavior when people interact with each other. This does not only apply to focused encounters (Goffman 1963), but also to non-focused interactions, such as participating in traffic.

The paper will deal with the relevance of membership categorization for anticipatory driving in driving school lessons. The study draws on a corpus of 70 hours of driving school lessons in German (2 instructors, 9 students), recorded with two cameras (street view through windshield, front view on passengers). In this setting, instructors categorize other participants in traffic in the context of actions like instructing, warning, requesting, explaining rules and accounting for mistakes and problems. The prime function of categorizing other participants in traffic lies in the relevancies which their factual or to-be-expected category-bound actions have for the design of the student’s driving activities. Relevant categories concern traffic participants

- who are less skilled than others and may act unpredictably: children, elderly people, animals, strangers who do not know their way around;
- who may sanction the driver: police;
- who are experienced and highly skilled: professional drivers (bus-drivers);
- who (are likely to) infringe traffic regulations: motorcyclists, taxi drivers, speeding motorists;
- who are particularly vulnerable: pedestrians, bicycle riders.

In many cases, category-bound actions to be expected are explicitly stated by instructors or invoked to explain traffic participants’ actions. This is often combined with an explication of options of adaptive driving with respect to these other categories of traffic participants. Relevant dimensions of anticipatory adaptive driving concern, for example:

- the need for specific attention and care from the driver like driving slowly, monitoring other’s behavior closely, renouncing to risky actions;
- the degree of trust which can be put in the partner’s correct, mindful, rational, etc. behavior, allowing for performing planned behaviors like overtaking, crossing an intersection, etc.;
- the question whether the student’s own driving may be modeled upon others’ driving behavior;
- the need to closely monitor one’s own actions such as controlling speed.

Categorization work in driving school is part of the socialization of driving. The social world of traffic participants becomes divided into and elucidated by categories accounting cognitively for category-bound expectations of others’ actions, pragmatically for the choice and design of own driving activities and normatively for the moral assessment of others’ and own actions.

CATEGORISING MOBILE ACTIONS AND MOBILE ACTORS

Pentti Haddington

University of Oulu, Finland

Eric Laurier

University of Edinburgh, UK

In this paper we aim to re-specify Jack Katz's (1999) explanations of road rage as variously dealing with identity threats, the differences between the driver's and the passenger's embodied experience of being "cut-off" by other cars and the work of generalising accomplished in swearing at other drivers (see Katz 1999, p. 33). We draw upon work which has used membership categorisation analysis (MCA) to consider visual organisation and mobility (Lee & Watson 1993). More explicitly, we explore the link between categorisation practices and sequential contexts of interaction (cf. Stokoe, 2012) in relation to mobile actions on the road. The analysis focuses on events during which drivers express their anger or annoyance with other road users through complaints (see e.g. Drew, 1998; Stokoe & Edwards, 2009), assessments or 'insults' with certain freedoms because these are "unhearables". The data come from the Habitable Cars video corpus of natural driving situations, collected in Britain in the early 2000s. The paper presents the following findings. First, drivers' and passengers' angry outbursts at other road users involve two related forms of categorisation. They involve the category relevancing of mobile actions in traffic in which other drivers are, for example, 'cutting in', 'speeding' or 'running a red light'. Building from the analysis of other cars' actions, there are two membership categorisation devices that collect their category-bound activities as 1) evil and intentionally acting against the good of the traffic; and 2) ignorant and accidentally acting against the good of the traffic. Second, the driver's categorisations of other drivers are rarely contested by passengers; instead, drivers are more likely to receive affiliative rather than disaffiliative responses. In several cases the passenger produces a choral response to the other driver's actions. In other words, categorisation as a practice is collaborative in ways not captured by Katz. Third, the driver and passenger's categorisation work orients toward, formulates and judges claims and entitlements to undertaking courses of mobile action, and therefore it lends support to previous claims that category work – describing, inferring and judging others – is pervasive in everyday life and embedded in a moral order (Jayyusi, 1984). Therefore, membership categorisation analysis brings with it ethnomethodology's orientation to social order as, not only locally intelligible but also, establishing a local moral order. In this case, it is a moral order of the road generated by its mobile members.

SHOWING WHERE YOU'RE GOING: TEACHING AND LEARNING SELF-CATEGORISATION IN LIVE TRAFFIC

Lena Levin

Linköping University, Sweden

Mathias Broth

Linköping University, Sweden

Jakob Cromdal

Linköping University, Sweden

This study is about how student drivers are taught and learn how to make the car accountable in live traffic, so that other road users can relevantly categorise it and project where it is about to go. This accomplished skill may be referred to as "self-categorisation" and is a crucial aspect of competent driving. The study takes an EMCA multimodal interaction analysis approach, and is based on video

recordings of four complete series of driving lessons in a driving school in Sweden (120 hours in total). One of the self-categorisation activities most frequently taught, monitored, reminded about and repaired by instructors concerns the relevance of activating the indicator following an instruction to make a turn to the left or right. The instructional work aimed at having the driver student eventually activate the indicator all by her- or himself, so as to allow others to categorise their publicly available "shell" as an upcoming starting, turning or lane-changing vehicle, takes several forms. These forms are different in different steps of the learning process. Very early on, student drivers are taught how to operate the indicator and that the indicator is an important means of communication with surrounding traffic. During later stages, where a higher degree of competence is expected of the student, instructors may point out the relevant absence of activating the indicator by stating that the indicator should be activated, repeating the instruction to turn, or asking open questions about what should be done. These verbal moves are responsive to, and target the learning of, emergent sequences of driving actions. Many driving relevant actions make up distinct driving procedures that should be performed in a particular fashion and order. On occasion, the reason for activating the indicator is also explicated: the indicator should be activated "so that the others know where you're going". Such explications re-establish the (most often implicit) link between the routinely expected activation of the indicator inside the cabin and the car as a social object in traffic. Other road users are thereby able to understand just how the car should be treated and how to coordinate themselves with it at a particular moment in live traffic.

THE BABY SMILED, THE MOMMY SAT: MEMBERSHIP CATEGORIZATION DEVICES AND SEATING ARRANGEMENTS IN CAR-POOLING SITUATIONS

Christian Licoppe

Telecom Paristech, France

Lisa Creno

Telecom Paristech, France

Béatrice Cahour

Telecom Paristech, France

This paper deals with an analysis of car-pooling (or ride-sharing) situations. Due to the practical difficulties of placing cameras in random cars, the video corpus is based in recordings made with video glasses of naturally occurring encounters around the car before ride sharing trips (lasting typically 2-4 hours). Though the quality of the video recordings is limited, we have managed to get audio-video recordings for about 10 trips, in a way which still allows the analysis of some interactional phenomena which are characteristic of this contemporary mobility situation. The recordings have also been shown back to the passenger/recorder to elicit their reading of the video documents relative to their own experience.

We focus on the initial moments in which seating arrangements are negotiated, and particularly how the seating of passengers is collaboratively accomplished, and how such an achievement displays some relevant normative orientations. When passengers orient to a difference between front seat and back seat, they make relevant a member categorization device (front passenger/back passenger) with differing activities being bound to each. Arriving at some seating arrangements is a member's practical concern, and is achieved through interactional sequences in which members display a strong orientation to their having equal rights to particular seats. We discuss one of these sequences in which participants get hearably concerned with the potential presence of a baby in the ride sharing trip.

We first discuss how the evocation of the baby in the context of the car trip makes relevant a particular categorization device, the standard relational pair "baby-caregiver", on which participants hearably build to discuss the possible organization of their coming trip. Sacks baby-mommy example (Sacks, 1992) has been criticized as based only on a child's tale and not on actual talk (Schegloff, 2007).

Our case provides an instance of that in which participants inspect the local ecology to find possible incumbents for the category caregiver (the mommy being the first candidate), so that this MCD acts as a resource in the performance of particular actions in the conversation and in evolving projections of the organization of their trip and corresponding seating arrangements, actually displayed in embodied conduct. Then we show how the current back passenger displays her understanding that the baby will be sharing the ride without ‘the’ mother, and treats that as a noticeable matter. This understanding is proven wrong, and treated as embarrassingly wrong when another passenger orients towards the seating in the back of the car in a way that displays her sitting next to the baby as a MCD-based commonsense arrangement and frames herself as ‘the mommy’, and the back passenger appears initially to treat her claim as ‘just’ that of another car sharer.

DOING BEING AN E-BIKE RIDER: ASSEMBLING AGENCY, MORALITY, TECHNOLOGY AND MOBILITY IN EVERYDAY PRACTICES

Paul McIlvenny

Aalborg University, Denmark

Laura Bang Lindegaard

Aalborg University, Denmark

This paper explores the intertwined interactional accomplishment of, on the one hand, various category memberships of appropriate ‘movers’ and, on the other hand, the moral order of novel forms of assisted e-mobility. We draw on data from diverse practices, such as a focus group with e-bike commuters, ride-alongs with both experienced and novice e-bike riders, and a walk-along with a mobility scooter rider. In our approach to data, we treat category and sequence as co-constituting phenomena (cf. Watson, 1997), and we understand moral ordering as unfolding in the interactional accomplishment of such phenomena (cf. Jayyusi 1984; 1991). Furthermore, pushing methodological conventions, we not only focus on how members negotiate the distribution of memberships, rights and obligations between people, but also how they do so across assemblages of people, non-personal objects (Hester and Eglin, 1997), infrastructures, materialities, mobilities and surfaces. In other words, as we study the distribution of categories and bound predicates between the riders and the e-vehicles they ride, we focus on how members negotiate the appropriate distribution of agency between human and non-human actants (e.g. Latour, 2005).

Our study shows how members struggle to make themselves morally accountable at the intersection of exercise, comfort and convenience. For example, focus group participants account for their right and obligation to use electrically assisted vehicles (rather than ordinary bikes) for their everyday commute between home and the workplace or their ride to the local shops. They invoke the right as they point out the many steep slopes on a route or the fact that they live in the countryside, whereas they invoke the obligation by reference to the demand to be on time and to arrive without being too exhausted and sweaty. At the same time, however, the participants resist a tendency to hear the activity of ‘riding an e-bike’ as binding to categories such as ‘disabled’, ‘elderly’ and ‘cheater’. For instance, they vigorously contest other road users’ descriptions of them as ‘cheaters’ when they overtake riders of ordinary bikes. Similarly, e-bike and e-scooter riders negotiate the intersection of exercise, comfort and convenience in ride-alongs and walk-alongs, thereby demonstrating how the accomplishment of the ethico-moral order of assisted e-mobility is intertwined with the embodied practices of the ride. For example, after overtaking a rider of an ordinary bike, an e-bike commuter negotiates the happy exclamation of her co-rider, who is an inexperienced rider. Whereas the novice notes the satisfying ease of overtaking the struggling rider, the commuter resists ascription of any thereby invoked membership of ‘being inactive’/‘agentless’, pointing out that you do get exercise on the e-bike despite the motor-assisted pedalling. We see that the moral ordering of a practice which, on the one hand, is described as being appropriately convenient and comfortable and, on the other hand, is treated as implying an inappropriate

dispersion of agency is also obvious in instances of battery failure on the move. Hence, in various ways our data demonstrates the interactional challenge of accomplishing the moral order of novel forms of assisted e-mobility.

THE ACCOMPLISHMENT OF CATEGORIES OF MOVEMENT: ON DOING BEING A PEDESTRIAN IN 'SHARED SPACE' INTERSECTIONS

Robin Smith

Cardiff University, UK

This paper examines the accomplishment of the lived order of 'shared space'; intersections where matters of the traffic system – 'right of way' and the 'correct' position of modes of transport, for example – are given over to the competency of members via the removal or absence of pavements, lanes, stop signs and traffic lights. Shared space, then, provides a setting in which to examine the ways in which movements and trajectories, turns and turn taking are negotiated and accomplished without recourse to the usual formal rules and resources of the traffic system. Shared space thus relies on the work of members, work that is primarily non-verbal but which, as this paper aims to demonstrate, is grounded in the routine accomplishment of categorizations of persons, activities and spaces. Whilst the paper does not deal with talk – and thus does not access members' *in vivo* categorizations – it remains the case that members organize their activities so as to render them observable-reportable, and thus amenable to categorization, by other members. As such, the paper seeks to examine something that is apparently obvious – how people accomplish their observability, and thus (potential) categorizability, as pedestrians.

According to Hester and Francis' (2003) explication of the observers' maxim, such (any) categorizations are made in relation to the activity in which the observer is engaged. Here then, through the examination of video data of people moving in and through shared space, the paper shows the work in and through which members render themselves visible and categorizable as pedestrians to observers with whom the business of participating in and (re)accomplishing the possibility of the intersections is shared. These remarks, of course, echo the description of the ethnomethods employed by people at intersections provided by Kenneth Lieberman (2013), but this paper proceeds to interrogate the ways in which the categories of persons engaged in 'crossing shared space' are produced and available for description in the first instance.

'Pedestrian' is tied to walking, but also to pavements and appropriate crossings and 'pedestrianized' areas of a city. In this sense, the category 'pedestrian' might be said to only have a some time relevancy within 'the traffic system'; a system that only provides for, and only appears to require, limited categorizations primarily tied to modes of movement and transportation (although note that 'elderly' and 'children' are salient categories who warrant 'special consideration' in relation to the drivers' and cyclists' activity of paying attention at crossings. Other categories may also qualify, but don't warrant their own signage). The paper thus aims to show how the category 'pedestrian' is not (only) a population category with a specific category-bound activity (walking) but is also tied to a set of moral obligations (which we might gloss as 'the pavement order') and, moreover, a set of 'correct' spatial arrangements tied to those activities (i.e. the pavement itself). Ultimately the paper asks, how do people avoid organizational trouble in 'shared space' by unambiguously doing being a pedestrian?

PANEL E

MEDIATED BUSINESS: LIVING THE ORGANISATIONAL SURROUNDINGS

ORGANISERS

Sae Oshima

Birte Asmuß

In accordance with the recent trends of studying interaction from a multimodal perspective (e.g. Depperman 2013; Hazel, et al. 2014), various workplace competences have been understood in light of the members' ability to organize a diverse array of resources in managing their business at hand. This skillset may include the efficient arrangement and navigation of taskrelated artefacts in the given context (e.g. Nevile 2004; Nielsen 2012). Correspondingly, the instrumental actions of a given task can be exploited to take care of "hidden" business, for instance: strategy meeting participants negotiating their entitlement through the tactic use of computer-related actions (Asmuß and Oshima 2012) and plastic surgeons performing persuasive physical examinations by labelling patients' bodies (Mirivel 2008). On the other hand, more "neutral" surroundings – the spatial design of a room in the activity of police interrogation (LeBaron and Streeck 1997) and the material/physical environments that surround an urban street sale (Llewellyn and Burrow 2008), to name a few – may be brought into play by the participants, and/or may shape the form of business they engage in.

These studies have shown us roughly two phenomena. First, they have shown, not only that interactants use resources available for communicative purposes, but how their competences emerge in their artful ways of selecting and highlighting different elements of their surroundings in accomplishing certain business. Second, they indicate what used to be considered as mere practical and objective conditions are often in fact interactional resources, leaving little room for distinguishing the relevant surroundings and the made-as-relevant surroundings. The aim of this panel is to further explore this fuzzy border of "the participants' surroundings" and "the surroundings themselves" (Mortensen 2012) in diverse organisational contexts. By examining interactants' selection of various features in the surroundings, we aim to question how people go about living the organisational surroundings, their social meanings and relationship with the managing of business.

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MORAL ACCOUNTABILITY OF WORKPLACE PRACTICES

Birte Asmuß

Aarhus University, Denmark

Morality is an inherent part of social life. Whenever we interact with each other, aspects of moral norms come into play as “[s]ociety is organized on the principle that any individual who possesses certain social characteristics has a moral right to expect that others will value and treat him in an appropriate way (Goffman 1959: 13). Moral aspects of interaction have been investigated from various points of view (Bergmann 1998; Arminen, 1996; Antaki et al. 2008) and especially the creation of knowledge in relation to the moral order of interaction has been of interest (Stiver, Mondada & Steensig, 2011).

In the current paper, I build upon this line of research by pursuing how moral aspects come into being as a result of interactional asymmetries. In specific, I am interested in the role of interactional asymmetries for actions that are morally accountable. Here, I focus not only on the verbal resources that participants in interaction have at their disposal, but also on the embodied and artefactual resources that are of relevance for building interactional asymmetries (Streeck, Goodwin & LeBaron 2011). The data come from performance appraisal interviews recorded in a Scandinavian setting, where these organizational conversations are built upon a premise for a dialogue between equal partners. I specifically pursue the embodied and verbal orientation of one of the participants, the manager, to the interview guide. Here, I focus on instances, where the manager makes use of the interview guide in order to accomplish specific actions (e.g. to steer the conversation by closing down the topic, initiating topic shift, etc.) that somehow are in opposition to the employee’s projected next action. Thus, an organizational tool like an interview guide can be exploited by the manager in order to initiate actions that basically violate the underlying (Scandinavian) premise of a performance appraisal interview being a conversation between equal partners. The study thus sheds light on how the interactional construction of asymmetry can become a basis for accomplishing morally accountable actions.

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UNILATERAL AND ASYMMETRIC INTERSUBJECTIVITIES IN RECRUITMENT INTERVIEWS: WHEN MUTUAL UNDERSTANDING IS NOT THE GOAL

Nicolai Busse Hansen

Aarhus University, Denmark

The common assumption regarding the concept of intersubjectivity that it is the achievement of a mutual understanding has recently been reformulated by Duranti (2010) in terms of its Husserlian and phenomenological roots. He argues primordially that intersubjectivity prerequisites understanding and is not necessarily something that is achieved. The issue is thereby theoretical rather than its practical achievement such as argued conversation analysts such as Schegloff (1992). This is not argue that intersubjectivity cannot become a practical issue, but merely to establish the foundations that leads intersubjectivity to become an issue in social interaction. I highlight this ontological discussion in order to frame my argument that in institutional settings reaching a shared understanding is not always the goal. The recruitment interview, which is the particular institutional setting I am investigating, is a basic institutional event that illustrates this point. The unilateral nature of the relationship between recruitment interviewers and job applicants (cf. Button, 1987) implies that interviewers' contextual understanding dominates the enactment of the interview as well as its outcome. The fundamental tenet of this argument is that the relationship between interviewers and applicants, which I aim to show, is one that favors the understandings of the interviewers. This implies that the contextual understandings are non-negotiable and unilaterally constituted. Analyzing the question – answer interview practice by applying a microethnographic method (Streeck & Mehus, 2005), the purpose of this study is to explicate the underlying presuppositions of particular questions and answers as they are produced by interviewers and applicants. Thereby I intend to explicate the purpose of question production and the particular uptakes they get in the answers. The analysis is done on the basis of 42 recorded recruitment interviews from which innumerate question – answer sequences have been extracted and analyzed adhering to the sequential analyses of conversation analysis (Sacks, Schegloff, & Jefferson, 1974). Additional ethnographic work such as interviews with interviewers work has been conducted in order to elicit the presuppositions they attach to particular events within the recruitment interview that arise out of organizational surroundings. What will be shown is conflicting presuppositions with regards to the questions and answers that often never get resolved.

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INTERACTION AND SPATIALITY: DESIGNING AND OCCASIONING TALK IN AN OPEN OFFICE ENVIRONMENT

Mie Femø Nielsen

University of Copenhagen, Denmark

The open office is an interesting arena for social interaction, which may be related to work processes. Many institutions have embraced the idea of ‘activity based seating’ as a means to enable employees to no longer treat ‘work’ as a physical place to go to, but as a set of different activities which may take place in different locations and in different physical setups. Often ‘increased knowledge sharing’ and ‘improved collaboration’ are mentioned as distinct reasons for changing the office environment into ‘activity based seating’. We are interested in exploring if the rationale in this office interior is reflected in the local interactional strategies in the conversations taking place.

When it comes to verbal interaction and context, CA and EMCA do not subscribe to the ‘the bucket theory’. Context is not seen as a ‘bucket’ (Heritage and Clayman 2010) or a ‘container’ determining all human interaction, but as a condition for as well as conditioned by human interaction. The local interaction is both ‘context shaped’ and ‘context renewing’ (Heritage 1984). It has been suggested to view interaction as ‘plays’ on a ‘scene’ with different norms associated with behavior ‘frontstage’ and ‘backstage’ (Goffman 1956). Furthermore, interaction is drawing on resources from multiple semiotic fields (Goodwin 1994; Stivers and Sidnell 2005; Mondada 2007; Koschmann et al. 2011; Streeck et al. 2011).

But there still is a need to explore further how participants interact in, for, via and with physical surroundings. Is the office environment to be viewed as a set of scenes? Is the interaction shaped by the physical office surroundings? Are the interlocutors shaping the physical office surroundings in order to foster specific kinds of interactional projects? Do participants design their talk with orientation to where the interaction takes place? Our paper will begin to scratch the surface of such issues.

We will focus on

- conversation openings (Whalen and Zimmerman 1987; Mondada 2009),
- accounts of reason-for-the-interaction, cf. Schegloff 1968) and
- conversational projects (Schegloff 2007: 244f; Mirivel and Tracy 2005)

in order to see if the participants treat the open office environment as an arena where different types of interior make different types of interactional projects relevant.

Primary data are video recordings of interactions and meetings between colleagues in open office environments in two different companies, each with HQ in Denmark. Secondary data are field notes from shadowing (McDonald 2005) 15 selected employees in Copenhagen and London; field notes; photos and physical movements marked in floor plan drawings; and video/audio recordings of focus groups and interviews. A supplementary dataset consist of field notes from interviews and observations of open office environment interaction in 10 different companies in three countries.

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ON TIME: THE SITUATED ACCOMPLISHMENT OF A PROJECT SCHEDULE

Henrik Ladegaard Johannesen

Aarhus University, Denmark

Despite a growing interest in questions relating to time, organisational research has yet to engage critically with sociological and philosophical theories of time and challenge the prevailing notion of ‘clock time’ (Hernes, Simpson, and Söderlund 2013). Admittedly, it is difficult to imagine a contemporary organisation independent of clock time, but Garfinkel’s distinction between ‘marking time’ and ‘making time’ reminds us that a mechanical device cannot direct action. The interactional work involved in making time is, however, lost in a formal description of marked time (Garfinkel 2002).

Following the ethnomethodological recommendation not to confuse topic and resource, I explore how time is accomplished in workplace settings. In particular, I draw on ethnomethodological conversation analysis (EM/CA) to show how organisational members utilise material and non-material resources to accomplish a schedule for all practical purposes (Garfinkel 1991). My primary data consist of naturally occurring workplace interaction. I have observed and recorded the finalisation of one of the tender packages for a large infrastructure project in the Copenhagen area. The tender package provides the guidelines for the winning contractor’s work, and designing the package demands careful coordination with a number of internal and external stakeholders, including subcontractors, public officials, etc.

My findings show that while the deadline for the each phase of the infrastructure project is specified in a formal schedule, the participants negotiate the meaning of the schedule by utilising contextual – i.e. specific, situational, material – resources, e.g. accounts of embodied experiences at the construction site or satellite photos of the surrounding areas. In other words, the schedule may organise future work activities according to objective positions in an independent ‘Newtonian’ dimension, but rendering it meaningful – and hence operational – demands interactional work. By demonstrating the accomplished character of a formal schedule, I show how EM/CA can contribute to research into the temporal aspects of organisation. In particular, I show that careful consideration of mundane workplace interaction is necessary to meet Sabelis’ call for temporal sensitivity in organisational research (Sabelis 2009). Moreover, I challenge the conventional distinction between contextualised and decontextualised time. As the work of e.g. Giddens (1991) shows, the decontextualisation of time is commonly considered to be a defining feature of (late- or post-) modernity. However, to characterise e.g. a clock or a calendar as examples of decontextualised time is to disregard the delicate work involved in rendering such artefacts operational.

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LUNCH AT WORK: FORMAL BUSINESS IN INFORMAL SURROUNDINGS

Sae Oshima

Aarhus University, Denmark

Birte Asmuß

Aarhus University, Denmark

The significance of informal interactions in organizations has been widely recognized, when informal communication is more than “just chat” but reflects the historical and social contexts that the employees experience (Fortado 2011), when individuals may acquire more accurate work-related information through such interaction (Johnson et al. 1994), as well as when remote employees satisfy the need for belonging through informal interaction (Fay 2011). Focusing on specific aspects of these interactions such as topics, messages, and channels, these studies revealed that informal interactions affect not only the sociality among organizational members but also the formal, organizational structure. The current study also aims to investigate the tie between informal talk and formal organization, but we do so by examining on a microanalytic level how people interact in informal workplace settings – specifically when they enter work-related discussions during an informal activity. With the method of conversation analysis (Sacks, 1992), we investigate naturally occurring lunchroom interactions among employees at various companies in the U.S. and Denmark. Our data suggest that participants in lunch meetings frequently move between work-related and non-work-related conversations. But contrary to formal meetings where topic-shifts/closure can be legitimized with reference to the agenda (Asmuß & Svennevig 2009), participants in lunchroom interactions do not have such resources for shifting topics. How, then, do work-related topics emerge? How are they accounted for and dealt with in this informal setting? Our preliminary observations reveal that food and drinks can be tactical resources in negotiating work-related topics. In lunchroom meetings, the activity of having a meal becomes a logical priority: the employees must complete their lunch within a reasonable time. This shared orientation allows the participants to strategically use physical actions associated with the practical activity of having lunch. For example, a speaker may project the highpriority of an imminent topic to be brought about by overtly suspending one’s eating activity, and some may avoid certain slots for responding by way of eating and drinking. By analyzing how the affordances and restrictions of the eating-lunch activity is woven into the sequence organization of work-related discussion, we aim to provide a better understanding of how a certain informal setting can be used by the employees for developing and negotiating work-related topics. We argue that such microanalysis allows us to pursue the mechanisms of how organizations shape and are shaped by informal interactions, and thus the organizational value of facilitating informal meeting places.

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PANEL F

SCREENS IN INTERACTION

ORGANISERS

Alexandra Weilenmann

Barry Brown

The study of interaction around and on screens has been a longstanding concern of workplace studies, as well as the broader study of ethnomethodological studies of interaction at work. A number of topics have been highlighted: the importance of talk around screens, gesturing and manipulation, as well as the combination of computer-human interaction alongside inter-personal interaction. Yet the phenomena of screens as such has itself changed remarkably quickly - smartphones, iPads, tablets and even smart watches offer a range of new interactional opportunities. Moreover, video recording itself has changed with much smaller high-resolution cameras, and screen recording features supporting new research directions for understanding how screens become part of everyday practice. In all, these changes in technological tools as well as social practices provide us with new possibilities for research, and we therefore need to return to the screen as a study object.

In this panel we invite researchers who each have engaged with various aspects of screens in interaction. We explore how we might think about and understand the changing role of screens in interaction, work, education and leisure practice. We discuss various aspects of studying and understanding interaction around screens. A key concern is how interaction with screens might be understood as a socially organized phenomenon. The presenters investigate such topics as, the temporality and spatiality of screens in interaction, how interaction with screens is interwoven with other activities and co-located people, how people look at and orient to screens as part of different activities, how different configurations of screens shape the interaction around them, and how people refer to screens by gesturing or gazing towards them more generally or by referring to very specific spots on the screen, etcetera. In addition, the panelists have experience in experimenting with new recording techniques for capturing naturally occurring interaction with and around screens (such as e.g. recording iPhone screens). In all, this gives the panel a unique opportunity to address the development of new analytic positions on the ways in which multiple activities have adopted screens and devices as commonplace tools.

The panel will be arranged in the form of five 30 minutes paper presentations, with 20 minutes for each paper, followed by a 30 minute final panel discussion with all the presenters. This will focus on three issues: interaction and action; mobile screens and workplace studies; and recording technology.

ACCOMPLISHING THE INVISIBILITY OF CAMERA-WORK IN TV-PRODUCTION

Mathias Broth

Linköping University, Sweden

Building on previous work in ethnomethodology, conversation analysis and multimodal interaction analysis on centres of coordination, media interviews and video work, this presentation explores, using EMCA methodology, the situated practices through which a French TV-crew make cameras invisible and camera-work unnoticeable to viewers. Analyses are based on recordings of the French monthly debate show *Rideau Rouge*, broadcast live on TV5 International. Five different productions were video recorded in 2003- 2004, using three cameras placed in the control room, and yielding in total 3 x 7,5 hours of video documented TV production work.

Broadly speaking, two aspects of camera shots may attract attention to camera operators. A first

one relates to the content of shots, and camera operators or recording equipment that become visible in another camera operator's shot instantly gives the production crew away. A second aspect relates to the way the shooting is done: hasty, unfocused or otherwise "unfinished" shots likewise indicate to the audience that there is someone operating the camera. The director of the show, who on-goingly monitors operator shots as they appear in the bank of screens in the control room, very much avoids putting such shots on the air. When the team is live, the five camera operators also maximise the time when their shots are stable and carefully avoid "shooting and being shot by their colleagues".

On occasion, small accidents nevertheless happen, or almost happen, and we can thereby observe the practices through which the team collaboratively address the invisibility problem. For operators to understand just when they can "safely" reposition their cameras and from where they can shoot their assigned studio guests without themselves being shot by some other camera requires them to on-goingly perform rather sophisticated analyses of the situation in the broadcast studio debate. To understand which camera operator's line of shooting is to be avoided at what point in time, operators need to attend both to the studio debate's current participation framework, current and projectable discourse identities, local rules for turntaking, and also to current spatial relations between operators and debate participants in the studio. Consequently, operators now and then also dolly their cameras to be out of their colleagues' shots.

However, not infrequently, a camera operator becomes visible in a shot that the director needs to broadcast in the next few moments. This routinely occasions directives from the director and the production assistant in the control room that the operator should get out of the shot so that it could be broadcast. However, in what direction and how far the operator should move are recurrent problematic issues, that, in addition, need to be dealt with under high time constraints. Considering that the operator who becomes visible in a control room screen is often at that particular place in the studio because it offers an adequate perspective for her or his own shot, this movement out of the shot is normally minimised, and sometimes insufficient, occasioning further directives from the control room.

SCREEN-MEDIATED ACCOUNTABILITIES: ORIENTING TOWARDS ON SCREEN VISIBILITY IN A COURTROOM SETTING WITH VIDEO LINK

Christian Licoppe

Telecom Paristech, France

Maud Verdier

Lincoln University, New Zealand

With respect to screens, video communication provides analysts with a particular type of ecology for interactions, that is 'fractured ecologies' in which there are co-present participants, but also remote others appearing on screen. Such ecologies have already been shown to raise some characteristic interactional problems, such as the establishment of mutual gaze and reference, or pointing, which are all important resources in the construction of intersubjectivity (Luff et al., 2003). We want to discuss here how participants in courtroom settings with remote defendants appearing through a video link from the prison, and particularly those in the courtroom, orient to the fact that they become visible on screen.

In the video recording of an actual hearing we will analyze, participants attend specifically to the way they may appear on screen or not in the course of the unfolding situation. We will show how camera motions and image production are treated as more than a mere visual overlay with respect to the judicial proceedings: they are oriented to as interactionally meaningful and accountable in their own right. We will discuss more specifically how participants relate to on-screen visibility as involving special relevancies and accountabilities with respect to the ongoing 'talk-in-interaction': participants in the courtroom who appear on screen are treated as if their relevance and affiliation to the ongoing talk were somehow 'highlighted'.

We analyze in detail an extract in which a counsel who complains of not hearing the interpreter in the courtroom is 'offered' to appear on screen. We will discuss first how the possibility of such an offer

orient to the particular relevancies of being visible on screen in terms of participation to the proceedings. We will then show how the counsel seems to 'resist' being put on screen by drifting to the border of the screen. In terms of footing, being an on-screen onlooker appearing close to the judge or an off-screen onlooker makes a significant difference and has implications with respect to participative roles in the proceedings to which the participants display their sensitivity. Making someone visible or invisible on screen therefore enacts issues of (visual) power. By raising our awareness of such issues, the work we present makes a significant step towards the development of a 'visual jurisprudence' (Sherwin, 2012), which would also be able to cover all of the visual/moral/legal implications of camera work in courtrooms attending to remote defendants and witnesses through video links.

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PERFORMING CAMERAWORK IN PUBLIC SETTINGS

Stuart Reeves

University of Nottingham, UK

Christian Greiffenhagen

Loughborough University, UK

Mark Perry

Loughborough University, UK

Our research explores developing convergences between professional and amateur capabilities for video streaming / broadcasting, coupled with the increasing ubiquity of handheld (e.g., embedded in mobile phones) or wearable cameras in public settings. This situation, in which a person simultaneously engages in camerawork, whilst 'performing' in public and filming themselves for remote viewers, is becoming increasingly accessible and commonplace with the advent of live streaming services such as Bambuser, Ustream and Youtube Live.

A key feature of this is found in unpacking just how this new camera-operator / public performer role is constituted in and through practical camerawork in ways that are accountable to camerawork's appearance on-screen. Our analysis visits a range of examples of practical camerawork performed in public as part of a live broadcast web-based game. In this the camera operator / performer who is situated on-the-streets must work to establish a transformation in their bodily practices as a way of managing the relationship between their conduct, the physicality of the camera, and the video stream as it is prospectively to be seen on-screen both by online players as well as by a stage manager in the production / control room supporting the camera operator/ performer. We discuss the 'fractured ecology' of camera views available to the different parties in this, from the embodied perspective of the camera operator / performer with viewfinder, through to the different orientations of the stage.

‘READING’ SOCIAL MEDIA SCREENS: HOW LOOKING AT PICTURES IS SOCIALLY ORGANIZED

Alexandra Weilenmann

University of Gothenburg, Sweden

Barry Brown

Mobile Life Centre, Sweden

Thomas Hillman

University of Gothenburg, Sweden

Some twenty years ago, Richard Chalfen, in his book *Snapshot versions of life*, noticed that “[i]t is often said that we “swim” in floods of pictures and audio-visual messages that now dominate parts of our everyday lives” (Chalfen, 1987, p. 7). With the widespread use of mobile technologies and social media platforms, photography is now even more an integrated part of our lives.

In this presentation, we draw upon our recent experiments in capturing social photography and social media activities in situ. By recording mobile device use in the field, using video and screen capture, we get unique insight into the temporal organization of mobile technology use and how it is interwoven with other activities (cf. Licoppe and Figeac, 2015). We present findings from two data sets: The first data set consists of screen capture sequences of iPhone screens, that also records the surrounding sound. From this data we have extracted the specific sequences where participants browse through their feeds of the social media network Instagram. The second data set consists of video and screen recordings of a group of children visiting a zoological garden and sharing their visit on Instagram.

This data raises issues about the various ways that social media consumption is an integrated part of everyday activities: how people ‘read’ social media screens. By examining the ways in which photos, on screens, are shared and discussed, we show how looking at photos is a socially organized activity. This argument has been made before the advent of social media and mobile technologies (Chalfen, 1987), however, the possibilities of current technologies allow for a more rapid circle of taking a picture and sharing it with others. Consumption and production are no longer two separate processes, rather we can see in our data how they are inseparably intertwined. Producing and consuming social media is also in many cases a highly collaborative achievement, that is not only played out online but also has a number of implications on the local environment. We show how participants orient to the ongoing local environment as they are creating their instagrams. Also, the local environment is drawn upon in the creation of social media postings, which are then consumed by the co-present participants on their respective screens. For example, when writing a caption to the image, they draw upon resources in the local environment, e.g. information signs. Creating a social media posting when the audience is standing next to you adds a new layer to online social interactions, in the same way that consumption is now a shared activity. For example, participants look at each others images long enough to be seen to have seen it, in a form of adequate minimal reading of the screen.

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PANEL G

WORKING WITH, AND AGAINST, MATERIALS: SELF-INSTRUCTION AND ETHNOMETHODOLOGICAL INQUIRY

ORGANISER

Philippe Sormani

In Ethnomethodology's Program, H. Garfinkel repeatedly emphasizes the indispensable character of self-instruction in and for ethnomethodological inquiry (EM) – that is, “[autodidactic] investigations are not optional. You needn't feel that because I'm telling you about them you need not do them. To see what they are about you are obliged to do them” (Garfinkel 2002:167). Taking up the line of inquiry sketched by Garfinkel (but see also Bjelic 2003, Sudnow 1978, and Livingston 2008), this panel focuses upon practical self-instruction in and for, if not as ethnomethodological inquiry (cf. Garfinkel 2002:145). The panel, more specifically, addresses the question of how endogenously deployed methods, rather than any formal methodology of social analysis, can be drawn upon for the reflexive explication and procedural description of the material practices that they constitute: how are “[EM] descriptions [...] provided for and 'readable' interchangeably as pedagogies” (Garfinkel 2002:101)? How do such descriptions afford one with instructions? And, one might add, what for – “mere” self-instruction? This latter question seems to have motivated recurrent scholarly criticism of autodidactic, uniquely adequate and/or hybrid EM (e.g., Pollner 2012; Quéré 2012; Wilson 2003). The present panel answers this criticism by demonstrating the heuristic character of practical self-instruction, in and for the reflexive explication of a wide range of practical activities and technical domains, including sociological reasoning in various guises and contexts. The “material” aspect of the investigated practices, in turn, shall be examined as a reflexively discoverable feature of variously sustained self-instruction in those selfsame practices, in situ and in vivo – hence also the title of the panel: Working with, and against, Materials. The panel has been organized into three parts. Part I, entitled “Perspicuous Cases”, offers a range of specific EM inquiries, where practical self-instruction is drawn upon for the principal purpose of delivering particular case studies. Part II, entitled “Embedded Arguments”, draws out and discusses (some of) the major implications of a self-instructive approach in and/or as EM inquiry, thereby reconsidering, if not re-specifying, recent arguments in the social sciences on “materials”, “materiality”, and “socio-materiality” more broadly (e.g., Ingold 2007; Law & Mol 1995; Jarzabkowski & Pinch 2013). Part III, entitled “Reflexivity Reconsidered”, turns the materials and methods of ethnographic inquiry and sociological reasoning into a self-instructive topic in its own right.

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READING REVIEWS: ON CORPUS STATUS AND ‘ADMISSIBLE ACCOUNTS’ OF RELEVANCE*

Andrew P. Carlin

St Columb’s College, Northern Ireland

Discipline-specific ‘socialization’ has been explicated in terms of learning how to read and write recognizably as a practitioner of a particular discipline (e.g., Haas, 1994; Hyland, 2004; Sullivan, 1996; Zeller & Farmer, 1999), and the realization of recognizably discipline-specific textual artefacts (Sormani & Benninghoff, 2008). This paper addresses my own, in-course and ad hoc puzzlement at reading reviews: state-of-the-art reviews in Library & Information Science (LIS) on the topic of relevance*. The source of my reading trouble was observing that (what I regarded as notable) discussions on relevance* were ‘noticeably absent’. Reading the reviews instructed me that there was a corpus of literature adjudged to be relevant(*) to relevance*. Crucially, my reading trouble attuned me to the theoretical and methodological options taken, in and as LIS, in the assembly of ‘admissible accounts’ of relevance*. The articles, and the sources upon which these articles reported, instructed me on how relevance* was approached as a discipline-specific topic of study, in the form of such ‘admissible’ yet provisional ‘accounts’ (hence the asterisk). The paper makes explicit that instructive experience, reflectively, in troubling yet perspicuous detail. In so doing, it offers a reflexive closing to the panel on self-instruction and EM inquiry, whilst making available the achievement of disciplinary relevancies(*) and “corpus status” as an EM phenomenon – working with, and against, the particular materials of the read reviews.

ETHNOMETHODOLOGY’S BODY: MAKING MOVES IN TAIJIQUAN AND YOGA RESEARCH PRACTICE

Clemens Eisenmann

University of Bielefeld, Germany

Robert Mitchell

University of Oldenburg University, Germany

There may be good reasons for the criticism of professional sociology being tied up in “playground disputes” (Tolmie and Rouncefield 2013:5) regarding internal theoretical debate and, thus, preoccupied with the question of what is considered to be the accountable work of ‘doing sociology.’ This may be related to the elusive nature of ‘sociological’ concepts. However, alongside professional sociologists searching for difficult to grasp ‘social things’ it seems practitioners of both tàijiquán and yoga make good bedfellows with their search for the, at least equally, elusive energy of qi and prāna or concepts such as tīngjīn (listening energy) and enlightenment. Moreover, the ways of actually going about finding them is also up for grabs, resulting in various differentiations of ‘teachings methods,’ ‘ways,’ ‘styles,’ and ‘schools,’ not unlike the aforementioned sociological scuffles. This commonality notwithstanding, one marked difference is that tàiji and yoga practitioners may be less in danger of privileging certain (linguistic) bodily movements over others (cf. Sudnow 1978:56), since they must explicitly relate their heady concepts to ways of thinking, feeling, and bodily movement through time and space in their everyday practice. Hence, it seems that doing research in tàiji and yoga may be a perspicuous setting for considering practical self-instruction in and for ethnomethodological inquiry.

Thus, our talk utilizes its authors’ research practice in these fields in the context of their ‘sociological’ projects. Our focus will be upon methods of (self-)instruction in the respective cases by taking selected moments into special consideration in which (self-) correction in terms of tàiji, yoga, and sociology is being made accountable. We will ask for whom, where, and what is being made accountable that is the in situ and in vivo bodily work of ‘doing tàiji/yoga’ as well as ‘doing ethnomethodology’ and also sketch what the work is of (failing at) transitioning and bridging the gap between these cases. It

is the ‘materiality’ of the researchers’ more or less skilful bodily practices that becomes central while experiencing teachers’ corrections, closing one’s eyes in solitary practice looking, e. g., for qi/prāna, or attentively staring for hours at the video data of these activities. Although we are undoubtedly “obliged to do” (Garfinkel 2002:168) these investigations, the question remains: what do we actually see?

In conclusion, we will discuss how the ‘materiality’ of self-instruction and accountability hang together with the subtle practices in our research, revealing ‘good’ reasons for the ‘elusive’ nature of their concepts and thereby calling into question the omnipresence of accountability. Further, we will take up an aspect already noted by N. Jenkins (2009:778) with regard to K. Liberman’s (2007) seminal work Husserl’s Criticism of Reason: the seeming similarity between Buddhist philosophical concepts and ethnomethodological anti-foundationalism, which is also apparent in our investigations with regard to Daoism and Yoga Philosophy, and, more precisely, in their concrete practice. We will discuss the relevance of such similarities in, for, as, or even perhaps against ethnomethodological inquiry.

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THE PRACTICAL MANAGEMENT OF MATERIALITY OF OBJECTS UNDER A ‘WORKING’ DIVISION OF LABOR

Nozomi Ikeya

Keio University, Japan

Dave Randall

Siegen University, Germany

Shinichiro Sakai

Seisen University, Japan

Yuuki Hara

Hitachi, Ltd. Japan

How materiality should be dealt with in studying practices in various contexts from the classroom setting to various workplace settings has recently been much debated, notably in the Information Systems literature, where debates about ‘socio-materiality’ are prevalent (e.g., Orlikowski 2007). In these debates, most researchers aim to theorize practice in relation to materiality, knowledge or learning. We aim, in keeping with Garfinkel’s policy, to collapse this distinction by treating material objects as encountered phenomena, part of the ‘world taken for granted’ and, where they become problematic as part of the ‘normal, natural, troubles’ that people at work and elsewhere encounter. In short, the material world can be treated as entailing aspects of the ‘members’ problem’. We draw on studies we have undertaken to illustrate our point. In particular, we focus on members’ management of the materiality of objects under a working division of labor where making objects findable by others and in turn finding them is one of the major concerns, e.g., handling pipes in the power construction or books in the library.

In handling pipes, the ‘materiality’ of the pipe such as size, shape, classification category, and identification number, is described by words, numbers, and drawing on the specification document. When the pipes are shipped to the construction site, they are to be placed in the allocated space and registered through the barcode attached. However, for a variety of reasons, which we will detail, troubles arise. It is not the fact of materiality, however, that engenders these troubles, but the purposeful work that has to be

done with them, as we will show. In the context of the library, we can again find different organization of the management of material objects. Although we do not intend to compare the two, by referring to the two cases it is hoped that we learn certain things about making material objects findable and managing to find them under a working division of labor. Through this ethnomethodological respecification of the problem, in accordance with Garfinkel's injunction to recognize the 'rational properties of action as practical activities' as endogenously organized (1967:33), we are inevitably (self-)instructed to see and understand how members deal with the problems that material objects present in the same way as any other, as part of their practices.

DISCOVERING A "PERSPICUOUS SETTING": DESCRIBING ARTWORKS AS PRAXEOLOGICAL OBJECTS

Yaël Kreplak

University of Lyon, France

In current sociology of art, there is a growing interest for ethnographic approaches to art practices (Becker & Buscatto 2007). After numerous studies devoted to art institutions and in the context of continuously changing practices within contemporary art, the idea is to put concrete artistic activities back into social sciences approaches to art: let's go and see what art professionals are doing, and we'll know what they really do. But the problems – as in any ethnography – are then: where to go? when to start, when to finish? what to observe and how? And, more fundamentally, what makes an artistic practice accountable as such?

Inspired by the new research avenues opened up by EM studies of work (e.g. praxeological approaches to science and law) and drawing upon long-standing debates about "member's competence" and "unique adequacy requirement(s)" (cf. Garfinkel & Wieder 1992), I propose to discuss the ethnomethodological contribution to these questions by focusing on the theoretical and practical implications of the notion of "perspicuous setting". According to H. Garfinkel, this notion "collects the policies and methods of EM research for an actual, in vivo occasion of inquiry": a perspicuous setting indeed "makes available, in that it consists of, material disclosures of practices of local production and natural accountability in technical details with which to find, examine, elucidate, learn of, show, and teach the organizational object as an in vivo work site" (2002:181). The discovery of such perspicuous settings is then crucial in the reflexive process between practices of observation and the constitution of what is made accountable that characterizes the ethnomethodological ethnography.

Based on a video-ethnography conducted in an art center, my research consists in documenting various interactional activities with artworks involved in the preparation of a contemporary art exhibition. I shall explain how I constituted the hanging of artworks as a "perspicuous setting" where to describe artworks as "praxeological objects" (Livingston 2008) or as a kind of "instructed objects" (Koschmann & Zemel 2014), relocated and re-temporalized in the participants' collaborative activities. By analyzing a sequence of instruction given by an artist to his collaborators while working on an installation, I will show how this phenomenon makes accountable which material details of the artwork matter to the members and how it contributes to discover the artwork's properties that would remain unnoticed outside this context. But this should also lead to a discussion about what such a detailed focus on material activities with objects might miss and open up a broader ecological approach to art practices.

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WHY BOTHER? SELF-INSTRUCTION, VIDEO ANALYSIS, AND “ANALOGIES OF PRACTICE”

Philippe Sormani

Swiss Institute in Rome, Italy

Why bother? What place should practical self-instruction take in EM inquiry? This paper tackles the raised question by discussing the relationship between the EM emphasis on self-instruction in material practices, on the one hand (e.g., Garfinkel 2002; Livingston 2008), and prevalent forms of video analysis of situated interaction, on the other (e.g., Deppermann 2013; Heath et al. 2010). When conducted in a CA or “multi-modal“ vein, video analysis is usually also presented under EM auspices, given its descriptive focus on “members’ methods” of talking and working together. Yet Garfinkel’s repeated emphasis on practical self-instruction as a (if not the) central requirement for EM inquiry (e.g., Garfinkel 2002; Garfinkel & Wieder 1992) is usually not taken into account or, at least, not explicitly so. As a result, many video analytic studies are liable to “Shils’ complaint” (cf. Garfinkel et al. 1981) – that is, they instruct their readers on general features of social interaction (e.g., its multifaceted character), rather than on the identifying details of the technical practice under scrutiny. That said, this paper will not belabor “Shils’ complaint” or any more recent version thereof (which might be too blunt with respect to current developments in hybrid EM/CA studies; e.g., Broth et al. 2014). Instead, the paper demonstrates just how the video analyst’s practical self-instruction may and, in the examined cases, does augment his (or her) observational acumen, insofar as it makes possible not only the embodied reenactment of any filmed practice under scrutiny, but also the technical reanalysis of a previously disengaged mode of analysis (“disengaged” in the sense of bypassing any explicit “first person” involvement by the analyst). In short, the envisaged demonstration takes the form of a “practice-based video analysis” (Sormani 2014) and, insofar as it homes in on filmed episodes from different technical domains (e.g., Go, experimental physics, art performances), also opens up a discussion of comparative perspectives, “first” vs. “third person” involvement, and “analogies of practice” (Livingston 2008) more broadly.

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REPAIRING TWICE (OR MORE): A SELF-INSTRUCTION PERSPECTIVE ON THE REPETITION OF REPAIR ACTIONS

Ignaz Strebel

ETH Zurich, Switzerland

Alain Bovet

ETH Zurich, Switzerland

In our ordinary experience, the material world surrounding us is usually in working order. We nevertheless commonly experience its partial failure and the need to repair, fix or restore an artefact or object, which has ceased to work as it used and ought to. While this reparative activity is a topic in itself for an ethnomethodological inquiry on self-instruction, we want to focus on an essential though neglected aspect: parts of our material environment not only fail once but do so time and again. This forces us to repeat repair work or restoration two or more times. The experience of previous repair of

the same or similar material object provides the fitter with practical resources, which are different from and usually replace the resources that are provided by abstract theory, instruction or methodological advice. Yet, this practical skill must be reflexively adjusted to the contingent rediscovery of the object and its problem, as through “another first time” (cf. Garfinkel et al. 1981). The specific epistemological and practical experience of repeated repair, as distinct from the recommended novice perspective (Livingston 2008), bears a special relevance to self-instruction, in that it irremediably provides it with limited instructions, to be complemented in situ. Our paper will be based on video-recorded repeated repair actions in ordinary environments.

PANEL H

SITUATEDNESS OF HUMAN-ROBOT-INTERACTION: INTERACTIONAL SPACE & MULTIMODALITY

ORGANISER

Karola Pitsch

Within the longstanding tradition of EM/CA research in exploring technologically mediated settings, its ideas have begun to also contribute to the newly developing field of Human-Robot-Interaction (HRI). Here, the distinctiveness of the EM/CA approach resides in considering HRI as genuinely “situated”: Research starts from concrete, often real world scenarios (e.g. museums, elderly care etc.) in which a robot’s multimodal actions are inscribed in a relevant physical surrounding. It asks for the ways in which human(s) and robot attempt to jointly solve interactional tasks and brings forward ideas of responsiveness, coordination and user/participant interpretation. From these different dimensions of the “situatedness” in HRI, we have begun to discuss the question of “interactivity” in a panel at IEMCA 2013. Building on these discussions, at IEMCA 2015 we aim at further exploring the material side of situatedness and explore issues around “Interactional Space” and “Multimodality” in HRI.

For robot (and other technical) systems a particular challenge consists in observing and interpreting the material environment with its dynamic and shifting constellations of humans and objects. A system would need to be responsive to them and users would need to make sense of the robot’s conduct and display their understanding (also to each other) in a multimodal way. In this context, EM/CA might be able to help understanding human situated conduct as it occurs in HRI and, at the same time, HRI might offer good occasions to also shed new light on human understanding of multimodality and spatiality as situations of HRI currently often appear to be “breaching experiments” (Garfinkel).

In this vein, current HRI-studies have begun to explore the implications of robot conduct when referring to objects and attempting to establish co-orientation (Yamazaki et al. 2013, Pitsch et al. 2014). They investigate how a robot’s gaze or bodily conduct could pro-actively organize the user(s)’ participation and how this is linked to mobility in space (Kuzuoka et al. 2010, Pitsch et al. 2013, Fischer et al. 2011). And they point to the role of spatial arrangements and multimodal engagement in defining a robot’s agency (Alac 2011). To take these observations further, we aim at investigating and comparing different situations of HRI around the following set of questions:

- How can robot and human(s) jointly establish and use interactional space?
- How are physical objects integrated and manipulated in HRI?
- How do users (or designers/engineers/...) provide for multimodal interaction with robots and establish spatial arrangements with them?
- How can a robot’s conduct be tailored to the shifting constellations of multiple humans/objects in a relevant environment?
- Which impact might the specific physical presence and mobility of a robot have in comparison to virtual agents?
- How do the specific physical properties of a robot impact on the users’ interpretation of the system’s multimodal conduct?

Organization

The workshop will consist of a series of talks held by researchers from experienced research groups at the intersecting fields of EM/CA and Human-Robot-Interaction.

As starting point for a final joint discussion, a discussant will comment on the different talks and their crosscutting issues.

CREATING CONVERSATION ON STAGE: A REPORT ON FIELDWORK WITH THE ROBOT/ANDROID-HUMAN THEATER

Mayumi Bono

National Institute of Informatics, Japan

Augustin Lefebvre

University of Paris III: Sorbonne Nouvelle, France

Masato Komuro

Chiho Sunakawa

This paper attempts to understand crucial aspects of a staged performance of a naturally occurring conversation between a robot/android and a human. We conducted long-term observations of the playwright, director, actors, and engineers to understand how each professional carried out his or her tasks to produce theatrical performances. We anticipate that this observation gives us an opportunity to discuss how human should bond with social robot in the material world.

In 2008, Mr. Hirata and Dr. Ishiguro initiated a collaborative research project, the Robot/Android–Human Theater, wherein humans and robot/android actors perform together on stage. It attempts to depict a future society in which humans and robots interact as equals. From 2012 to 2014, we conducted fieldwork at this project. Mr. Hirata, the playwright and director of the Seinendan Theater Company, has been pursuing a unique theatrical style known as “contemporary colloquial theater theory” (Hirata, 1995). Dr. Ishiguro, director of the Intelligent Robotics Laboratory at Osaka University, has been creating robots/android as partners for humans.

Technically, the robot/androids’ utterances and gestures are not produced autonomously. In each rehearsal and performance, an engineer backstage sends a signal to play pre-recorded utterances and pre-programmed gestures to the robot/androids on stage. The company performed five programs related to this project. Using high-definition video cameras, we recorded all rehearsals and conversations involved in the creation of two of these programs. Based on these data, we analyzed how the playwright, director, actors, and engineers created a “natural conversation-like performance” that included a robot/android from the perspective of contemporary colloquial theater theory.

The analyses reported in this paper comprise diachronic observations of rehearsals for stage performances using the specific concepts of conversation analysis (CA) and interaction studies. For example, by analyzing 32 rehearsals of one specific scene including an android character, we identified several cases in which the human actors gradually altered their spatial orientation in conversation, as seen in their standing positions and gaze directions, e.g., adopting the F-formation (Kendon, 1990) in the absence of clear suggestions from the director. That is, to determine whether they were acting according to the director’s overall vision of the scene, human actors improvised their multimodal settings and bodily positions in front of the director using their own notions and knowledge about daily conversation.

In another analysis, we focused on the directions given to the actors in a specific scene and on the subsequent exchanges between them to develop an image of a completed performance during rehearsals. Some directions and their effects on the performance related to basic CA concepts, such as the turn constructional unit (TCU) (Sacks et al. 1974) and overlapping talk (Schegloff, 2000). We analyzed pre-performance and post-performance observations to identify how actors interpreted the director’s instruction.

These observations and analyses, especially those focusing on the activities used to create multimodality and to establish a temporal structure, sequential organization, and spatial orientation in the performances of the Robot/Android–Human Theater, derived from our fieldwork and allowed us to reconsider how people organize conversations in real life.

ORGANIZING A JOINT WORKSPACE: COLLABORATING WITH AND WITHOUT GAZE AS A SOCIAL CUE

Kerstin Fischer

University of Southern Denmark

Lars C. Jensen

University of Southern Denmark

Franziska KIRSTEIN

University of Southern Denmark

Justus Piater

University of Innsbruck, Austria

In this paper, we report on experiments between human users and a robot that serves as a ‘third hand’ during a joint furniture assembly task. The experiments serve to determine what effects feedback concerning the robot’s current attention by means of gaze cues may have on joint action. In previous studies on the timing of gazing behavior in human-robot tutoring (Fischer et al. 2013, Lohan et al. 2013) we have shown that users respond to subtle timing differences by attributing different degrees of understanding, action readiness and general cognitive abilities to the robot, which expresses itself in different tutoring behaviors. In the current experiments, the aim of the interaction is not just the creation of shared understanding (as in tutoring), but also joint action (cf. Clark 1996), where people coordinate their behaviors on various different levels (cf. Clark & Krych 2004). We report microanalyses of the impact of gaze cues on users verbal and non-verbal behavior (cf. Pitsch et al. 2012, 2013) as well as statistically significant differences in the linguistic features used in the two conditions (cf. Fischer et al. 2012 for the methodology used) that show different conceptualizations of the robot as a partner for collaboration.

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SIGNALING TROUBLE: EFFECTS OF A ROBOT'S UNEXPECTED REACTIONS IN ROBOT-TO-GROUP INTERACTIONS

Raphaela Gehle

University of Duisburg-Essen, Germany

Karola Pitsch

University of Duisburg-Essen, Germany

Timo Dankert

Bielefeld University, Germany

Sebastian Wrede

Bielefeld University, Germany

The material properties of a typical (robot-)guided museum tour do not only consist of exhibits and spatial features, but also groups of visitors are part and parcel of the tour (Yamazaki et al. 2010, Pitsch et al. 2014). One major challenge for a museum guide robot consists of dealing with multiple participants at the same time, especially to handle verbal utterances possibly produced by different participants.

Furthermore, the system has to deal with uncertainties of speech-recognition results in a noisy environment. From an EM/CA point of view, a robot interacting with humans in the real world can be considered – at the current state – as a type of „breaching experiment“ (Garfinkel 1973). This allows insights into the ways in which visitors signal trouble for example when they have to deal with a robot's unexpected and potentially inappropriate behavior.

Previous research on multi-party human-robot interactions suggest that gazing behavior is an auxiliary modality in dealing with user behavior. Depending on gaze directions, Yamazaki et al. (2010) choose an appropriate answerer and Tomislav et al. (2014) systematically rate visitors' intentions. Pitsch and Wrede (2014) consider gaze and body orientation to tailor repair strategies depending on the robot's failure/success of orienting several visitors to an intended focus of attention. On a small data sample Gehle et al. (2014) show that visitors seek gaze contact to other group members and at worst temporarily disengage after the robot's unexpected/inappropriate reaction.

Against this background, we conducted a follow up study in a real world museum site and address the following questions: (1) How do visitors deal with – for them – unexpected/inappropriate robot reactions? (2) Are there differences in the conduct of individual vs. groups of visitors? And in particular, (3) what types of group dynamics emerge in cases of unexpected/inappropriate reactions?

Analysis based on video recordings will reveal that group members look at each other and laugh before re-gazing at the robot and thereby mark to each other that the behavior of the robot was unexpected/inappropriate. On a conceptual level considering the dynamics of group actions (e.g. gaze dynamics) helps to estimate how visitors interpret the robot's actions against the background of the situated and joint course of actions.

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I'M WITH YOU: SUPPORTING ELDERLY PERSONS' COLLABORATIVE ACTIVITIES WITH A WEARABLE ROBOTIC AVATAR

Keiko Ikeda

Kansai University, Japan

Keiichi Yamazaki

Saitama University, Japan

Akiko Yamazaki

Tokyo University of Technology, Japan

Michita Imai

Keio University, Japan

This paper investigates how a technologically mediated support with a robotic avatar can be pragmatically available for the elderly people in daily out-going activities. This avatar (TEROOS) is mounted on an individual's shoulder, but is controlled by the remote site. The study has conducted an ethnomethodological analysis of interaction mediated through TEROOS in experiments, and it has revealed that visual actions, in particular hand gestures accompanied by verbal utterances, constitute important interactional resources to generate naturalistic communication among the two remote sites. This was most salient when multiple individuals were working cooperatively while handling a real object. The findings of this study suggest that availability of bodily conducts in the communication is a critical factor when we want to provide participants with a sense of being present in the same context ("I'm with you"), despite the mediation of the avatar.

EXPERIMENTING WITH RESPONSIVENESS: TOWARDS AN INTERACTIONAL ACCOUNT OF REFERENTIAL PRACTICES IN HUMAN-ROBOT-INTERACTION

Karola Pitsch

University of Duisburg-Essen, Germany

A basic task in situations of Human-Robot-Interaction (HRI) and other technologically mediated settings consists in orienting users to an object and to establish co-orientation to relevant features of the environment. Research on human-human-interaction (HHI) shows the degree to which the accomplishment of such tasks is a collaborative product of all participants, i.e. an "interactional achievement": the participants monitor each other and adjust their conduct on a highly fine-grained level (Hindmarsh & Heath 2000, Goodwin 2003, Mondada 2012, Stukenbrock 2015). In HRI, however, studies have begun to explore the choice and design of different modalities (talk, gesture, head/body orientation) for a robot's referential practices and how users' interpret these, but they are generally considered as individualistic accounts. Using the scenario of a museum guide robot, Pitsch & Wrede (2014) investigate the performance of such individualistic accounts under real-world conditions. As implication, they suggest (i) the need for more explicit referential practices for a robot and (ii) a set of basic repair strategies which would fit with a recurring user practice: visitors tend to re-orient to the robot in case of doubt.

In this talk, we present analysis of a follow up field trial with the humanoid robot NAO acting as a robotic museum guide. (1) Here, the robot does not only use combinations of talk, gesture and head/body orientation to re-orient the visitors, but it is also equipped with basic means of observing human visitors, checking the success/failure when attempting to (re-)orient them to an exhibit and, if needed, to react by undertaking repair. Based on videotaped recordings and using fine-grained sequential analysis, we address the following questions: How do the robot's reactive algorithms perform under the real-

world conditions? How do the visitors interpret and react to the robot's attempts of repair? – We will point to the particular challenge for the design of the robot's actions which consists in defining which visitor conduct should be classified as following the robot's reference to an exhibit and being interested/engaged or not. Thus, analysis focuses on the visitors' orientation between robot, objects and other visitors, as well as positioning in space and timing of actions. This leads to a discussion about building blocks for responsiveness in HRI.¹

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INVESTIGATION OF HUMAN MULTIPARTY INTERACTION DURING ROBOTIC WHEELCHAIR OPERATIONS

Akiko Yamazaki

Tokyo University of Technology, Japan¹

Keiichi Yamazaki

Saitama University, Japan

Keiko Ikeda

Kansai University, Japan

Yoshinori Kobayashi

Kansai University, Japan

This study explores human participants' behavior in engaged communication with each other while operating a robotic wheelchair. The system of the wheelchair allows people to each sit on it and automatically adjust its mobile directions so that (1) an accompanying person and the wheelchair or (2) two or more wheelchairs would align side by side in their movements. The project team has carried out several experiments both domestically to Japan and overseas context (e.g., UK) in order to ethnomethodologically investigate how the human participants initiate a conversation among themselves, and how they maintain their operational space for interaction while moving along. The analysis shows that they apply various multimodal methods which accommodate the affordance provided by the robotic wheelchairs (Kobayashi, et. al., 2012). The study particularly illustrates that body positioning (e.g., Schegloff, 1998; Goodwin, 2000) and directions of eye gaze are significant multimodal resources and employed widely by the participants in the experiments. The design of this particular robotic system is to enable multiparty participants (including those on a wheelchair) to engage in a social interaction together, without causing much imposition or physical constraints that may come in one's way. Ethnomethodological insights may provide for further understanding and suggestions to develop a better system.

¹The data stems from collaborative work with S. Wrede, T. Dankert & R. Gehle (Bielefeld University & University of Duisburg-Essen).

PANEL I

MEANINGFUL OBJECTS FOR SECOND LANGUAGE LEARNING “IN THE WILD”

ORGANISERS

Søren Wind Eskildsen
Gabriele Kasper

DISCUSSANT

Johannes Wagner

This panel brings together L2 learning experts, interaction analysts, and designers to discuss and advance initiatives to support second language (L2) students' language learning outside the classroom (i.e., in the wild). Fundamental to the panel's project is an ethnomethodological perspective on learning as an "accountable, public, and locally occasioned process" (Koschmann, 2012). Learning is accomplished through the same sense-making procedures and interactional competencies that social members use to manage any social activity (Y.-A. Lee, 2007).

Initiatives to support L2 learning in the wild are spreading, arising from the assumption that L2 learning is fundamentally usage-based and experientially driven (Eskildsen et al., 2013). The Språkskap project in Sweden for example developed a simple structure for learners to engage in learning through their encounters with service providers (Clark et al, 2011a), and likewise The Icelandic Village created opportunities for low-level learners of Icelandic to use the new language in everyday interactions outside the classroom (Wagner & Theodórsdóttir, 2013). At the University of Southern Denmark, scaffold-building technologies are being developed for the teaching of Danish, e.g., apps to locate participating conversation partners, and at Portland State University, the use of GPS-enabled mobile games has brought language learning activities and into the outside world (Thorne, 2013). These efforts move experiential L2 pedagogies to a qualitatively new level.

Using interactional data from these experiential L2 learning/teaching projects, and thus investigating a range of languages (Danish, English, Finnish, Swedish), this panel explores in particular the role played by objects in the processes involved in 1) the understanding and learning activities in which the L2 speakers participate, and (2) grounding experiential L2 pedagogies in natural empirical data. Of primary concern are the following questions: how participants handle objects in interaction, how it is made public that a given object is ascribed priority in a learning activity and used for learning purposes, how people agree on what makes an object an aid in a L2 learning activity, and how objects play into people's interactionally accountable L2 learning and teaching behavior such as explanations, instructions, displays of understanding (e.g., change of state tokens), and "penny dropped" moments.

The panel will thus advance our understanding of what it means to do L2 learning activities in the wild and of the role played by objects as these are brought to the fore of the learning activities, by investigating how objects are invented, used, oriented to and indexed for learning/teaching purposes, and how the participants treat these processes interactionally as accountable behaviors. Ultimately we will aim to answer questions of how objects and their established interactionally function(s) support and mediate learning, teaching and instruction activities.

WAYFINDING FOR LEARNING IN THE WILD

John Hellermann

Portland State University, USA

Steve Thorne

Portland State University, USA

Advances in the development of mobile technology have made access to information and communication increasingly simple and inexpensive resulting in the ubiquitous use of mobile digital devices. However, the use of these technologies, even in their current user-friendly formats (smaller, lighter devices with larger screens), are managed by humans who are part of, and must engage with, the non-digital, physical world. The human interface with technology is not a new area of study (e.g. Suchman, 1987) and the development of mobile digital devices has maintained the richness of this area of research. The use of mobile technologies has made relevant research on talk-in-interaction while moving (Mondada, Haddington, & Neville, 2013) and the use of mobile technologies in such interactions (Brown, McGregor, & Laurier, 2013). Our primary interest is to better understand how interactants in the physical world, whose interaction is mediated by mobile digital technology, manage the interface of the virtual and the physical through talk-in-interaction. Focusing particularly on wayfinding events, this research investigates how physically co-present participants engage vocally, aurally, visually, and haptically in a time-sensitive way to coordinate spatial movement through use of mobile technology.

The problem of 'wayfinding' (Klein, 1982) is a well-known topic of ethnomethodological studies (Psathas, 1979, 1987; Mondada, 2009; lectures by Garfinkel: Liberman, 2013). We focus on wayfinding activities by small groups of language learners using mobile digital technology (GPS-enabled phones) to accomplish a quest-type language-learning game: players are agents from the year 2070 instructed by their leader to find five locations in which green technology was used in 2014 to help preserve the earth's environment for the people of the future. Participants are to file a report of each example they see (Thorne, 2013). This perspicuous setting allows us to uncover participants' sense-making practices as they realize, situate, and enact, through talk-in-interaction, the mobile device's miniaturized, detail-poor, two-dimensional depiction in the broader context of their endlessly detailed, three-dimensional, sensory-rich physical world.

Intensive video recording was made of the interactions. Two members of each group wore head-mounted cameras. A third member of the group wore a wireless microphone that fed audio to a third, hand-held camera operated by a member of the research team. We currently have six hours of video recordings in the database. Other available data sources include participant-made video-recorded reports of their findings at each stop in the activity.

The serial nature of the activity allowed us to uncover 1) how participants formulate relevant aspects of wayfinding as learnables and 2) how they use their just-gained experience with these formulations to accomplish wayfinding for next locations (providing evidence of learning). Preliminary analysis shows that although finding their first locations was arduous, finding each successive location was more efficient for the groups. This efficiency resulted from the groups' practiced, coordinated reading of the GPS-enabled map. The coordination involved making public and locally-relevant the private logic of the game's map. Through this process, learning is made public via the talk-in-interaction, which serves to coordinate the virtual-digital and sensory-analog information.

FROM WORKPLACE TO INSTRUCTION, AND BACK: INSTRUCTIONAL INTERVENTION IN A SERVICE ENCOUNTER PRACTICE

Sangki Kim

University of Hawai‘i at Mānoa

Gabriele Kasper

University of Hawai‘i at Mānoa

The field of second language acquisition has a long tradition of studying how second language speakers develop second language abilities in their lives outside of classroom settings. Ethnographic studies of immigrants and sojourners during study abroad in particular have shown how the second language speakers' social environment promotes or obstructs opportunities for second language learning and influences how successful these speakers become at using the second language effectively in the long term. Only a small subset of these studies examines in any detail the interactional practices through which the participants turn their pursuit of an everyday activity into an occasion for language learning, or how their participation in the same interactional practice changes over time.

The current study builds on multimodal conversation analysis of second language interaction and learning (Burch, 2014; Eskildsen & Wagner, 2013; Greer, 2013b; Kääntä, 2014) and CA research on second language learning and development in social activities outside of classrooms, that is, “in the wild” (Brouwer & Wagner, 2004; Greer, 2013a; Hauser, 2013a, b; Ishida, 2009, 2011; Kim, 2012; Theodórsdóttir, 2011a, b). Specifically, the study contributes to the CA literature on multilingual workplace interaction in which the focal participants' institutional identities are those of service provider or professional rather than those of customer or client.

The focal participant in the study is the Korean owner of a small convenience store in a neighborhood of Honolulu. Service transactions are conducted in English. Video data collected over a 27-month period show that when customers pay for their purchases, the owner routinely formulates an in-store payment policy related to the use of credit cards while pointing to a sign, placed closely to the register, that informs customers of the policy. The policy formulation, produced as a multi-unit turn, remains stable over the course of the observation period. Frequently customers show difficulties understanding the policy formulation.

In order to help the shop owner manage her interaction with customers more effectively, multiple tutoring sessions with the shop owner are conducted that specifically target the policy formulation sequence and the posted sign. Adapting methods developed by Stokoe (2011, 2014) for the communication training of professionals, video clips and transcripts of the recorded policy formulation sequence and the written sign serve as instructional materials. Following the instruction, the service encounters will be recorded again for a shorter period in order to examine whether any changes in the policy formulation sequence can be registered. The study will contribute to the incipient research direction on instruction-enhanced second language learning in the wild and interventional CA more broadly.

INSCRIPTION AND SCRIPTS: DESIGNING NEW MATERIAL PRACTICES FOR L2 INSTRUCTION AND L2 LEARNING IN THE WILD

Brendon Clark

Interactive Institute Swedish ICT

Basar Önal

University of Southern Denmark

This paper concerns itself with the challenges of introducing instruction and learning material in the wild, with special attention to the interrelationship of physical material and “new material practices”. By “new material practices”, we refer to the ways that people interact with physical material before, during, and after their interactions, and the role of instructors in introducing, and interacting with the materials and learners.

Introducing interaction between L2 learners and speakers in the wild both as the source of learning and the content to be learned, challenges the organization of purposeful instruction, the role of learning resources, and the role of instructors as well as the design, deployment, and use of learning resources, and the predominant “scripts”, i.e. materials to be followed and practiced, for the L2 learner and the L2 instructor. This contrasts with the predominant L2 teaching approaches based on expert-authored textbooks rich in rules, symbols and exercises for perfecting their use.

In the paper, we follow the development and use of paper-based and digital material intended to support interactions for L2 learning in everyday activities in the Swedish Språkskap project (Clark et al 2010) and The Icelandic Village (Theodórsdóttir and Wagner 2013), two L2 teaching frameworks initiated to support L2 learning in the wild. We explore the socio-material journey of materials intended to support L2-user-generated content beginning with the user-driven “language passport” in the Språkskap project as a type of “speculative design” material (Dunn & Darby 2014) meant to explore the potential of material support in L2 learning interaction, and the subsequent scaling up for large groups of students moving between the classroom setting and face-to-face interactions in the wild of The Icelandic Village.

As data, we draw on video recordings, pictures, and text documentation during the design trials of the language passport used during everyday service encounters in Sweden in the Språkskap project, video recordings and documentation from the design workshop with teachers, designers and researchers at the outset of the Icelandic Village, and interviews and observation during the first pilot course of The Icelandic Village, and the documented evaluations of The Icelandic Village courses.

In tracing the developments of the materials and their use, we highlight the inscription of use in the material, the socialization into use, rehearsal, and some of obstacles and challenges that can arise when introducing to structures that seek to support self-generated content or interaction-generated content versus expert-generated content more familiar in the predominant view of L2 teaching.

SMARTPHONES AS OBJECTS TO LEARN AND THINK WITH

Arja Piirainen-Marsh

University of Jyväskylä, Finland

Niina Lilja

University of Tampere, Finland

This paper sets out to scrutinize the role of a smartphones in language learning activities in and outside of classroom. The analysis focuses on 1) the ways the participants handle the phone at different stages of learning activities and on 2) the functions the smartphone as an object has in constructing and organizing these activities. More specifically, we will show how the smartphones are used in the process

of co-constructing objects of language learning and illustrate what their role is in the overall sequential development of a learning activity.

Our data comes from “learning-in-the-Wild” activities designed for courses focusing on conversational Finnish. These courses were taught at the Language Centre of the University of Jyväskylä, Finland, and they were aimed at students who had basic skills in spoken Finnish. The activities were designed following the sit-talk-sit model developed in the Swedish Språkskap-project (see Clark & Lindeman 2011). First, the students prepared themselves for service encounters “in the Wild”: they e.g. observed the language used in selected encounters, identified and collected vocabulary and phrases, and planned their tasks. Second, they took part in actual encounters with service providers in pairs: one participated in the interaction and the other videotaped it using a smart phone. Third, back in the classrooms, the students reflected on their experiences, watched the videos and analysed the language and verbal practices used. Smartphones played a central role in the reflection phase, in particular. In the classroom discussions the students used the phones as objects to think and remember with. The potentials of the phone were used in identifying and making sense of moments of trouble and constructing objects of learning. In the spatial organisation and material ecology of the classroom, the phone also crucially shaped the organisation of participation in the learning activities.

Situated at the intersection of usage based and social interactional approaches to L2 learning (CA-SLA, in particular; see Kasper & Wagner 2011) and informed by design-based research (Design-Based Research Collective 2003), this study aims to contribute to a better understanding of the role of objects in understanding and designing language learning activities. Previous research analyzing language learning as an observable phenomenon has shed light on the role of the different modalities in constructing meaningful learning moments. However, the role of physical and technological objects in this has only begun to attract attention. This paper adds to emerging research in this area by examining how the use of the smartphone shapes learning activities inside and outside classrooms.

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LANGUAGE ENCOUNTERS AND L2 LEARNING OUTCOMES: TALKING ABOUT READING MATERIALS.

Søren W. Eskildsen

University of Southern Denmark

This paper combines ethnomethodology and conversation analysis (EM / CA) and usage-based linguistics (UBL) to investigate how intermediate to advanced L2 users talk about language encounters and learning outcomes, how they use the objects of the language encounters (reading material) in the process, and to what extent they develop their linguistic resources to do so over time. The paper thus falls within the well-established frame of CA-SLA (Kasper & Wagner, 2011) – but broadens the perspective by also drawing on UBL, a set of linguistic models that find kinship in the assumption that language structure emerges in and through use, and that such linguistic structure is always and everywhere meaningful.

Recent research has substantiated many of UBL’s assumptions, e.g., that L2 learning is an exemplar-based process where L2 users gradually abstract common regularities among concrete recurring expressions and link them in experience as schemata of varying complexity and abstractness (e.g., Eskildsen, 2012; Ellis et al., 2013). The social-interactional situatedness of construction learning,

however, is much overlooked. Given the usage-based assumption that our biographies of L2 use informs and determines our L2 competence, with constructional schemata emerging from specific occasions of use (Tomasello, 2003), it is a paradox that relationship between such biographical history and emergent L2 repertoires remains unexplored (but see Eskildsen, 2011, 2012, in press).

Combining CA and UBL I investigate the usage events which form the basis of construction learning. I use out-of-classroom Danish L2 data, recorded by students of Danish at the University of Southern Denmark, Sønderborg. The data consist of video recordings of interactions with the same students over a period of 3 months. They discuss non-curricular texts they have chosen to read, primarily news articles, the primary focus being on the extent to which the texts served as good sources of language learning. Preliminary analyses indicate that in situ discussions about new vocabulary draw heavily on embodied actions as the students use gestures to identify and reach agreement on word meanings.

The students' activity forms part of on-going attempts to build a social infrastructure for advanced L2 learning in Sønderborg. We do this through developing scaffold-building machinery; some high-tech (apps to locate potential conversation partners, an interactive game of language challenges in Sønderborg, a user-driven dictionary for smart-phones) others low-tech (encouraging the students to start cooking clubs, asking the students to talk about reading material). In this paper I will focus on interactional data from the low-tech condition and examine the L2 speakers' methods to talk about learning and to ascribe learning-related importance to objects, as well as investigate how the speakers develop these methods, including their linguistic resources, in comparable settings over time.

PANEL J

REGISTERING THE MATERIAL WORLD — METHODS FOR AND INTERACTIONAL CONSEQUENCES OF NOTICING OR ANNOUNCING FEATURES OF THE ENVIRONMENT IN INTERACTION

ORGANISER

Jakob Steensig

One way in which the material world can be invoked in and for interaction is by interactants drawing attention to features of the environment, for instance through noticings and announcements – or more generally, through different types of registerings. In this panel we investigate how such registerings can be done, in different settings and different languages, and focusing in particular on the interactional accomplishments and consequences of doing such registerings.

The contributions to this panel thus have in common that they (1) focus on the concrete methods and formats that participants use for registering features of the material world for each other, (2) that they investigate the relationship between the methods used, the features registered and the actions that the registerings perform or adumbrate, and (3) that they describe the fundamental stance-taking nature of registerings: They invariably become part of affiliative or disaffiliative processes. Registerings are, thus, highly accountable and socially sensitive actions and they consequently provide a perspective on how the material world and our social experience of it matter socially, in very concrete ways.

The contributions differ in terms of the situation in which the registering is made, among other things, whether the situation favors registerings or not and to what extent registering breaks with the actions trajectories in the situations. They also differ with respect to which phenomena of the material world are being registered.

We believe that the common perspective on the functions of registerings together with the different perspectives on situations and registered phenomena can cast new light on how the material world is brought into the focus of interactions and how this matters to social processes and relations.

BETWEEN NOTICING AND ASSESSING: “PF” / “F” IN FRENCH INTERACTIONS

Heike Baldauf-Quilliatre

Université Lyon 2, France

One propitious way to register the material world is through so-called ‘vocalizations’ (Schegloff 1982), or ‘sound objects’ (Reber 2012): their non-lexical, less conventionalized, sometimes even onomatopoeic, ‘body-driven’ features seek attention and thus favour joint orientation. In contrast to other types of noticings, sound objects allow a wide variety and combinations of usages and interpretations, because of their vagueness or ambiguity: they propose the noticing of something as ‘remarkable’ without being committed to a particular categorization. Thus, vocalizations/sound objects oscillate between affiliation and disaffiliation, positive and negative stance, noticing and assessing.

This paper will investigate the use of a particular sound object/vocalization (or in Goffman’s (1981) terms, ‘semi-word response cry’: ‘f’ and ‘pf’ (pronounced similar to the fricative [f], but with a range of prosodic variation, such as length, plosiveness etc.). Based on a collection of 134 cases (sourced from the French database CLAPI (www.clapi-univ-lyon2.fr)), I will seek to demonstrate first how this sound object/vocalization is employed for registering that a change has occurred in the material world.

Following Tolins (2013, 61-62), who argues that “non-lexical speech sounds, and their production and use, are best understood not in the isolated study, but in the synergetic combination of various

modalities in the interaction”, I will then explore the vocal and prosodic realization of the item as well as its (sequential) position in situated interaction, to illustrate that registerings done through ‘f’ and ‘pf’ are in themselves vehicles for other actions: alongside the more ‘basic’ action of registering or noticing the material world, they also serve as affect-laden assessment tokens through which a positive or a negative stance is expressed, as acknowledgments or rejections of an interactant’s actions (Gardner 1997, Houtkoop-Steenstra 1997), or as emotional change-of-state tokens, which makes evident an emotional shift (Couper-Kuhlen 2009, Golato 2012).

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INVITING OTHERS TO SHARE EXPERIENCE OF THE MATERIAL WORLD. RESOURCES FOR — AND THE ACCOUNTABILITY OF — DOING ENVIRONMENTAL NOTICINGS

Jakob Steensig

Aarhus University, Denmark

Trine Heinemann

University of Helsinki, Finland

Caroline Grønkjær

Aarhus University, Denmark.

Introducing objects and experience into interactional space can be done through environmental noticing (Sacks, 1992b: 87-97). Earlier research has shown that noticing has interactional consequences in a number of ways: They invite co-participants to “see” and categorize the noticeable in a particular way (Neville, 2013; De Stefani, 2014), and they make specific next actions relevant, such as complaining (Schegloff, 1988), seeing things “my way” (Heinemann & Steensig, 2014), or praising and assessing (Steensig 2014).

We have earlier argued that the specific linguistic format of a noticing projects the actions that follow, have investigated different Danish noticing formats, and concluded that noticing are always done “for cause” and are, therefore, accountable activities (Steensig, 2014; Heinemann & Steensig, 2014).

In this paper, we will explore in more depth the relationship between (a) the object or experience that is noticed, (b) the sensory modality that is invoked (seeing, feeling, hearing, etc.), (c) the format used

for the noticing, (d) the action this projects, and (e) the demonstrable orientations of participants before, during and after noticing. We have collected all noticing from a large corpus of video-recordings of Danish interactions (ordinary face-to-face interactions, archeological excavations, innovation workshops, audiology consultations, meetings, child-adult and child-child interactions, home help visits). Based on this collection, we will demonstrate that the turn design of noticing reflects not only the sensory experience and the projected action that the noticing can be used as a vehicle for, but also a number of local interactional considerations concerning identities and category bound activities (Sacks, 1992a; Paoletti, 1998).

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PANEL K

TRACKING CHANGE ACROSS TIME: METHODOLOGICAL AND CONCEPTUAL CHALLENGES

ORGANISERS

Simona Pekarek Doehler
Fritjof Sahlström

DISCUSSANT

John Hellermann

Change is a constitutive feature of peoples' interactional practices. Practices change across space and time. While Conversation Analysis has provided rich evidence for how practices change across settings, cultures or languages (see e.g. the papers collected in Haakana et al., 2009, and Sidnell, 2009), it has only recently started to systematically address issues of change across time (but see Zimmermann's 1999 early call for more 'vertical' comparative research in CA). Understanding change across time is central to understanding how people move through their social lives and through history, how they get acquainted, how they socialize, how they appropriate methods for accomplishing actions and how they adapt to the social world. Yet, documenting how interactional practices change over time raises a set of key methodological challenges. Addressing learning and change within Conversation Analysis (CA) requires a capacity to argue for the situated and oriented- to relevance of prior interaction to situations, and a capacity to demonstrate the similarly situated and oriented-to possible projectability for future situations. Further, the analysis has to be able to establish not only a trajectorial orientation, but an orientation to this trajectory as being about learning and change. This analysis has to, as any CA work, remain firmly anchored in socially established participant orientations. This field is currently in rapid development, and researchers at different locations are addressing the challenges involved. Most prominently, documenting change presupposes showing that a given action or practice is accomplished differently, yet still in enough the same way so that it can count as the same action or practice. Equally, interpreting change raises important challenges. For instance, how can we make sure that documentable change can be understood as evidence of learning/development, as opposed to being induced by a change in communicative culture, interpersonal relationships, etc.

This panel brings together researchers that set out to understand change in interactional practices in a variety of settings, ranging from school to the workplace through everyday conversations, and in a variety of languages. The papers address the methodological challenges that ensue for conversation analytic studies of change across time, and reflect on the possibilities and limits of interpreting the observable change in terms of (classical) concepts such as 'learning', 'development' or 'socialization'.

DEVELOPING INTERACTIONAL COMPETENCE IN THE MATERIAL WORLD OF THE PHARMACY PATIENT CONSULTATION

Hanh Nguyen

Hawaii Pacific University, USA

This paper examines novice professionals' development of interactional competence by tracking how they employed the material world to formulate objects and actions in order to accomplish tasks and construct participation frameworks more effectively over time.

Interactional competence involves the ability to utilize semiotic resources to organize interactional practices such as turn-taking, sequence organization, sequential structure, topic management, formulation, repair, and participation frameworks (cf. Drew & Heritage, 1992; Hall & Pekarek Doehler, 2011; Nguyen, 2012; Schegloff, 1999; Young, 2009) in specific speech-exchange systems (Schegloff, 1999) (or language “games” (Wittgenstein, 1967)). The manipulation of the material world is a key part in the accomplishment of these interactional practices. While the multimodal and embodied formulation of objects and actions at the workplace has been described in detail in a long tradition of conversation analytic works (e.g., Goodwin, 1994, 2000; Goodwin & Goodwin, 1996; Koschmann, LeBarron, Goodwin, Zemel, & Dunnington, 2007; Nevile, Haddington, Heinemann, & Rauniomaa, 2014), few studies have examined how learners modify their management of objects and embodiment over time (e.g., Nguyen, 2011, 2012; Rine & Hall, 2011). The present study aims to extend the body of research on interactional competence development by documenting learners' changes over time in their multimodal and embodied formulation of objects and actions for task achievement and participation framework construction.

The data consist of 51 video-recorded patient consultations by two pharmacy interns in their two-month clerkships at community pharmacies in the United States. The consultations were recorded at the beginning, middle, and end of each intern's clerkship. The analysis focused on how the interns incorporated objects (the medicine, the medicine packaging, insurance forms, and writing instruments), spatial arrangement (the counseling counter, the cash register, and the pharmacist's behind-the-counter workspace), gesture, and facial expressions in advice giving and in the management of their role as a pharmaceutical professional. By comparing the consultations across time, I aim to (a) locate competence modifications that were observable in talk and (b) identify possible situated experiences that may have triggered subsequent changes.

The findings suggest that together with changes in prosodic features, the interns changed in their embodied formulation of body-internal processes in order to deliver advice in a more recipient-designed manner. Also, together with changes in the sequential structure of the consultation and the formulation of the closing, the interns changed their manipulation of the insurance form and the spatial arrangement between the counseling counter and the cash register in order to construct their role as pharmacists (vs. medicine retailers).

This study highlights the importance of the ability to manage the material world as part of an individual's interactional competence development. However, rather than being listed as another component of interactional competence, embodied and material-oriented practices should be treated as finely integrated with the other practices – such as sequence organization, sequential structure, formulation, and participation frameworks – in the configuration of interactional competence.

TRACKING THE DEVELOPMENT OF SECOND LANGUAGE INTERACTIONAL COMPETENCE: A LONGITUDINAL STUDY OF PRACTICES FOR CLOSING DOWN STORYTELLINGS

Evelyne Berger

University of Neuchâtel, Switzerland

Simona Pekarek Doehler

University of Neuchâtel, Switzerland

Throughout the past decade, increased attention has been paid to whether and how the learning of a second language (L2) can be documented using the methodological and conceptual apparatus of Conversation Analysis. To this date, only a small number of studies have attempted to tackle this issue by means of longitudinal investigations of the development of practices in L2 talk (e.g. Cekaite, 2007; Hellermann, 2008; Ishida, 2009; Lee & Hellermann, 2013; see also Pekarek Doehler & Pochon-Berger, 2010 for a cross-sectional study). The findings of these studies suggest that systematic change, over time, in speakers' practices for accomplishing identifiable actions or activities (such as opening a task, producing a disagreement, taking a turn at talk, etc.) can be interpreted as indicators of an evolving L2 interactional competence. Noteworthy is that change, as documented in the quoted work, does not merely concern the extension of speakers' linguistic repertoire or of what has classically been termed pragmatic or sociolinguistic competence, but crucially hinges on ways of sequentially organizing talk-in-interaction. Hellermann (2008) for instance, documents the emergence, over time, of prefatory talk in the way learners' of English open tasks or stories in dyadic classroom interactions, thereby providing evidence for the L2 speakers' increasing ability to finely tune their own conduct to other participants' conducts by foreshadowing next actions and submitting these projections to co-participant's acknowledgement.

In this paper we set out to investigate the development of L2 interactional competence as it is observable in how an adult speaker changes her storytelling practices over time. We present a case study of a 19-year-old au-pair girl, advanced learner of L2 French, who is sojourning in a French-speaking host family for a period of nine months. The data consists of 20 dinner table conversations (a total of 7 hours), which have been audio-recorded on a regular basis by the au-pair girl herself throughout her sojourn. Based on a sequential analysis of the turn-by-turn deployment of storytelling sequences carried out by the au-pair girl, we focus on two interrelated aspects of how she brings her storytellings to an end, namely 1) how she designs and organizes the story climax and 2) how she initiates and coordinates the closing down of the storytelling sequence. The analysis shows that the au-pair changes over time both the linguistic resources she puts to work and the way she sequentially and prosodically designs the story climaxes and closings. While in the earlier stages, story climaxes tend to be compact, not projected as such, and not clearly demarcated from the storyline, in the later stages, the au-pair girl tells stories so as to slowly lead up to the climax, anticipate it by different means and thereby make it recognizable as such to co-participants. Also, as regards the story closing, she produces over time summary assessments as well as post-closing musings, which allow her both to clearly display story closings as closings, and to elicit increased recipient reactions. These changes in the way storytellings are designed, we argue, can be interpreted as indicating the speaker's increased ability to recipient-design her talk as part of her developing L2 interactional competence.

EPISTEMIC TOPICALIZATIONS AS RESOURCES FOR COHESION AND CHANGE IN LEARNING TRAJECTORIES

Fritjof Sahlström

University of Helsinki, Finland

Marie Tanner

Karlstad University, Sweden

In this presentation, we take an interest in practices relied upon by teachers and learners for coming to situated agreement of the level of student learning, and for adjusting teaching and instruction in different situations to these changing understandings, both within situations, and in and between subsequent situations occurring over longer periods of time. In particular, we are interested in explicit epistemic practices and epistemic topicalization as resources for cohesion and change. Within CA, there is a growing interest in the ubiquitous role that issues related to knowledge have in the interactive organization of human sociality. This interest has brought new insights about the diverse ways in which epistemic stance is utilized as a resource in interaction (c.f. Stivers, Mondada, & Steensig, 2011; Heritage, 2012b; 2012a; Goodwin, 2013; Koole, 2012). The focus on epistemics is at the core of a growing body of research on learning that within a CA framing explores new ways of conceptualizing learning as changed participation in interaction (Martin, 2004; Melander, 2009; Lee, 2010; Sahlström, 2011; Seedhouse, Walsh, & Jenks, 2010).

The issue of cross-situational relevance has continued to be a challenge for CA studies. Here, we explore how participants orient to learning processes across situations, by relying on epistemic topicalizations as resources for the shaping of cohesive learning trajectories. The analyzed material consists of data from three larger educational video-ethnographies on language and learning with data both from classroom settings and informal everyday settings. Within these materials, trajectories of learning have been traced, relying in particular on analysis of explications of epistemic orientation. In the analysis we show how the epistemic stance of the informants change through and between the interactions, as the students become more and more certain of how to orient to the learning content. By orienting to previous shared learning experiences, and by relying on epistemic explications such as epistemic topicalizations, the student's current epistemic status in relation to the learnable is established, and hence made available for situated change.

In conclusion, the paper shows how epistemic topicalizations are relied upon in the learning trajectories for establishing and maintaining, in different ways, coherence in a certain constituted content through several learning situations, while at the same time making it possible for the teacher and the student to continuously change and differentiate their epistemic stance to this content in relation to successive changes in the student's epistemic status. Hence, epistemic topicalization is demonstrated to be a primary resource in establishing a shared understanding of the evolving epistemic status of the students, and a primary resource for adapting and changing teaching and instruction. Epistemic topicalizations represent crucial resources both for the contingent organization of learning as social action within and beyond situated interactions, and for the situated construction of differentiation and mutual adaption of teaching and learning in relation to displayed needs and requests from various students.

PANEL L

LIVING THE MATERIAL WORLD

ORGANISERS

Michael Mair

David Martin

Patrick G. Watson

The social sciences have been gripped by many ‘turns’ over the last 30 years: the interpretive turn, the linguistic turn, the practice turn, the ontological turn, the epistemic turn, and many more. The ‘turn’ to matter, materiality and the material – or ‘materialities’ (Law 2004) – is just one of the more recent. While ethnomethodology has long been interested in the material and embodied character of social action and interaction, it is also important to clarify the praxiological bases on which that interest rests. Rather than treat materialities as a source of analytically privileged insight, this panel will seek to do that by asking where, when and for what practical purposes members themselves ‘turn to the material’ (Garfinkel 1967, 2002), thereby making ‘matter matter’ in particular ways (Barad 2007, Lynch 2013, 2014).

The panel will present a series of ethnomethodological studies which examine how material orders acquire practical significance, in a range of settings – from everyday situations through to, for instance, sites of legal, political, organisational and scientific activity. In addition to exploring the occasioned ways in which claims about material orders are presented, established and/or disputed in those settings and for what ends, the papers will also examine how references to ‘the material’ become meaningful via locally occasioned contrasts with, for example, the virtual, the immaterial, the unreal, and more. Having explored these issues, the panel will conclude with a discussion of how ethnomethodological orientations to the phenomenon of materiality can advance social scientific understandings of the place of the material in social practice.

DOES CULTURE MATTER? HETEROGENEOUS TRANSFORMATIONS OF ANIMALS INTO SCIENTIFIC OBJECTS

Silke Gülker

WZB Social Science Research Center, Germany

In laboratory research, animals become scientific objects. STS scholars have shown the various practices that make this transformation process from a naturalistic animal into an analytical animal (e.g., Lynch 1988, Druglito 2014). Lynch points out, however, that “the relation between the naturalistic and analytical animal is not simply a dichotomous one” (ibid: 280). There are moments in a lab when animals are treated like subjects, in an almost affective manner. And then, there are moments when the animals turn into objects, they become material in the scientific process of investigation.

Ethnographic studies in international research labs now show that these moments are not the same for each researcher. Rather, within the structure of laboratory routines, we can find a wide heterogeneity of how the individual researchers construct their relation to the lab animal. Based on empirical data from studies of two laboratories in the field of stem cell research, one in the United States and one in Germany, the aim of the paper is to deconstruct those heterogeneities. The transformation process of an animal into a research object and the facilitating and hindering factors within this process will be analyzed on an individual case to case level. The underlying question is, in how far individual cultural backgrounds matter in this process—contrasting the widespread thesis of homogenous epistemic cultures within lab communities (Knorr-Cetina).

THE MATERIALITY OF OFFSHORE CALL CENTRE WORK

Karine Lan

Troyes University of Technology, France

Call centres are commonly associated with dematerialisation. Service is delivered on the phone from a distance, through talk – which constitutes both the work activity and the product. This perception of intangibility is even more true of outsourced/offshore call centres: customer data is stored on networked servers to allow globally distributed tasks, achieved by mysterious far-away workers. However, even the more global and advanced information industries implement production processes which are linked to place; no industry or company is completely dematerialized (Sassen, 2007). Indeed, call centres are very material production floors, where work relies on CRM software, certainly, but also on computers, headsets and keyboards, and is achieved by real human agents seated at their desks.

My interest is on the social-material organization of this production “floor” (Macbeth, 1992), as a “place” rather than “space” (Harrison & Dourish, 1996). How are the characteristics of the floor, as an audio-visual field, made reflexively observable, and made relevant for collaborative activities and division of labour? How do tools and artefacts figure in the work activities we find there? This paper will discuss the organizational role of a paper spreadsheet, which is used by the supervisor to follow the performance rate in complement to the information that appear on his computer, and thus collaboratively organize his team’s activity. My aim is to explore and to point to the work itself done by contrasts between the material and the immaterial as features of specific, concretely located practices.

DEFLATIONARY TENDENCIES: ETHNOMETHODOLOGY AND MATERIALITY

Michael Mair

University of Liverpool, UK

Contemporary social scientific writing on ‘the material’ provides a series of reminders about the confusions that arise when the concept is mishandled. In the hands of Law, Viveiros de Castro and others, the interest in ‘materialities’, along with the ‘ontological turn’ their study anchors, has become programmatic, if not messianic, a device for appropriating phenomena to provide illustrations of whichever metaphysical schemas the analyst in question happens to be committed to. Where this work inflates, ethnomethodological studies deflate. As Garfinkel’s work shows, just as we say very little when we say phenomena are social through and through, so we have said very little as yet when we point out they are material through and through. These are starting points for inquiry not conclusions. The interesting and difficult questions concern how the material grounds of social practices become relevant in, and accountable, as part of those practices. Using two examples, one from an ethnographic study of antisocial behaviour in a ‘troubled’ housing estate and the other from a study of video footage of live combat operations, this paper argues that the principal lesson we can take from ethnomethodological studies of practice is a refusal to treat materiality as an omnirelevant category. Indeed, such a refusal offers a timely corrective to the drive towards ever-more inflated theories of materiality in general.

WORKERS' MATERIAL UNDERSTANDINGS AND EXPERIENCES OF GLOBALISED DIGITAL WORK

David Martin

Xerox, France

Globalisation is, in basic terms, the development of new forms of global trade, with implicated flows of labour and money, including increased technical innovation, multinational cooperation and free trade agreements, where information technology has been a key component.

This research reports on some everyday human impacts of this phenomenon through an ethnomethodological study of dispersed groups of workers (Turkers) who sell their labour on Amazon's Mechanical Turk (MTurk) – a digital crowdsourcing marketplace. Theoretically, crowdsourcing marketplaces represent the quintessential global marketplace.

Since the market for sourcing and producing work is digital, work can be available everywhere at once, with few constraints. In practice however, a variety of issues ranging from market and system design to legal, taxation and cultural differences produce a more complex picture of how this particular aspect of globalisation plays out. Drawing on empirical work from two separate studies, we will show how both the 'global' and the 'digital' are inevitably experienced materially (in their embodied activities) by these workers, as well as being understood materially and conceptually (e.g. finding/thinking that the reason for a phenomena is the global reach of MTurk). Our access to Turkers in both major marketplaces has given us the opportunity to study globalisation in close-up, and so materially rather than abstractly or theoretically.

OFFICIAL VERSIONS, MATERIAL EVIDENCE AND THE PLAUSIBILITY OF SCIENCE-BASED PUBLIC POLICY'

Patrick G. Watson

University of Waterloo, Canada

Member states of the OECD have, with near uniformity, embraced a model of governance that places exceptional emphasis on evidence-based decision-making. Advocates both inside and outside government contend the best way to inform public policy is through scientific interventions, like Randomized Control Trials (RCTs) and other 'bona fide' scientific methods that promise verifiable answers to policy questions. This model of decision-making presupposes material differences between 'scientific' knowledge (that which is derived via official means, generally replicating something akin to scientific or social scientific methods) and what has been termed 'local' knowledge (Lipsky 1980; Yannow 2004; Durose 2009): knowledge that local policy makers and bureaucrats obtain through non-scientific means. With reference to a heated debate around a school closure in a large city in the North of England – a debate within which the gap between 'scientific' and 'local' knowledge was itself explicitly topicalised thereby opening up the question as to what evidence had a material bearing on the decision and which did not – I explore the presentation of material facts as part of the work of the meeting. The meeting, I shall argue, raises interesting questions about the phenomenology of evidence, as raised by Austin (1962) and Shapin & Schaffer (1985), as well as the implications of using official materials such as scientific evidences to inform decision-making.

PANEL M

SOCIAL OBJECTS FOR INNOVATION AND LEARNING

ORGANISERS

Kristian Mortensen

Maurice Neville

This panel arises from a three-year project investigating specifically how objects i) support creativity and collaboration for innovation, or ii) mediate and support instruction and learning. The papers examine how objects support social, embodied and cognitive processes and organize cooperation and conduct, as they are used, created, perceived and attended to, understood, shared, and so on. Objects' potential arises from their materiality, i.e. their substance, texture, weight, form, colour, density etc., which participants realize to shape what can be done with/to them or known from them.

In design and innovation interactions it is critical to understand how creativity emerges and functions in the interplay between talk and material processes. In sense-making and in creation, objects are used, inspected and manipulated. Objects such as props, mock-ups, and prototypes are an integral part of design collaboration, as the organizing feature of interaction and/or as a tangible outcome. The database of design and innovation consists of approximately 55 hours of video-recorded design and innovation workshops, with participants including professional designers, design students, potential users and stakeholders of the to-be-designed product, and 40 hours of video-recorded interactions from a fashion-design company.

In instruction and learning interactions, users learn to operate, literally to handle, complex technical objects. Our interest here contributes to recent major concern for analyzing the actual verbal, visual and embodied practices through which learning and instruction take place (e.g. Koschmann 2008, 2011). We explore how the action and learning potential of technological objects is achieved through interaction with more proficient users and the objects themselves, including how participants make relevant and act on various features of the objects. Participants' systematic verbal, visual and embodied practices 'unpack' the constraints and affordances of objects and over time transform them from something unfamiliar and inaccessible to something familiar and accessible. Objects may be both vehicles and objects for learning. Longitudinal datasets are collected at different forms of driving schools (>90 hours of multi camera video recordings) and from patient education programs for self-management of chronic disease (110 hours of multi-camera, video-recorded nurse-patient interaction).

The panel is informed especially by early research on objects' arrangement and use to organize and conduct joint activities (e.g. Lynch et al. 1983, Lynch 1985; Streeck 1996), and sense making for technological objects (e.g. Suchman 1987; Heath & Luff 2000), and recently studies of objects as situated resources and practical accomplishments (e.g. see collection Neville, et al. 2014).

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BREACHING EMBODIED ROUTINES — REDESIGN AS A MEANS TO MAKE VISIBLE SKILLS FOR THE MANUAL USE OF OBJECTS

Agnese Caglio

University of Southern Denmark

Tine Larsen

University of Southern Denmark

Johannes Wagner

University of Southern Denmark

In his breaching experiments, Garfinkel (1967) made visible the ‘seen but unnoticed’ moral order that keeps the world together as social. In this paper we report on a series of breaching experiments where familiar, everyday objects were made unfamiliar (‘verfremdet’) through a process of redesign. Specifically, dinner participants were (as shown in the pictures below) given a modified fork that, rather than a handle, ends in a ring, allowing for it to e.g. be put on one finger to eat with.

The insights reported in this paper are relevant for the understanding of embodied skills, that is, ways of physically manipulating objects in the workplace or daily life. Building skills such as eating with cutlery, cooking a meal, as well as driving and parking a car takes much time and practice, but once established such skills are often unnoticed and taken-for-granted. In Garfinkel’s sense, they are relied on, treated as known and unproblematic. They are ‘trusted’, to be drawn on and used in situations seen to be calling for them. The modified objects breaks this trust and “de-skills” the participants. Presenting them with modified version of a known everyday objects, the skilled embodied practices involved in manipulating the objects are once again made visible, allowing for the observation and study of the work participants conduct in appropriating and (re-) learning the objects.

Our prior work on redesigned objects for people with physical handicaps has shown there to be a moral order involved in eating with modified cutlery. In this paper we are however specifically interested in the ways in which the participants familiarize themselves with the modified fork. So, when eating with the modified fork, the participants need to move their hands, arms and shoulders in different ways from how people using a standard fork.

On the basis of video recordings the paper examines

- the participants’ initial recognition of the object when it is received,
- their practices for testing its affordances and potential(s) for activity,
- their talk regarding ways of using the forks, and
- the modified movements of the upper body when eating.

Specifically, we will show how the participants through both verbal and embodied ways negotiate the modified object, i.e. how they successfully appropriate possible ways of handling it, make certain aspects of its physical configuration relevant in their interaction, and account for their actual, physical attempts at eating with the fork.

Our methodology is sequential interaction analysis based on video recorded data of - for the time being – three dinner encounters and supported by highly detailed transcriptions of talk and embodied activity.

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DRIVING AND SEEING: FORKLIFT DRIVERS AT WORK

Dennis Day

University of Southern Denmark

Kristian Mortensen

University of Southern Denmark

Learning how to drive a forklift involves a range of different skills: mastering a range of technical aspects in and around the forklift such as driving, lifting and moving pallets from one place to another; learning how to do this in both a safe and efficient manner (e.g., placing pallets in narrow spaces with only a few inches between it and the next pallet; driving with pallets at a specific height etc.); navigating in space in relation to other moving forklifts. The last point, which is rarely something that is explicitly taught during the driving lessons, involves more social aspects of forklift driving which are similar to driving a car. Forklift driving is, however, different from car driving in various ways. For instance, the spatial arrangement of forklift environments does not include different lanes, forcing forklift drivers to be keenly aware of other nearby forklifts and to recognize their current and projected driving trajectories. In this paper we investigate the various ways forklift drivers 'see' nearby forklifts and manage their own driving activities accordingly.

We take as a point of departure an Ethnomethodological understanding the perceptual activity of 'seeing' as 'an irreducible social phenomenon that is distinctly organized in contexts of routine practice and social interaction' (Lynch 2013:XX). Coulter & Parsons (1990) argue that a praxeological perspective on the logic of our perceptual grammar can combat a 'too homogenizing a conception of human visual orientations and of the human ecological environment'(p.270). The upshot of this is that 'seeing' is tightly bound to distinct human practices and therefore richly varied. There are many ways of 'seeing' in fly fishing just as there are many ways of 'seeing' in forklift driving.

Using video recordings of forklift driver training in a warehouse, we investigate how drivers see other forklifts in this environment. We delineate a set of embodied methods of seeing involving positioning of the torso, movement of the head, hand manipulation of forklift controls, and gaze in relation to the local environment and the activities taking place there. Perhaps because the warehouse is a learning environment, we became particular aware of the variability in skills of the forklift drivers. Because of this, we feel able to propose that there are some methods of seeing better than others.

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EMBODYING AN OBJECT: NEGOTIATING VARYING PERSPECTIVES TO FIT A PROFESSIONAL DANCE DRESS

Jeanette Landgrebe

University of Southern Denmark

Maurice Neville

University of Southern Denmark

We are interested in processes of social interaction and activity such that one object, a dancer's dress, is fitted to another object, a dancer's body, to meet the particular demands of future dance performance. The dress becomes an embodied object in that it must move and work as one with the body. We examine two fitting sessions, which occur as part of the final stages for readying the dress. It is at this point that decisions must be made for last changes and ornamentation to the dress. The main participants are the dress designer, the dance instructor, and the dancer who wears the dress, and who ultimately will dance in the dress. We are concerned with how, together, the dress and the dancer's body become a domain of scrutiny (Goodwin 1994; see Fasulo & Monzoni 2009, Koschmann et al. 2007), as participants draw on and make available their varying expertise, experience, and specific interests and roles, as relevant and formative for directing attention and action towards the shared goal of successful performance. Participants must negotiate the possibilities of complementary or competing perspectives to project what future dance performance will require, of body and dress, including for how the dress will be seen and appreciated. This means therefore the need to identify and balance the characteristics and demands of aesthetics vs. functionality (see e.g. Nielsen, 2013; Brouwer & ten Bhömer, 2013). So, for example, the designer, as maker, knows how the 'sketched dress' can optimally fit the body, but depends on the dancer to know just how well this physical dress fits this individual body for these possible moves of this dance. And, the dance instructor is ideally informed of what looks good in the actual dance setting, and for what dance judges can evaluate. All perspectives must become salient for decision-making in these final fittings. The participants talk, move and position themselves within the scene to look at, touch and manipulate both body (dancer) and material (dress), as they notice, describe, demonstrate, assess, claim, and argue for proposals. It is through such situated and embodied collaborative work and understanding that the participants can determine whether or not the dress fits. The data for the wider study include 20 hours of video recordings of interactions and design activities, and ethnographic field notes, collected during cooperation with a Danish fashion design firm.

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PANEL N

MEMBERSHIP CATEGORISATION ANALYSIS: IN MEMORY OF STEPHEN HESTER

ORGANISERS

Richard Fitzgerald
William Housley
Sean Rintel

DISCUSSANT

Richard Fitzgerald

Professor Stephen Hester, who died recently, had a profound impact on the establishment and development of what has become known as Membership Categorisation Analysis (MCA). During the 1990's following the publication of Sacks' lectures he and a number of colleagues explored the now available work and in so doing began to offer a more systematic description of Sacks' writings on members' categorisation work. Although sometimes quite controversial, MCA has become an established and recognised approach within the field of Ethnomethodology, Conversation Analysis and social research more generally. Given the increasing profile of MCA and the untimely death of Stephen we propose a panel concerned with examining his work and contribution to the approach of MCA. To this end we invite papers that deal directly or touch off from his work on MCA. Topics might include detailed reflections on papers by Hester and co-authors, and how these have influenced subsequent MCA work, tracing the origins and developments of particular methodological ideas and themes within his work, or the examination of general interests reflected through his work such as interaction in educational settings, identity and culture-in-action.

We would like to propose a panel consisting of themed papers together with a panel discussion. The panel would include those listed below and if relevant some spaces for others to submit to the panel.

The panel would coincide with the forthcoming publication of the book *Advances in Membership Categorisation Analysis* (Sage UK) edited by Richard Fitzgerald and William Housley (in press, due 2015).

TEXTING AND OTHER ACTIVITIES: THE SOCIAL AND MORAL ORDERS OF YOUNG CHILDREN AND TEACHERS

Susan Danby

Queensland University of Technology, Australia

Morality is deeply embedded in everyday social interaction. At the same time, moral work usually goes unnoticed and unrecognized unless there is some breach of the moral order happening within the social activities. It is in these instances that assessments of particular aspects of the social and moral order underway are made visible. By virtue of children being categorized as 'developing', adults routinely expose children to their particular constructions of morality. The mundane practices of how children and adults topicalise and locally occasion such moral orders was of great ethnomethodological interest in Stephen Hester's work (Hester & Eglin, 1997; Hester & Francis, 2000).

Drawing on a single episode of children's peer interactions in a preschool educational setting, and what happens when the teacher arrives, it is possible to show how the children's and the teacher's social and moral orders are oriented to, and how differing versions of moral orders unfold. The episode starts with a small group of children sitting on large rocks in the preschool playground. With small rocks in their hands, each child is pressing their thumbs onto their small rock as if writing a text messages onto

a smart phone. As the teacher arrives, one child calls out to the others, “Please can you go out with me”. The teacher hears this, and asks about how to send a message. From this point, the children and teacher orient to differing moral orders. The teacher does not participate in the pretend play as a member of the social order initiated by the children. Rather, she initiates a different adult-oriented order as she seeks accounts of, and makes assessments about, the children’s activity of texting.

The teacher’s moral work is made visible as she orients to the children’s spontaneous pretend activities. In contrast to the children’s activities embedded within a pretend frame, the teacher draws on a reality frame, as shown through such questions related to how to send a text message and why you can’t drive and text at the same time. Her moral work is embedded within a pedagogic order that displays culturally proper understandings of adult-formulated rules related to knowledge of how to use digital devices, and road safety and driving. Analysis such as this shows how teachers make visible their moral and pedagogical work in educational settings. At the same time, we see children’s competence as they simultaneously participate as members in their social worlds of pretence while also participating within the teacher’s moral and reality-framed agenda. In this way, the interactional work of children and teachers in preschool classrooms can be understood as “culture-in-action”.

CATEGORY AND SEQUENCE AS EMBODIED ACTION: BASKETBALL COACHING

Bryn Evans

University of Auckland, New Zealand

Richard Fitzgerald

University of Macau, China

Within the corpus of ethnomethodological/conversation analytic research, there has been a tendency for studies to focus on either sequential or categorial orders of action. While this may have been a result of differentiated developments of analytical sophistication, an ethnomethodological study of social action necessarily draws these approaches together in attending to the multiple organizational domains, including but not limited to category and sequence, involved in the constitution of intelligible action. Recent efforts have been made to accomplish this by analytically engaging with social action as a multi-layered categorial and sequential flow in which multiple “layers” of categorization become relevant as action unfolds (e.g., Hester and Hester 2012, Evans 2013, Fitzgerald & Housley 2002, Fitzgerald, Housley & Butler, 2009). While such studies have primarily focused on talk, in this paper we extend the analysis of categorial and sequential work to incorporate embodied conduct (Hester and Francis 2003, 2004) and the material structure of the environment into empirical analyses. Using examples of interaction in a basketball coaching setting, we suggest one way in which sequential, categorial and visible orders of ordinary action may be integrated into analysis via the examination of what we term the “embodied mapping procedure”. In this way we aim to extend the focus of the analysis of categorial and sequential flow into embodied action and contribute to the broader ethnomethodologically-inspired work on multi-modality (Mondada, 2009).

STEVE HESTER ON THE PROBLEM OF ‘CULTURALISM’.

Sally Hester

Edge Hill University, UK

Dave Francis

Manchester Metropolitan University, UK

At his death in April 2014, Steve Hester left behind a manuscript of a book, entitled ‘Descriptions of Deviance’. In this book he takes an MCA approach to examining how categorial formulations of deviance are interactionally constructed and negotiated in talk in educational settings. The data comprises transcriptions of pupil review meetings involving teachers and educational psychologists in an education authority in Northern England. In analysing this data, and consistent with the approach he had championed throughout his career, Steve emphasises the occasionality of categorial formulations. Recognising that this emphasis is not unproblematic and requires careful consideration, before turning to the data he discusses the problem of ‘culturalism’. He argues that Sacks’ distinction between ‘occasioned’ and ‘natural’ category devices does not lend support to the culturalist view of category use. Furthermore, while Schegloff’s cautions concerning the methodological pitfalls of MCA are serious and well made, the analysis of categorial data, especially texts, need not fall into the trap of ‘culturalism’.

REVISITING DOING DATA: THE CASE OF COLLABORATIVE CODING PRACTICES

William Housley

Cardiff University, UK

In the trailblazing paper ‘Doing Data: The Local Organization of a Sociological Interview’ Stephen Hester and Dave Francis examined the interactional generation of ‘data’ in and through the situated accomplishment of the interview (Hester and Francis, 1994). This paper echoed some of the concerns raised by Cicourel’s proto-ethnomethodological constructive critique of the standard social scientific methodological apparatus in *Method and Measurement in Sociology* (1964) some thirty years earlier. However, Hester and Francis broke new ground through the analytic attention paid to empirical, real time, in situ interview interaction. In this sense, the examination of ‘doing data’ helped secure the ground for further ethnomethodological methodography and related studies (Grieffenhagen, Mair and Sharrock, 2011). It is in the context of this ethnomethodological methodography of data generation practices and the role of membership categorization work in these professional accomplishments that this paper moves. In specific terms the paper examines data gathered from a number of research meetings in which coding issues and data organization are being discussed in relation to the use of the software package Atlas.ti. The meetings were concerned with the organization and coding of semi-structured interviews carried out by three different groups as part of a wider collaborative research project. In doing so, this paper re-specifies formal coding and collaboration models through the examination of practical methods of situated interaction and data sense-making in the course of producing social scientific facts and explanation. In this sense, the analysis reveals the way in which the professional argot of social science codes can be understood to rely on everyday methods of sense-making within team based contexts. These methods can be understood to be realized through the fine-detailed ‘granular’ categorial and sequential specifics of talk-in-meetings where matters relating to social scientific reasoning, accountability, stakeholders’ interests, defensible and defensible reasoning protocols, disciplinary rights and the ‘search for underlying patterns’ are salient features and recognizable and accountable concerns for team members as a routine aspect of doing social science. The paper concludes by reflecting on future studies of data generation and ethnomethodological methodography; a field that Professor Stephen Hester did so much to promote and pioneer.

THE ANALYSIS OF BODIES IN THE COURSE OF POWERLIFTING: DESCRIPTION AND BODIES AS COURSES OF ACTION.

Edward Reynolds

University of New Hampshire, USA

An occasional topic in Stephen Hester's work (Hester & Eglin, 1997; Hester & Francis, 2003) in Membership Categorisation Analysis (MCA) was his discussion of the analysis of the visually available mundane order. Developing Sacks' (1972) work on the description of scenes this line of work argued that the production of scenes leveraged the inference making order of Membership Categorisation Devices as parties to a scene treat observable objects as category relevant. This line of work argued, that without explicit categorization the relevant category relationships, predicates and so forth are treated as observable evident by participants in the course of their daily conduct. This paper develops this line of work by teasing apart the embodied analysis of scenes of conduct and the description of those scenes as course of action in their own right. Using data from the sport of powerlifting, analysis illustrates the commentators' work of the description of a lift, juxtaposing that work against the judges and spotters' embodied seeing of the lift in its course. This data explores the powerlifting movement of the 'squat' in which the 'weight spotters', assistants who ensure that if a powerlifting competitor fails to lift the squat that the weight is safely caught without harm to the powerlifter, work to 'see the course of the lift' (c.f. Goodwin, 1996). Employing my own unique adequacy as a powerlifter, coach and referee to describe the sport and the activity of the participants, I argue that the interactional work of description, employing the descriptive adequacy of the category relevances of the scene is distinct from the embodied analysis of members of that scene (the judges and spotters). This paper develops Hesters' work on the analysis of scenes by providing evidence for the embodied analysis of category and predicate in the course of the lifting movement.

TECHNOLOGICAL AFFORDANCES AS CATEGORICAL RESOURCES IN VIDEO-MEDIATED COMMUNICATION: FROM PARTICULARITY TO OMNIRELEVANCE

Sean Rintel

Microsoft Research Cambridge, UK

When interacting via technology, the affordances of that technology are materially inescapable and thus potentially contextually 'controlling'. However, the 'control' of technology over interaction is not absolute. The affordances of technology are materially inescapable but their relevance as a semiotic resource is a matter for participants. In this paper I discuss how participants treat technology categories (and their predicates etc.) as resources in various forms of video-mediated communication. The goal is to tease out just how relevant the medium in which an interaction occurs is treated as a relevant resource - from a discussable particular topic to a controlling omnirelevant category - within an interactional activity. Video-mediated communication represents an interesting arena in which to explore this question, as it offers affordances that appear to match those of co-present interaction and yet often systematically break this affordances with asymmetries - both known and unknown to participants - that make its subtle differences relevantly meaningful. This continues the ongoing methodological interest in exploring participants' deployment of reflexivity in Membership Categorisation Analysis.

REVISITING THE OBSERVER'S MAXIM: CATEGORIZATION AND PERCEPTION IN ACTION

Robin Smith

Cardiff University, UK

This paper revisits a hunch developed by Stephen Hester and David Francis in their analysis of the accomplishment of visually available mundane order during a walk to the supermarket. In that paper, Hester and Francis (2003) – drawing on a commentary produced in situ and on the move – proposed an additional machinery in the form of the “observer’s maxim”. That is to say, a maxim that provides for the way in which members’ categorizations of other members and their category-bound activities are also made in relation to the particular activity in which the observer is engaged, for practical purposes. Their hunch, developed from Sacks’ early formulations of the generation and detection of recognizable actions, was that such relational configurations operate in the accomplishment of members’ common sense perceptions of scenes in a manner that is “highly congruent with the properties of membership categorization devices in talk and text...” (pp.45).

In revisiting the observer’s maxim, this paper presents additional cases in which we find categorization being done in relation to particular activities in particular settings. In particular the paper suggests how matters of mobility and space, place and setting can be seen to be orientated to categorially by members, thus proposing the necessity of retaining the sense of gestalt contexture in and through which categorization practices are accomplished and the ethnomethodological orientation to the analysis of talk-in-interaction that Stephen Hester did so much to promote and develop.

ON PROSPECTIVE AND RETROSPECTIVE CATEGORIZATION: THE SYSTEMATICS OF CATEGORICAL ANALYSIS

Liz Stokoe

Loughborough University, UK

This paper sheds light on the way people’s categorization practices can be analysed in robust, systematic ways. It makes a contribution to the ongoing debate about the relationship between conversation analysis and membership categorization, and shows how the two approaches may be used productively together. Drawing on a wide range of spoken and written discourse data, from everyday conversation between friends as well as from institutional settings, we analyse a series of examples, each involving practices of description and categorization, and show how those practices get used retro- and pro-spectively, as part of sequential practices, to do particular kinds of inferential work. When one party describes another’s actions (e.g. “he never calls me up”), that description may then be treated, by the same party or a recipient, as category-relevant. In turn, either party may then proffer a category in response (e.g. “that’s men for you”). As such, categorial work may be considered an essentially sequential phenomenon. We consider the application of these practices across a collection of “breaking” news stories and the way versions of events solidify into a report of ‘what actually happened’. Overall, the paper considers the implications of these findings for methodological debates in MCA and, more generally, for debates about analysis, inference and context in discourse and interaction analysis.

INDIVIDUAL PAPERS

DOING CREATIVITY

Felix Albrecht

Karlsruhe Institute for Technology, Germany

In contemporary discussions, ‘creativity’ appears ubiquitously in diverse contexts. Beside arts, psychology, educational-, and management sciences created different concepts of and different perspectives on creativity. Creativity is described as individual characteristic, as competence, as a group- or network phenomenon, as an organizational (manageable) feature of productivity, or as structural property of regions or cities. Creativity is a versatile subject in different contexts, which is not clearly defined, but however used as a key-concept for (organizational as well as individual) development.

To examine the assessment and hence communicative construction of creativity, we observed and video-recorded small teams of students who had to construct independently an engine in a setting which was conceptualized to test the student’s abilities in five categories, including their creative potential. To assess these so-called “competences”, the instructors had a short assessment guideline (two criteria for creativity: different solutions and novel combinations). In fact, they used changing ad hoc-heuristics and argumentations to detect and moreover construct the students’ ‘creativity’.

Against the common view on creativity as an individual achievement or characteristic, this contribution considers creativity as an interactive ‘doing’ in which materiality takes a necessary part. We will examine the concrete practices involving materiality as a part of the situations ‘communicative household’. Its function can be described as a solution to show and explicate the new (and hence unknown) parts of the presented sketch or model, when the symbolic system “language” comes to its limits. Accordingly, we will empirically explore the concrete interactions by which creativity is commonly construed by the actor’s actions, and how they involve materiality. Furthermore, we will question the theoretical implications of materiality in regard to situations’ indexicality.

DOING WAITING

Ruth Ayass

University of Klagenfurt, Austria

The act of waiting is an occupation practiced almost at every time and by everyone. In contrast to other occupations, such as playing the piano, it does not require painstaking training efforts. Notwithstanding, we do possess methodically employed techniques of indicating to others that we are waiting – that is, we make our waiting recognizable as such.

Many forms of waiting in everyday life are bound to specific places: waiting shelters, waiting rooms, waiting halls. The waiting person is thus visible and frequently forms a waiting community with fellow waiting people. Moreover, many forms of waiting take a specific form (“waiting queue”). But also in situations where such recognizable social formations are not possible (e.g. when waiting alone), people make clear to themselves and to others that they are waiting. In principle, one can wait for something anywhere and be the only waiting person around. Primarily people waiting in publicly accessible spaces demonstrate to each other and to others what they are doing – i.e. waiting. They are doing so in a methodical way and thus make their actions accountable for themselves and others as an ordered structure. Hence, there is a sense in which waiting people wait competently, making their waiting visible to others as a “doing” – a “doing waiting”.

The paper will pursue the question of waiting people’s particular handling of the space they are in and the material available to them: which spatial resources are made available to them by the specific locality (e.g. a waiting room or a waiting shelter)? Which material resources are provided (e.g. clocks or benches)? In what ways do waiting people make use of this space and the objects to which they have access? How do they use other elements of the physical environment? Which additional resources are brought along (umbrellas, reading material)? The paper will address these questions by using empirical material of natural situations of waiting (ethnographic observation records, photographs, and video recordings).

DOING BEING LOCAL AT THE LAKESIDE LOUNGE

Mareike Barmeyer

FU Berlin, Germany

University of Luxembourg

„To live in a city is to live in a community of people who are strangers to each other.“ (Raban, 1974 p.15)

The purpose of establishing yourself as a local in a place like the Lakeside Lounge, is the same as becoming part of any community in a city. Being local is being committed. It enables oneself to bump into people on a regular basis. To have a place within the anonymity of the city where people know what you are going to drink, what your political opinions are and later on maybe even your name.

“The task ethnography faces is to demonstrate the existence of different cultures, not to assume them.” (Sharrock & Anderson, 1984)

This paper attempts to carefully describe the different steps that are involved in establishing yourself as a local in a place like the Lakeside Lounge (a bar in the East Village in New York City). This will include a close look at how this particular location shapes the interactions in question, at the different methods used by members in becoming a local and the different methods of being recognised as a local, i.e. at how being local is made noticeable. “The meaning of action is given by the way it is understood.” (ibid.)

Using my fieldnotes to describe the work that is going on I am taking the path of an ethnographer. Coming from an ethnomethodological approach, however, the data presented are taken from fieldnotes, in which my own understandings and activities provide the phenomena for analysis. The paper aims to focus on the different steps specifically as a series of methods for doing being local.

‘CALL ME IF YOU GET WORSE’: GENERAL PRACTICE CLOSURES REVISITED

Søren Beck Nielsen

University of Copenhagen, Denmark

This study uses Conversation Analysis to investigate how general practitioners in Denmark ‘open up’ consultation closures by invoking variants of the phrase ‘call me or come visit me again if you get worse/don’t improve’.

The data set, which consists of 52 video recorded consultations, suggests that the phrase is invoked very commonly for this particular purpose. The paper follows a line of other studies of consultation closures (e.g. Beck Nielsen 2012; Heath 1986; West 2006), and also an even wider line of studies of conversation closures in general (e.g. Button 1987; Laurier 2008; Schegloff & Sacks 1973). But it focuses on the defining characteristics of this particular phrase: its design, sequential placement, interactional implications, the embodied conduct that accompany its production and the participants’ use of psychological space and objects before/while/after doctors produce the phrase.

The latter characteristic relate distinctively to the materiality of medical consultations. For instance, in Denmark consultations take place in the doctor’s office, so patients take leave of the doctors instead of the other way around. The ‘call me if you get worse’ phrase is often uttered while the patient physically walks towards the exit, as a final reassurance of ‘continuity of care’ (cf. West 2006). But it may also anticipate this exit and make verbal closure relevant, like in this brief example where the doctor produces the phrase as he hands the patient a prescription:

01. DO: *prøv det en uges *tid.
try it for about a week.
*DO signs prescription
*DO hands over prescription to PA
02. PA: ja.
yes.
03. DO: for at se om det ændrer sig.
to see if it changes.
04. PA: o[kay.
okay.
05. DO: [hvis det ikke gør så må du selvfølgelig komme herop igen.
if it doesn't you can of course come back up here again.
06. PA: yes::
yes::
07. DO: o:kay.
o:kay.
08. *(1.6)
*PA gets up from the chair and moves towards the exit
09. DO: hej igen.
bye now.
10. PA: hej.
bye.

This patient's acceptance of the doctor's offer in line 06 is closure implicative: she thereby also accepts that their business is done.

Closure practices that embed the 'call me if you get worse' phrase, are intrinsic parts of medical consultations' materiality. The paper also addresses how they serve as important resources for diagnoses and treatment negotiations. For example, doctors may invoke the phrase in connection with 'no problem' diagnoses where they deal with patients' potential scepticism (cf. Stivers 2007). The phrase in itself adheres to, and emphasises, the so called 'test of time' principle, which may help reduce inappropriate use of antibiotics (Almond & Summerton 2009).

In sum, this study revisits the notion of how consultations are closed down, and it may hopefully help strengthen our understanding of the impact of material conditions and its relatedness to central medical concerns.

CLASSROOM TALK AND WORKING WITH THE TEXT BOOK: THE CHALLENGING JOB TO INTEGRATE LEARNING MATERIAL IN LESSONS

Frank Beier

Chemnitz University of Technology, Germany

Franziska Wybuwa

Chemnitz University of Technology, Germany

In the long tradition of studies that conduct conversational analyses to class room talk many well-known communicative patterns were found to be typical for class room talk. One of the most famous pattern is the so called I(nitiative)-R(espone)-F(eedback) pattern (Sinclair/Courlthard 1975; Mehan 1979) On the one hand the I-R-F pattern seems to be an effective strategy teachers use to manage turn taking in class rooms and proof the knowledge of their students in a fast and direct way. On the other hand it establishes a rather static, closed and undynamic discourse structure. Further on it is interesting that the I-R-F-Scheme in its typical form of asking question, getting answers and finally giving a feedback

to the responded answer, can have different social functions: it can be used to teach new subjects, to repeat or proof existing knowledge, to explore new aspects and different opinions or to discipline (vgl. Breidenstein 2011; Seedhouse 2004). While these communicative structures are quite well investigated, there is still a gap in the reflection of the influence regarding learning material on the class room talk. In a study of English courses for adults we reconstructed the relationship between text book exercises and its consequences for the communicative structure of the class room talk. In our paper we will show and verify that specific kinds of exercises determine the way of how these are introduced in the class room talk. This applies to three different dimensions: The exercises determine on a) the topic of the class room talk (content structure), b) how they process the exercise (communicative structure) and c) in which way the teachers and the students have to cooperate with each other (cooperative structure). All three dimensions have to be reflected while creating text book exercises, especially because certain text book tasks have a rather ambivalent effect on the real class room talk.

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ASSESSMENT AT WORK: ESTABLISHING JOINT ACCESS TO ASSESSABLES OF GAMES-IN-DEVELOPMENT

Ulrika Bennerstedt

Stockholm University, Sweden

This paper address assessment practice as part of collaborative work and learning in the domain of game development. A growing body of research has been concerned with the professionalization of games production knowledge, frequently attributed to the coordinated work of numerous actors in technology dense settings. While previous accounts of games development link the actors to a multifaceted body of knowledge, this paper explores game developers' collaborative assessment work. With an analytical approach informed by ethnomethodology (Garfinkel, 1967; 2002) and especially assessment conduct in previous EM/CA informed studies (cf. Goodwin, 1986; Lymer, 2013; Lymer, Ivarsson, Rystedt et al., 2014; Pomerantz, 1984), this paper aim to make visible some ways in which professionals work to establish shared access to games-in-development when formulating assessments. It is focusing on game developers' assessment as a way to gain insight in the practical work when orienting towards games and gaming as subject of assessment.

Assessments are at stake in a number of internal and external work practices, such as gate reviews, playtests, and the activity of pitching not-yet-finished-nor-financed games to publishers. Games assessments are a common preoccupation at game companies and game education but also at so-called game awards. The object of criticism of games-in-development constitutes both digitally visual material and designed 'playable/interactive' activities. This means that the qualities of a game cannot only be judged by interpreting the idea communicated in plain words together with some visual layout, it also has to be discovered when engaging with the designed 'experience' and identified in relation to what hinders or make possible appealing experiences during assessment practices.

The empirical material is drawn from two settings: 1) a national game award event, 2) a professional game development company. Based on fieldwork augmented with video-recordings, the study explores

collaborative assessment and decision-making sequences where games-in-development are reference points. The analysis unpacks some ways in which the professionals during assessments make use of the material at hand – game prototypes or other visualizations – and references to games-on-the-market, organizational demands and technological constraints. The paper expands existing work on collaborative work and assessment practices by addressing a professional setting working with digitally mediated materiality.

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INVESTIGATIONS INTO THE TAXONOMICAL ANALYSIS OF TALK

Jack Bilmes

University of Hawaii

In three previous papers (Bilmes 2011, 2009, 2008), I have tried to demonstrate how the notion of folk taxonomy, as developed by cognitive anthropologists, can be repurposed for use in a Sacksian approach to category analysis in interactive talk. In this paper, I first illustrate the application of “occasioned taxonomy” to a brief (230 word) section of a radio interview first presented by Samuel Lawrence (1996). The taxonomy captures a complex, localized system of person categorization, and, as such, is an elaboration of Sacks’ membership categorization analysis. At the same time, it accords, in terms of its structure, with the anthropological definition of folk taxonomy. I show how this manner of visualization is productive of analytical insight. I then move on to a second taxonomic structure which is present in the same fragment of the interview. This analysis expands the notion of taxonomy beyond the cognitive anthropologists’ notion of folk taxonomy and, I think, beyond Sacks’ categorization analysis as well. For example, the items in the collection are additive rather than mutually exclusive. As such, they obey the rule of what I have called “first priority mention,” a practice which facilitates economical exposition.

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OBJECTS AND BODY MOVEMENT AT A REFUGEE CAMP CHECKPOINT

Annett Bochmann

Siegen University, Germany

In this presentation, I will show how the practices of leaving and returning to camp are locally arranged. Moreover, I will demonstrate the (ir)relevance of objects at a Checkpoint and how this (ir)relevance is accomplished.

Based on my observations I argue that power of mobility in a refugee camp is a practical achievement produced by participants in their local practice. Power is not something that one can ever possess; it must be re-accomplished time and time again, everyday, in social interaction. These assumptions differ from the concepts of biopower and biopolitical practices introduced by Foucault (who borrowed it from Schmitt) and Agamben that are popular in refugee camp studies. I would like to introduce these concepts in more detail and show how they can limit the researcher's gaze. After that I would like to show how an ethnomethodological approach contributes to a better understanding of the social order of a refugee camp.

I am referring, specifically, to a Burmese refugee camp in Thailand, located in a rural and difficult to access area, where I conducted one-year field work in 2010/11 and again in 2013/14. Entrance I is the locality I would like to point your attention to.

Aid agencies, vehicles belonging to the military or Thai vendors (of food or other items), motorbikes and ration trucks, as well as ordinary pedestrians (camp inhabitants) regularly pass the checkpoint. The entrance is a narrow passageway used regularly by all members of the camp. Territorial defence volunteer corps (called Or Sor) and the camp security observe this entrance. The camp security members are camp inhabitants, who receive some pocket money from an NGO, though they are formally under the jurisdiction of their respective section leader from within the camp. Members of Or Sor are under the command of the camp commander (usually a local district officer, who comes to the camp every 2 months). In these ways Or Sor is tied to the national and local Thai authorities, and camp security is tied to the camp authorities. While camp security lives in the camp, the Or Sor commutes every 2 weeks.

However, some of them have been working in the camp for more than 20 years, and most of them speak the same language as the camp's inhabitants. Consequently, relationships between Or Sor members and camp inhabitants have been established, some of the Or Sor members even married residents of the camp.

Based on video recordings, at Checkpoint I, I will demonstrate that depending on their membership, people are able to pass the gate without being controlled, even without being observed; other times, they are made to register. Moreover, I study the objects at the checkpoint, which are similar to other (border) checkpoints of the world, and show how objects are put into practice or how irrelevant they are.

BEING UNDERSTOOD IN THE WORKPLACE: ADULTS WITH SPEECH IMPAIRMENTS' USE OF REPETITION AND SPELLING.

Julie Bouchard

Texas A&M University-Commerce, USA

This paper examines interactions between Voice Output Communication Aid (VOCA) users and their co-workers. VOCAs are commonly used by people who suffer from speech impairments to a point where efficient communication is affected. These devices are operated differently depending on the extent of the disease affecting the speech; some users type using a keyboard and others use an eye tracking system. Producing speech using these systems is both labor intensive and time consuming. This often leads the users to bypass the system and use vocalization in conjunction with different communication strategies to keep up with the conversation and participate in the interaction. This paper will focus on interactions in which the participants bypass their VOCAs in order to interact with their

co-workers and care takers in the workplace.

The data used for this paper is part of the AAC & Non-AAC Workplace Corpus (ANAWC) collected by Pickering and Bruce (2009) comprising over 200 hours of audio recorded workplace interaction following eight focal participants of whom 4 are VOCA users and the other four do not have speech impairment, over the course of 1 work week. The data was analyzed using standard conversation analysis methodology.

The data shows that VOCA users develop their own strategies in order to keep their turn while they interact with their coworkers. When using the VOCAs, there is no speech produced while the user is inputting the talk, which creates a long silence that can potentially be understood as a possible moment for someone else to take the turn. One strategy to solve this problem is to bypass the machine and vocalize in order to produce speech. Understanding vocalization can be a challenge for the people listening to VOCA users. This paper focuses on VOCA users' use of repetition and spelling while vocalizing (as opposed to using their device) in order to be understood by their coworkers. In these instances when the co-interactants don't understand what the VOCA users are saying, the interactants show their misunderstanding and initiate a repair sequence where the VOCA user repeats what he/she is saying and the listeners tentatively repeat what the VOCA user has said. When this strategy does not work, the VOCA user often spells the difficult words; this is also repeated by the listener. This strategy is frequently used in the data and some examples will be shown, played and discussed to show the routinized nature of this kind of interaction. This type of repair production is atypical in the same environment when no speakers with speech impairment are present. Repair sequences including repetitions in work environments that include and do not include VOCA users will be compared in order to illustrate the differences in production.

APPROACHING AND TOUCHING THE SCREEN: SOME MATERIAL DIMENSIONS OF PARTICIPATION IN A SERIOUS GAME EXPERIMENT

Alain Bovet

ETH, Zurich, Switzerland

Marc Relieu

Telecom Paristech, France

Goffman's notion of participation framework (Goffman 1981) has challenged the categories of speaker and hearer, introducing refined participatory statuses, which have been later submitted to analytic respecification (e.g. Goodwin, Goodwin 2004). In line with this approach, we want to focus on how material features provide constraints on and resources for participation. To address this issue, we examine video recordings of an experimental serious game (Bovet, Relieu 2014).

Set up in an immersive dome, Biotope requires lay visitors to manipulate a tactile screen in order to enter urban planning options, and thereby attempt to improve local and global sustainability. When the game begins, groups of visitors are faced with participatory issues: not only "who is manipulating the screen?" but also "what does this prerogative entail in the taking of decisions?" Beginnings of sessions appear then as perspicuous settings for the examination of participatory issues, in that they exhibit how visitors orient to and exploit various aspects of the situation both in order to claim, ascribe or reject a variety of participatory statuses, and for the practical discovery of the material embeddedness of the game through its manipulations.

We will focus on the distinct but related practices of approaching and touching the screen. Before they start to play, visitors form a semi-circle around the tactile screen and listen to the animator's instructions. Once they are invited to play, they have to select one of them to manipulate the screen. This collective process is accomplished through an articulation of talk, body orientations and body movements towards the screen. In the process, material dimensions of both the screen and its environment, such as its size, orientation, the grass ground on which it is fixed, its borders, etc., are

found to be relevant and therefore exploited.

Once one of the visitors has been selected and stands in front of the tactile screen, he or she has to touch it in order to enter specific game options. To do so, he or she has to find the relevant things to do on the screen while properly accomplishing them. Though closely monitored by the animator, and, though distinctly, by the other visitors, he or she discovers then the materiality of the screen and uses it, or fights against it, in order to have the game start and progress. Both practices involve then the discovery and use of a material device. It is in and through this process that a specific participation framework, “inextricably embedded within its ecology” (Heath, Luff, Vom Lehn & Hindmarsh, Cleverly, 2002) is established and maintained, and thus made accountable to all parties.

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REASSURANCE AS AN INTERACTIONAL PRACTICE

Louise Bradley

Loughborough University, UK

The existing CA literature has not focused on reassurance as a phenomenon in its own right, although reference has been made to the ‘reassuring’ or ‘supportive’ features of talk-in-interaction within the work on positive assessments and compliments. The notion of reassurance has instead been understood for its common sense meaning based on what people understand of its normative action in the real world. However, a common sense understanding offers little in terms of how reassurance is captured as an interactional practice.

This paper will explore the patterned ways in which reassurance is offered to a child, using data from a collection of video recorded pastoral care sessions, to identify recurring features that build up an interactional specification of reassuring practices. Pastoral care is a British form of support, guidance and counselling that takes place within an educational setting. The role of the pastoral carer in this data is to provide support for a child who is experiencing social, emotional, and behavioural difficulties due to a troubled home life and problems with his friendships in school. Materiality figures within this paper as it is through the collaborative work of the pastoral carer and child while they are baking and looking at emotion expression cards that reassurance occurs.

A CA analysis of the pastoral care data identifies a three-part reassurance sequence that is either self-initiated (child), or other-initiated (pastoral carer). The key findings being, reassurance is offered to absolve or minimise the significance of a trouble, or to support, or restore the ongoing talk or activity. The conclusion for this paper is to highlight the need to examine reassurance as a naturally occurring, situated social action in order to uncover the ways in which reassurance is interactionally produced.

MATERIAL-HAGGLING IN THE MATERIAL WORLD OF A BANGKOK BAZAAR

Adam Brandt

Newcastle University, UK

Alan Firth

Newcastle University, UK

This paper examines a ubiquitous though relatively under-researched social activity, namely haggling over the price of commodities in a street market. We focus on how haggling – as a means of price negotiation or bargaining – is undertaken, looking specifically at how market traders manage the bargaining process by manipulating the material artefacts – in these cases, clothing items on sale – as they interact, through talk-in-interaction, with customers. We show that actions such as touching, handling, pointing, smiling, gaze, folding, and moving sale items are devices through which customers and market-holders display their various stances towards proffered prices, offers, refusals, accounts, and agreements. What we see, then, is, literally, the strategic manipulation of material in the material world of unfolding discourse of market behaviour. Our findings are relevant for Conversation-Analytic studies of institutional forms of interaction and embodied discourse.

RATIFYING UNSOLICITED DISPLAYS OF INSIGHTS

Catherine R. Brouwer

University of Southern Denmark

This study is based on videorecorded interactional data from a specific type of institutional setting which consists of a variety of ‘language stimulation activities’ for bilingual children in Danish preschools. Bilingual children, with a variety of linguistic backgrounds, take part in these activities in small groups together with a specialized preschool teacher. One pervasive feature of this kind of data is the ongoing orientation to, and guidance from the adult towards the children on what the main business of their interaction is - what they relevantly are doing. In this light, the paper explores childrens’ unsolicited displays of insights or understandings, particularly displays which cannot readily be understood as inherent to the structured activity at hand. The analysis pinpoints the ways in which such displays may or may not be treated as relevant for the business at hand: Unsolicited displays may lead to side sequences, they may lead to a shift in the main business of the talk, or they may be explicitly or implicitly ignored. The paper discusses whether and how these unsolicited displays of understanding then can be thought of as leading to opportunities for (language) learning and contrasts it to the widely studied IRF/IRE pattern in educational contexts. The activities were videotaped, transcribed and analysed according to principles and procedures of Conversation Analysis.

EPISTEMIC DISPLAYS IN TECHNOLOGICALLY MEDIATED CROSS-CULTURAL INTERACTIONS

Don Bysouth

Osaka University, Japan

Keiko Ikeda

Kansai University, Japan

In technologically mediated interactions, particularly those featuring the use of synchronous video interactions, participants employ numerous embodied practices to display to each other their epistemic statuses. The current study provides detailed empirical examples of a range of these practices in order to explore how practices involving cognition are produced as visible displays relevant for the coproduction of understandings through embodied actions. Skype video meetings were undertaken as part of a collaborative online international learning (COIL) programme, which provided participants with opportunities to engage in discussions and activities that might promote intercultural communicative competence and cross-cultural awareness. Participants spoke a wide range of languages (e.g., English, Spanish, Japanese, Dutch, Korean, Italian, Thai) and were located in several countries (e.g., North American, Asia-Pacific, Europe). Analysis is provided of how participants produced and recognized a range of epistemic constraints and affordances, notwithstanding their minimal experience of multiparty video-mediated interactions, and examines how participants were able to employ a range of embodied practices (including visual availability, gesture, affect displays and gaze) in order to complete activities in cross-cultural interactions.

'THIS PERSON ONLY SHARES CERTAIN INFORMATION WITH EVERYONE' : DEALING WITH CHALLENGES OF ACCESS IN DESIGNING RESEARCH FOR INVESTIGATING ONLINE BULLYING IN CHILDREN'S ACCOUNTS OF USING SOCIAL MEDIA

Justin Canty

University of Otago, New Zealand

Researching with children and researching online interactions present an array of methodological and method challenges for research design related to accessing the scenes of interest. Barriers to access can be categorised as technological and ethical. Although visibility and permanence are noted characteristics of social media, there are a range of strategies available to users, including children, for hiding their interactions from public view, thus creating a technological barrier. One option is to focus on publicly accessible data however this offers only a limited insight into the range of children's social interactions on social media. Another option is to 'lurk' or use an assumed identity, which increases access to some (but not all) interactions of potential interest. These in turn contribute to ethical barriers, especially in terms of deception and informed consent for data to be used in research. Children are often specifically identified as a vulnerable population, and as a result the ethical bar is raised even higher in the minds of researchers, parents and other gatekeepers, and research ethics committees.

This study has called for creation of a novel design to investigate children's online social interactions with peers. In this presentation, we discuss how the design has responded to the challenges of materialising 'virtual' social interactions. It has produced a rich multimodal data set, co-constructed with participants in combined Year 7/8 classes (10 - 13 years old) at three schools in Wellington, New Zealand. Although it is a step removed from direct access to the nominal scene of interest - online bullying - the shift to focus on accounts has allowed access to participants' work towards 'grasping the meaning' of these events (Sacks, 1989). This has generated rich intertextual data akin to naturally-

occurring data as a result of integration of fieldwork activities with independent teaching and learning objectives. While the online interactions themselves remain virtual, accounts of those interactions - both individual and shared – are materialised in the layers of data generated through the research activities.

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A KOREAN DEICTIC TERM ILEHKYE (LIKE THIS) AS A RESOURCE FOR THE ORGANIZATION OF ATTENTION AND ACTION DURING EMBODIED ACTIVITIES

Jung Yun Choi

UCLA Applied Linguistics, USA

This paper examines the role of a specific Korean deictic, *ilehkye* (like this, this way), in organizing participants' attention in a situated activity. Deictic expressions in English, such as *this*, *that*, *here*, and *there*, are terms which point out referential objects in connection with surrounding context (Hanks, 2009). Because of *ilehkye*'s efficacy in organizing gaze, it proves vital to creating the “moving focus of cognitive and visual attention” which lies at the center of face-to-face interaction (Goffman, 1972).

Using video data collected during cooking instructions conducted in Korean, I will argue that the deictic expression functions precisely to link language simultaneously to the bodies of actors and the world they are creating in the activity. Specifically, I will illustrate 1) how participants build actions that incorporate deictic expressions, gesture, prosody and objects in the local environment, and 2) how participants decompose, reuse and transform the actions and materials from previous turns.

The current study contributes to interactional studies by analyzing the function and the organization of deictic terms in two contexts: 1) from within a framework that is not restricted to the stream of speech, but instead illustrates how the deictic emerges from and reconstitutes the specific changing contextual configurations of bodies, objects and language, and 2) from a cross-linguistic perspective.

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ISOLATING THE PRIVATE FROM THE PUBLIC: ACCOUNTING FOR CO-PRESENCE IN THE MUSEUM

Dimitra Christidou

Nordic Center for Cultural Learning and Creativity, Sweden

Co-presence is a critical attribute that can affect the ways through which people make meaning as “when a word is spoken, all those who happen to be in perceptual range of the event will have some sort of participation status relative to it” (Goffman, 1981, p. 3). This is especially the case for museum galleries where people arrive in their majority with others while encountering several others who choose to visit the same institution at the same time and on the same day (Christidou, 2013; 2012; vom Lehn, 2013; 2002). Their experience and encounters take place in relation to the exhibits as well as each other, being regulated in and through social interaction, specifically through controlled “route, speed, gestures, speaking, and sound” (Borden, 2001, p. 184) and “involvement shields” (Goffman, 1963, p. 38). This ongoing ‘choreography’ (Diamantopoulou & Christidou, in review) not only affects the overall pace and the experience of the immediate participants but also of those who just happen to share the same space.

By considering videotaped aspects of in situ interactions from three museums in London, UK, this paper details the ways in which visitors monitor and negotiate co-presence and the means they use to successfully keep the private sphere of their encounter away from the public eye. Particular attention is paid to gestures and body movement in order to highlight how visitors organise, conduct and carry out their encounters with the exhibits as well as their fellow visitors.

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INHABITATING SCALE: 8-9 YEAR OLD CHILDREN'S DEMONSTRATION OF THEIR UNDERSTANDING OF ONE METER THROUGH GESTURES AND MOVEMENT

Jacob Davidsen

Aalborg University, Denmark

This presentation explores how children show and demonstrate to each other their understanding of scale through gestures, movement and language. Nathalie and Peter, two second graders, are working together using a touchscreen with a "stable" material resource – a squared paper – where they have to layout the walls of Nathalie's room at home. The squared paper is offering the children a material resource supposedly scaffolding their work. Nevertheless, the pair engages in a discussion about the length of one meter as a consequence of Nathalie's misplacement of one of the walls – she misplaces the vertical wall. Nathalie's misplacement of the wall happens when she turns her body away from the touchscreen, which makes Peter evaluate her work, saying "noo: (.) it is a meter (.) that is actually like this".

In other words, Nathalie's orientation away from the screen and her misplacement of the wall invites Peter to evaluate her work. Nathalie corrects her misplacement, when she reorients her body to the screen. Meantime Peter is showing her one meter with a gesture – his thumb and index finger demonstrates his understanding of one meter. Nathalie and Peter both agree that two squares equals one meter; however, they use two distinct gestures for showing and demonstrating their understanding. Nathalie shows one meter with her index finger and middle finger; Peter uses his thumb and index finger. In addition, Nathalie shows her understanding of one meter by pointing towards the squared paper on the touchscreen, while Peter is making his gesture away from the squared paper. In the following seconds, the children position each other as observers, demonstrating their understanding of one meter. Although, Nathalie is coupling her gesture with the "stable" material resource she ends up moving the vertical wall too far to the right – two squares to the right. Her way of gesturing – showing one meter – is making her do a reconfiguration of what was initially correct. Again Peter evaluates her work, however, this time he reconfigures his way of showing one meter too Nathalie's. In other words, Peter moves his right arm towards the touchscreen stretching out his index and middle finger. Thereby he is imitating Nathalie's gesture, and showing her the correct length of four meters. Peter is almost shepherding (Cekaite, 2010) Nathalie while moving his hand just above Nathalie's, showing her the correct position of the vertical line. To sum up, the analysis shows that the pair of children is mobilizing different ways of showing one meter by gesturing and moving their hands. In addition, it becomes visible that the children's understanding and demonstration of the size of one meter is embodied in their subtle ways of gesturing and moving. Finally, the two distinct ways of gesturing shows different levels of abstracting, from a close coupling with the stable material resource to gesturing in the air.

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FORMULATING INSTRUCTIONS: FIRST ACTIONS IN DRIVING SCHOOL LESSONS

Elwys De Stefani

KU Leuven, Belgium

It is a long-established practice within Conversation Analysis (CA) to look at how participants respond to some initial action, given that responses provide evidence of the next-turn “proof procedure” (Sacks, Schegloff & Jefferson 1974). However, already Goffman (1983: 50) states that “an account of second utterances in terms of their contingency on a first leaves unexplained how there could be any firsts,” while Heritage (2012) shows the necessity of extending the analysis to epistemics when analyzing at which moment and how first actions occur.

In this presentation I look at instructions as a specific kind of first actions that are observable, for instance, in driving lessons. Since driving lessons take place while participants are moving through space, participants have to adjust their interactional practices to the continuously changing spatio-temporal environment. Finding the right moment for initiating an instruction is thus a practical problem of the instructor.

Based on a corpus of seven driving lessons that have been video-recorded in the Italian-speaking part of Switzerland, I analyze instructions (i.e. first actions of an instructional sequence; see De Stefani & Gazin 2014) with regard to the following dimensions:

- their turn-constructural features;
- their morpho-syntactic configuration;
- their spatio-temporal contingencies;
- the epistemic stances that participants make relevant.

I show that these dimensions are tightly interwoven with each other. For instance, the instructor may formulate an instruction “early” or “late” with regard to the moment/place in which the student driver is expected to perform the “instructed action” (Garfinkel 2002). “Late” instructions convey urgency and they frequently occur as verbless word repetitions (e.g. *giù frizione giù frizione giù frizione* ‘clutch down clutch down clutch down’). “Early” instructions are instead more often constructed as full sentences. Moreover, I show that other actions precede the initiation of instructions: typically the instructor systematically monitors – in a displayed way – the student driver’s conduct before formulating an instruction.

This presentation contributes to the growing field of research on mobile settings of interaction (Haddington, Mondada & Nevile 2013), as well as to the EM/CA-research on instructional sequences and to the increasing interest of the field in epistemics. In addition, it zooms in on first actions, which have so far been regarded a “dormant topic” (Heritage 2012: 3) within CA.

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DOING PUBLIC TRANSPORT: MULTIMODALITY IN MULTIMODAL SETTINGS

Per Echeverri

Karlstad University, Sweden

Jörg Pareigis

Karlstad University, Sweden

The study we want to present focuses on how individuals (ordinary and disabled travelers) organize, experience, and deal with the material world of public transport environments. Based on an analysis of perceived usability the study reveals insights of how individuals, in their role as travelers organize their somewhat difficult moving, what human resources they use, and how they interact with the physical world as resources in doing the actual trip. The material and communicative configurations of physical layout and the travelers' embodied actions (Mondada, 2013) in this context are central. Usability is here understood as i) ease of understanding the semiotically rich environment (De Stefani, 2013) of signs, information tables, travel instructions, and indications of geographic positions, ii) ease of orientation and navigating, and finally iii) ease of getting access to and moving within the physical environment.

The analysis reveals how individual travelers coordinate and adapt their bodily movements in interaction with public environments during trips with different public transport modes. By using their own body in interaction with a material public environment, sometimes called symbiotic gestures (Goodwin, 2002, 2003b), people produce social action. This is understood as an embodied action made meaningful in relation to a particular environmental structure and as such structuring social organization of effective flow of people (including themselves). It is a specific form of multimodal interaction where other resources than the own body are used, typically environmental elements and other people (gesture contextualization).

The empirical material is video recordings of naturally occurring individual trips in different public transport systems. Based on the video recordings the analysis identifies critical moments for a group of ordinary people and a group of people with functional limitations, handling a “door-to-door” trip while navigating among and by different modes of transportation (including physical layout in transit areas). The empirical material is taken from a large corpus of 56 video documented trips (using a mobile camera). A “think loud” method was used to grasp perceptions of the interactants during the trip in situ. Such information (collected by a mobile microphone attached to the traveler) contributes to the analysis, indicating how to interpret the experience of the actual trip and the links to the concrete material context.

Early findings in the study are i) an alternative and better understanding of what users experience, ii) processual issues confronting them, iii) specific features of the physical layout and its problems, iv) the relation between users' preunderstanding (travel script, procedures of actions) and actual experience of organizing the trip in situ, and v) a myriad of practical difficulties identified.

The study illustrates how individuals use their bodies as communicative devices (postural configuration) to assess usability. The embodied action is clearly co-created in interaction. It is typically multimodal (gesture composites), including the wide range of nonverbal devices (but seldom words). Multimodal resources are used for socially coordinated action with others in the public environment. Travelers with functional limitations create specific embodied interaction (symbiotic gestures) due to their limited communicative resources. Other travelers have a wider repertoire of resources for communication and social coordination.

DIRECTIVE SEQUENCES IN INTERACTION WITH PEOPLE WITH DEMENTIA

Anna Ekström

Linköping University, Sweden

Ali Reza Majlesi

Linköping University, Sweden

This study investigates directive sequences in task-oriented activities involving people with dementia. Using video recordings of people with dementia performing everyday household activities together with a close relative, the study takes an interest in the organization of directive/response sequences oriented toward the accomplishment of a joint task. While directives among friends are shown to often be both mitigated and delayed, in task oriented activities as well as in family interaction, directives are neither delayed nor oriented toward as troublesome but rather a basic resource through which the activities are accomplished (Goodwin & Cekaite, 2013). Using ethnomethodological conversation analysis (Garfinkel & Sacks, 1970), this study, too, underscores how different types of directives (e.g. telling vs. asking, cf. Ervin-Tripp, 1976) are used as resources in the attainment of the course of action. In the analyzed activities, directives are only used by the ‘healthy’ partner to have the person with dementia contribute to the task at hand and the directives are launched as a series of successive directive/response sequences throughout the task, with very few gaps in between. The analytic focus for the study is directed toward two related aspects of the directive/response sequences seen in the material: 1) the way directive/response sequences are formulated and formatted and 2) the sequential and temporal organization of directives in the overall activity including the repetition, reformulation or upgrading of the directives. In the analyzed material, directives are recurrently formulated with entitlement ‘to tell’, not just ‘to ask’, and thereby displaying orientation neither to the ability nor to the desire of the person with dementia to perform the task (cf. Craven & Potter, 2010). The uptakes of the directives are exhibited either by verbal acknowledgement or embodied performance of the task and contain no explicit questioning, challenging or rejection of the directives. Both instructing directives and their following actions are tied to the temporal and sequential organization of the overall activity. What is treated as grounds for repetition, reformulation or upgrading of the directives are thus understood under the circumstance of the directives’ occurrence in the progression of the activity. The formulation of directives as ‘telling’ rather than ‘asking’ together with the constant compliance with the directives imply a mutual orientation toward the ‘healthy’ person’s entitlement to calibrate the actions of the person with dementia.

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THICK DESCRIPTION AND FOOTBALL ACTIONS

Giolo Fele

University of Trento, Italy

The topic of the paper is professional descriptions of gestures, the body and its positioning and movement. In particular the purpose of the paper is to examine forms of description of social action in cases of uncertainty about what happened. The empirical cases are drawn from the sports world and especially from professional football. The paper analyzes what it turns out to be a classical form of sense-making: a description composed of “brute facts”, which posits a cognitive puzzle, and then another description providing a meaningful framing and the ultimate interpretation of what really happened. In the paper it will be argued that somehow this is something similar to what in ethnomethodological literature has been described as “interpretive asymmetries” (Coulter 1975), ie different and often incompatible descriptions of the “same” events, or as “reality disjunctures” (Pollner 1974) when the very existence of an event is called into question. Borrowing from anthropological literature, the paper argues that the classical form of sense-making described (puzzle/interpretation) is a professional version of the call to “thick description” against “thin description” avowed by Geertz.

‘STRATEGIC NEUTRALITY’ IN COMMERCIAL DEBT-COLLECTION INTERACTIONS

Alan Firth

Newcastle University, UK

Andrea Whittle

Newcastle University, UK

In this paper we analyse telephone-based interactions involving commercial debt-collection agents (DCAs) and debtors – a form of institutional interaction strikingly under-researched from a CA perspective. In particular, we uncover and describe a phenomenon we term ‘Strategic Neutrality’. This denotes a stance displayed by DCAs who, by producing a variety of demonstrably ‘impartial’ responses to debtors’ accounts of their failure to settle outstanding commercial debts, display a position of ‘neutral third-party’ in an outstanding dispute. This ‘neutral’ stance, we argue, is a strategic device through which DCAs attempt to bring about a resolution of the debt-related dispute, and entails particular forms of ‘alignment’ that serve to enhance the successful resolution of the debt-recovery issue that gives rise to each telephone call. Our findings are relevant for lay-professional discourse and, we believe, constitute an important extension of existing CA work on the social functions of ‘neutrality’ in conflict-centred interactions (e.g. Dingwall and Greatbatch 2006).

BUILDING „OBJECTS OF DESIRE“ — WORKPLACE STUDIES AND REFLECTIONS IN THE WORLD OF ARCHITECTS.

Jörg Fuhrmann

Independent Scholar, Switzerland

Like all design work the creating of houses is a multifold technical-artistic task involving organized ways of designing, planning and construction in teams. The practice of architects is shown in more or less elaborated drafts, plans, models of houses, instructions, explanations and talks of the office team, in communicative exchange with clients, administrators, journalists and also in argumentative

sociological interviews.

The process of creating these architectonic objects can be depicted as a stepwise and reflexive enterprise. In answering the needs of the clients and in fulfilling technical and administrative regulations for the object to be designed, a process of negotiation and justification in regard to different solutions for the design problem takes place, depending on certain „conceptions“, brought to light during the ongoing work/talk.

The work of design and construction is mostly executed in more or less implicit ways of routinized practices and recipes. Technical skills and judgments of taste as a result of longterm professional technical/artistic training are shown on every professional occasion (for some visible at once, for others – „lay members“ /clients not within their grasp).

The making /perceiving of and speaking about objects should be conceived as intertwined activity in the tradition of Heidegger and Merleau Ponty. The detailed and exact carrying out of architectonic projects implies specific judgments, ranging from basic concepts of nonprofessional members up to sophisticated descriptions of architectonic insiders („houses like brutal boxes“/, „play of the light on the blank concrete“- „these windows don't allow any privacy“/ „the transparency of space“).

Background expectancies are brought to light in discourses of conflict and in reflective talks, which is also the case in interrogative interviews. These refer to professional genres of architectonic accounting practices : i.e. when a special style has to be promoted - in architectural , lifestyle- and popular journals). Here the term of innovation as an ongoing process of emerging ideas, trends and new technical possibilities embedded in the discourse of „social change“ comes into play.

In my presentation I confront the shopfloor communication concerning specific projects in architectural offices with interrogative interviews of architects searching for „core concepts“ of the respective actors and hints to latent social topics.

The reflective turn towards practice stems on one hand from issues in the everyday practice (like conflicts with clients about questions of taste and questions concerning the budget, restrictions and regulations in the public sphere, competitive conflicts with colleagues); on the other hand it stems from the deep need to justify one's own work and to ground it in the architectonic tradition. Looking back on the chain of objects so far produced is a sense- making process within the genre of the interview, where the issues are dealt with in an argumentative form. Argumentation and reflection in the dialogue depend on the „openness of thought“, which means, that two speakers are entering a platform, which enables them to share their understanding and to deepen it in ways of critical reflection of the ongoing enterprise. My analysis of the material combines/contrasts the practical work with the reflection work of practitioners and my own interpretive/intervening thoughts about the daily enterprise of creating houses as good dwellings , as objects of desire.

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« SEEING PHYSICAL EVIDENCE » DURING A LAND SURVEYING PROJECT: A SITUATED, EMBODIED AND INSTRUMENTED ACTIVITY

Sylvie Grosjean

University of Ottawa, Canada

Luc Bonneville

University of Ottawa, Canada

Many practices within organizations are centered on the visual capacities of the agents. For example, in the field of architecture (Styrhe, 2011), construction (Nicolini, 2007), medicine (Alaç, 2008), scientific work (Vertesi, 2012), researchers have shown how the members share a “professional vision” (Goodwin, 1994). These studies investigated visual practices in professional communities and demonstrated their role in the production, creation of knowledge, expertise and so on. Following the work initiated by these studies, our objective is to analyze and understand how “practices of seeing” is interactionally constituted and shared as a means to sustain the production of expertise. To do so, we conducted in 2012 an organizational ethnography in a firm of land surveyors (Canada). The video recording of the daily activities was privileged in order to grasp the multimodal dimension of the interactions (Mondada, 2008). In this study, we analyzed how organizational members progressively and jointly build expertise about a property, and, in particular, how specific “practices of seeing” are constituted through the daily work activities.

Our analysis is based on a multimodal analysis of interaction. Over the last few years, multimodal approaches have increased in popularity, both within the Anglo-Saxons (Streeck et al, 2011) and the Francophones researchers (Filliettaz 2005; Brassac et al., 2008). The multimodal approaches advocate for a “non-verbocentric” conception of communication practices, taking into account prosodic, gestural, bodily, spatial and physical components of the interaction processes in addition to strictly linguistic dimensions. Our multimodal analytical approach allows us to address land surveying practices as activities located, organized and interactionally based on a variety of processes such as speech, gestures, body movements and object manipulations. In fact, land surveying practices are embedded in a complex context that involves documents, maps, computer, and instruments (tripod, central station) that must be kept in mind throughout the analysis. Furthermore, numerous inscriptions circulate and are subject to joint attention. It is therefore important to understand how these various artifacts are assembled, read, interpreted, negotiated and translated in the course of actions in order to understand their respective role in the interaction.

In this conference, we will explain how materiality, corporeality and language play a key role in the constitution of “practices of seeing” in organization.

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DEALING WITH REPETITIVE TOPIC INTRODUCTION

Magnus Hamann

Aarhus University, Denmark

In my paper I explore the possible activities that repetitive topic introductions could be doing in conversation with a patient with traumatic brain injury. This type of patients are known to be repetitive and stereotypical in their talk (Tate et al 1991, McDonald et al 2014), but despite this is an often mentioned problem with these patients, not much focus has been given to this issue in literature, other than noticing (Body 2005, Body 2013). Tarik has suffered traumatic brain injury, and as a result he has been hospitalized for 14 months. Throughout his stay in the rehabilitation system I been lucky to follow him. Every week Tarik has been recorded together with his father, his friends and caretakers, both in the hospital and when he has been home in the weekend. This has resulted in around 16 hours of recordings of Tarik.

Tarik's accident has influenced his short term memory. Having a traumatic brain damage influences conversation with Tarik, since he often repeats the same questions, both in the same context and in different conversations. As a result Tarik's care-takers use aids for him to help him remember the answer for these questions. They have created a cue-card for him, that he always carries in his pockets and a blackboard with important information in his room. The care-takers use these physical aids as additional resources for answering Tarik's questions, but it seems that their purpose, to help Tarik remember certain information, is lost. Despite Tarik having access to these objects, he still repeats the same questions over and over.

- 01 *TA: How long time do I have to stay here
02 (0.9)
03 *OT: What was it it said up there
04 *TA: I can't remember that
05 (2.9)
06 *OT: Try >to see if you can< [remember it anyway]
07 *TA: [Three months]
08 *OT: ^Yes exactly^

Tarik has problems with his memory and he has certain questions he asks repeatedly. But it also seems that he has somehow learned the answers to these questions. Still he asks the questions. Like this excerpt where Tarik produces something that can be heard as a request for information. A piece of information he claims not to remember in line 4, but information he actually remembers in line 7. The care-takers feel that these questions get in the way of their actual purpose, rehabilitation and therefore find these repetitive topic disturbing.

Tarik's care-takers treat his questions as request for information. And they try to help him remember this information. Though Tarik is able to answer these spatiotemporal questions himself he still asks them. Though his question in line 1 is heard and treated as a request for information, it might not only serve that function; it could also be heard as a complaint or an indication of boredom. In my paper I focus in the different activities these repetitive topics could do in different environments.

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THE ENACTMENT OF OBJECTS IN NATURALISTIC THEATRE

Spencer Hazel

University of Southern Denmark

This paper reports on a longitudinal study of theatre company rehearsals. The data consist of approximately 100 hours of video-recordings of two different companies, as the respective groups of practitioners go about preparing and developing their work for public performance over a number of weeks. The purpose of the study was to track the development of theatre productions from their initial stages through to performance, and investigate the practices through which the practitioners, amongst others, explore, discover, negotiate, learn and reproduce representations of interaction – all the while doing this in interaction. In much naturalistic theatre (as well as film and television), the simulated use of objects (props) as theatrical components in the artistic representation of social action is an important consideration for actors, directors, designers, and playwrights (Sofer, 2003). This paper focuses on a collection of sequences where objects are being integrated into the stage action.

Although dramatic action is not identical to everyday social interaction, there does exist a framework of interdependence, where each relies on common conventions and norms of conduct (Herman, 1991). For theatrical representation in the naturalistic genre, producing recognizable representations of social practices is part of what Burns has described as “authenticating conventions” (1972, p33), affording staged scenes credibility, as they draw on commonsense understandings of the social world that are shared by their audiences. One set of components that the naturalistic theatre practitioner is required to incorporate into the representations are those objects that have been ‘written into’ the dramatic scenes. This requires of members that they on the one hand coordinate the movement and use of the particular objects as they are for example introduced, handled, shared, and passed around between stage characters; and on the other hand that they organize their bodies around the objects when these are instrumental to the dramatic action. This provides rich grounds for observing how members display their understandings of what they consider appropriate practices for enacting particular scenic objects, with these props brought to life as situated objects within a naturalistic representation of a particular social activity. It furthermore shows practitioners making explicit their understandings of the ways through which the objects themselves contribute to the unfolding activities, and social settings in general.

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ON TOPIC AND RESOURCE IN DIGITAL ASTRONOMICAL PRACTICE

Götz Hoeppe

University of Waterloo, Canada

In this paper I seek to specify the “just thisness” of astronomical research work as and in its orientation to the (night) sky, which astronomers observe and reobserve. New observations become useful only in conjunction with existing ones, but are rarely intended to replicate these. Instead, new observations are usually made to observe and reobserve objects with greater sensitivity or at previously unobserved wavelengths, where astronomers expect epistemic novelty to linger. The relation between already existing and new data is “determined” (Sharrock and Button 2003) anew in ongoing analyses, in which astronomers make use of the sky’s salient structures (Hoeppe 2014). This paper specifies in detail how the sky emerges as a “topic” and a “resource” in this work. In doing so it misreads Zimmerman and Pollner’s (1970) more extended reflections on the distinction of topic and resource in social science inquiry, and is informed by recent ethnomethodological work on praxeological objects (Livingston 2008) and on the mutual elaboration of procedure and object in surgery (Koschmann et al. 2011). It aims to contribute to recent work on relating practices to infrastructures and on specifying “information” ethnomethodologically.

The paper draws on 18 months of ethnographic fieldwork at an astronomical research institute in Germany and at two observatories, where I have documented a series of instructional and collaborative interactions of researchers who made a digital astronomical data set. These include teacher-student interactions at screen work, group meetings, and teleconferences, which I have documented with audio and video recordings.

USING MONEY TO SUPPORT REQUESTS FOR ASSISTANCE AT THE CONSTITUENCY OFFICE OF A MEMBER OF PARLIAMENT

Emily Hofstetter

Loughborough University, UK

Members of Parliament hold biweekly surgeries at which they meet with citizens, and offer assistance in a wide variety of issues. This is the only place where citizens can experience extended talk with their political representative, and therefore is a key setting for democratic involvement in many Westminster-style governments. Despite this, my research is the first to systematically explore the institution of the constituency office, and the first to apply conversation analysis to the interactions that take place there. Most meetings do not focus on policy, but on how the MP can personally assist the citizen. One of the most frequent forms of assistance is helping constituents to claim the right benefits, and dealing with benefit-managing public service agencies. As a result, the meetings at constituency offices regularly revolve around money.

Money has an extremely long history in the ethnographic tradition. Recently, the use of money in orders and transactions (for example, Richardson, 2014; Llewellyn & Hindmarsh, 2013) has been examined, and further back, Hydén (1996, 1999), and Rostila (1997) have investigated how social workers interacted with clients while discussing benefits. Still to be addressed is how money can be topicalized to do conversational work, as opposed to be used to accomplish transactions. Further, the studies concerning social workers (who deal with similar issues as constituency offices) focus largely on how the service providers use the concept of money in achieving their institutional goals, missing how the clients use the same concept to achieve their goal of being helped.

In this study, I use conversation analysis to examine how money becomes part of the plea for aid by constituents. Constituent visitors to the surgery do more than tell their stories; they make a case for why they require assistance. In doing this (‘case-making’), constituents draw on (‘money’) as a resource for supporting their bid for help. (‘Money’) is mobilized to indicate need, lack of support, and other

detrimental effects that have resulted from the problem at hand. This strongly contrasts with previous work (Hydén, 1996, 1999), in which money and jobs were used as a moral-laden high ground used against the client. Overall, my study provides a more nuanced understanding of how money can be discussed in service-provision environments, as well as furthering our understanding of constituency offices.

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FROM HAND TO HAND: THE APPRENTICE'S PASSING THE MIRROR TO THE HAIRDRESSER IN FINAL ASSESSING SEQUENCES

Anne-Sylvie Horlacher

University of Basel, Switzerland

Assessing the service provided to clients represents a key moment in hair salons, in which hand-held mirrors play a crucial role. Previous research has shown that the hairdresser either places a portable mirror behind the client or gives it to the customer in order for her to inspect the cut and provide an assessment (Oshima 2009). In our data, the hairdresser typically holds the hand-held mirror for the customers. However, before this moment, an apprentice can regularly be seen to be standing behind the hairdresser, waiting for him to finish the task before passing the mirror to him. In other words, the hairdresser does not pick up the hand-held mirror himself; he takes it from the apprentice who monitors the hairdresser's action and evaluates the precise moment when to pass the mirror.

This paper investigates the way in which hairdressers and apprentices finely coordinate their embodied conduct in order to manage a smooth transition to the service-assessment sequence. I present an analysis of a collection of such episodes drawing on Conversation Analysis (Sacks, Schegloff & Jefferson, 1974; Sacks, 1992) and multimodal analysis (Streeck, Goodwin & LeBaron, 2011). The data has been video recorded in a hair salon located in the French speaking part of Switzerland (18 sessions involving 18 clients, 3 hairdressers and 3 apprentices, 26 hours in total). So far, social interactions in hair salons have scarcely been studied in CA (but see Oshima, 2009; Greer, 2013a, 2013b and the papers on beauty salons by LeBaron & Jones, 2002; Toerien & Kitzinger, 2007a, 2007b).

The analysis shows that when the apprentice and the hairdresser are well coordinated, the clients immediately show their understanding of the launching of the service-assessment sequence; consequently, they perform a normatively expected customer response, producing assessments, making head nods or saying thank you. At times, however, the apprentice comes in too early and passes the mirror to the hairdresser at an inappropriate moment; this is observable in the fact that the hairdresser does not treat it as an opportunity to end the task and to launch the service-assessment sequence; rather, the hairdresser can be seen to resist the initiating move of the apprentice. On rare occasions, when the apprentice fails to evaluate the right moment to handle the mirror, the hairdresser ends up offering it too late to the customer. In this case, clients do not orient to the mirror and do not engage in physical inspection; instead, they go on talking without orienting to the hairdressers' conduct as initiating the service-assessment sequence.

The present study sheds light on some of the ways in which material objects (Nevile, Haddington, Heinemann & Rauniomaa 2014) such as portable mirrors in hair salons become salient in projecting specific sequences at the end of the encounter. It also contributes to a better understanding of how hairdressers and apprentices adjust their professional practices as part of a joint accomplishment of the service offered to their clients.

HOW THE FESTIVAL FLOAT REALIZED THE EMERGENCE OF THE INTERACTION AT THE EDGE OF A TRADITIONAL JAPANESE FESTIVAL

Hiromichi Hosoma

University of Shiga Prefecture, Japan

Shunsuke Takeda

University of Shiga Prefecture, Japan

Hideyuki Ichikawa

Hiroshima University, Japan

Sachiko Yokota

University of Shiga Prefecture, Japan

Sachiyo Azuma

University of Shiga Prefecture, Japan

Yukari Sugiura

University of Shiga Prefecture, Japan

Masao Maruyama

University of Shiga Prefecture, Japan

Generally, we think that the rule of traditional festivals is conventional and strict. At the edge of the festival, however, modernized designs and events and spontaneous activities are often emerged to organize space and time in a new way. In this research, we focus on the utility of “Dashi”, a Japanese festival float, and analyze how the participants of the festival used it as the material environment of their activities to revise the social interaction.

2 episodes analyzed in this study are from larger sample of data in “Namura Shrine Big Festival” held every 33 years at 9 villages in Ryuo area, Shiga, Japan. In the episodes, one of the giant floats, Kasuga-yama was the place of the focused interactions. The outlook of Kasuga-yama is traditional, but the inner structure is modernized; it based on the 3t truck chassis with 4 wheels, a handle and a brake. It also has a electric generator to light the inside and sound system with a microphone, speakers and a cassette tape player.

On the first day afternoon (episode 1), Mochi-maki (rice cake scattering) was held in the gathering space . Guests gathered on the 2 towers and threw rice cakes to the participants in the space. The schedule was organized by the MC on the main stage, and he announced the start of Mochi-maki with the microphone. The festival floats had no role in the event on this day.

On the second day (episode 2), the same schedule was planned. Before beginning the event, however, Kasuga-yama musicians had kept playing their music loudly with the speaker on the float to interrupt the announce of MC . Then, one of the musicians started to ask to the guests on the nearest tower with the microphone to throw the rice cakes to their direction opposite to the gathering space. One of the guests threw the cakes to the direction of the float, and others began to throw the cakes before MC announced the start. After the incident, one of the towers began to be controlled by Kasuga-yama float; the musicians kept calling to the guests and played their music while the event, which is not planned but appealed to the participants around the float and in the space.

We compared these 2 episodes in detail and revealed that the structure of the float itself afford the musicians to use the outlook of the float as the material target of rice cake scattering, and to use their music easily to gather the participants and to take over the role of MC. Their conversation with the guests on the tower away also used the float as the material target (e.g. “Give this float your rice cakes!” “To the direction of the float!”) to organize the interaction. We also discuss how the participants in the interaction used material environment (the layout of the towers and the stage and the float) effectively, broadened the space of the event, and heightened excitement of the festival.

“FORMAL” REPLIES AS CONSTRUCTED IN A CLASSROOM INTERACTIONAL ORDER

Takeshi Hiramoto

Kyoto University, Japan

Motoko Igarashi

Hokkai-Gakuen University, Japan

This study focuses on teachers' control over students' "spontaneous" utterances, which are hearable but informal or inappropriate responses to teachers. In particular, we examine how teachers construct I-R-E sequences by controlling their students' spontaneous utterances in lower grade classrooms in Japanese elementary schools and demonstrate how they develop formal classroom conversations (McHoul, 1978).

Classroom conversation is differently organized from ordinary conversation in terms of the speech-exchange system (Sacks, Schegloff, Jefferson, 1974). Previous studies have examined these differences from various conversational perspectives, such as sequence organization (Mehan, 1979), turn taking organization (McHoul, 1978), and repair (McHoul, 1990).

One of the most notable findings in this field is Mehan's (1979) "I-R-E" sequence, according to which the I (teachers' initiation)-R (students' reply)-E (teachers' evaluation) sequence represents the minimum interactional order units in a classroom. However, in our dataset of classroom conversations, we found this typical sequence to be uncommon.

In lower grades, students tend to speak out before the teacher asks a question or usually blurt out something that is irrelevant to the topic under discussion. Some of utterances are taken in the sequences in conversation, but some are neglected by teachers. One explanation for this is that classroom conversations are a type of speech-exchange system in which multiple participants can join (Payne & Hustler, 1980; Lerner, 1995). Therefore, to proceed with the lesson plan, the teacher should control students' spontaneous utterances. In situations in which the teacher can make use of interaction-derived I-R-E sequences, we can also observe how he/she controls students' utterances.

With a focus on how teachers control students' spontaneous utterances and construct I-R-E sequences, we conducted a detailed examination of videotaped data. Our key findings are four-fold. First, classroom lessons can involve different types of interactions that do not necessarily follow the I-R-E sequence. Second, students' utterances are sometimes neglected or not taken up as formal replies. Third, whether students' utterances will be taken up as formal replies does not necessarily depend on the teacher. Most spontaneous utterances are designed in such a way that they could be neglected, however, some have such a characteristic design that they can be picked up. Fourth, in his/her reply, a teacher should negotiate with students how he/she will treat their utterances—the design of the utterance – especially when the utterance is taken as a formal reply in the ongoing I-R-E sequence.

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SEARCHING FOR STROKE FAMILY CAREGIVERS

Izumi Hiroaki

University of Hawai'i, USA

This study applies Harvey Sacks's (1967) membership categorization device (MCD) analysis to examine the help-search sequences in which Japanese rehabilitation team members use a set of categories to locate the availability of stroke family caregivers.

Specifically, drawing on audiovisual data from rehabilitation team conferences in Japan, the study elucidates the methodical ways in which participants: (1) evaluate the expectable behaviors of various category incumbents; (2) classify which category of person is "proper" to turn to for help; and (3) arrive at their conclusion that "no one is available", thus considering discharging patients to care facilities. The empirical finding of this study shows that participants routinely choose co-resident family members to fulfill the potential pair position. However, the availability of the potential caregiver is not guaranteed unless the selected incumbent can satisfy additional criteria, especially "physical strength" and "availability of time". In cases where the primary caregiver's physical strength does not meet the amount of assistance required to help the patient, participants expand the help-search procedure to search for the alternative incumbents who can satisfy this criterion. Moreover, participants organize "temporal formulations" (Button, 1990) to identify whether or not the selected incumbent can manage his or her work conflicts. Through exploring the help-search procedures in which rehabilitation team members use categories to negotiate discharge destinations, the study considers the applicability of Sacks's MCD analysis in Japanese data.

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THE ROLE OF THE MATERIAL ECOLOGY IN TEACHER'S DEFINITIONS IN CLIL PHYSICS CLASSES

Leila Kääntä

University of Jyväskylä, Finland

Gabriele Kasper

University of Hawai'i at Manoa, USA

Arja Piirainen-Marsh

University of Jyväskylä, Finland

Defining concepts is an essential task for teachers in any kind of instructional situation. Yet, there is still little knowledge of how concepts are defined in and through classroom interaction. A small number of studies have investigated how individual words are explained in the foreign/second language classroom (Markee 1994; Mortensen 2011) and described children's developmental trajectories in doing definitions in primary classroom interaction (Watson 1985). The main focus of these studies is on the verbal and sequential patterns of definitions, while only scant attention has been paid to the use of different multisemiotic resources (but see Mortensen 2011). Using conversation analysis, this paper investigates the sequential unfolding and multimodal organization of definitions in a content-and-language-integrated physics class. It examines how the teacher and students collaboratively negotiate their understanding of physical concepts related to Hooke's law ("Extension is proportional to the force") using talk, embodied action, instructional objects and physical action, in particular writing.

The analysis shows that the activity of defining physical concepts is organizationally and sequentially quite complex (cf. Markee 1994) as it involves the teacher's initial explanations followed by student initiated repairs and the teacher's subsequent repair actions. The teacher's definition talk is crucially intertwined with writing on the blackboard and the inscriptions and graphs drawn on the blackboard are referenced during the talk. Definition activity also involves demonstrations with the help of gestures, pedagogical artefacts and classroom furniture. The students' repair initiations seek to clarify the teacher's definitions and indicate either a language-related or a reference-related problem, both of which are accompanied by the teacher's further conceptual clarifications. By bringing these coordinated activities to the fore, the findings shed new light on the temporal and sequential unfolding of 'doing definitions', the ways in which the material ecology of the classroom features in the activity, and the kinds of understandings and orientations that the participants display during the activity.

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THE COORDINATION AND TIMING OF BODY, GRAMMAR AND PROSODY IN LISTS IN CONVERSATIONAL SWEDISH

Susanna Karlsson

Language Council of Sweden

The list format has been studied by, among others, Jefferson (1990), Lerner (1994), Selting (2004, 2007), Karlsson (2010), and Tao (2014). They show that speakers orient towards the list format, and that lists constitute an interactional resource for handling for example overlap and other-initiated repair. The use of gesture in list construction is, however, remarkably unexplored (see however Karlsson 2010 for Swedish and Tao 2014 for Mandarin).

"List gesture" is rarely touched upon in literature, and when mentioned in lectures or talks, it is generally described as a counting gesture, where fingers are used to indicate the progression of the list (also cf. Tao 2014). In the video data examined for the present study, it turns out that rather than being designed to display progress, the list gestures appear to be designed to match the prosodic gesture of the list item they are timed to. The data also suggests that just as there is not one listformat in Swedish, but several, there is not only one list gesture, but several.

In this talk, I will examine how Swedish interactants employ multiple resources and multiple interactional modalities, such as prosody, lexicon, gaze, gesture, construction and grammar when they produce lists. For the purposes of this talk, I will define lists as rhythmical coordination of lexical or phrasal items, that may or may not be timed to bodily gestures. I will discuss two video extracts, where interactants time their bodies, first and foremost their hands and arms, to the coordinated list items. The timed gestures become part of the coordination.

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CO-CONSTRUCTING SEQUENCES IN MULTIPLE MODES: ONGOING ALIGNMENT IN CONVERSATION-FOR-LEARNING INTERACTION

Duane Kindt

Nagoya University of Foreign Studies, Japan

Following Goodwin’s (1981) description of “mutual orientation” and related studies by Atkinson, Churchill, Nishino, and Okada (2007), Pickering and Garrod (2006) and Stivers (2008), this paper explores the dynamics of ongoing alignment—defined as interactants’ complex of resources adapted and employed to continually maintain collaborative interaction—in instructed foreign language learning from a participant perspective. It begins with a general introduction to a relatively new and promising data-collection tool, the POV camcorder, followed by its introduction to and use with first-year students in capturing multi-party interactional data in English as a Foreign Language (EFL) classes at a university in Japan. A number of sample clips from conversations for learning are presented to illuminate both the innovative nature of the POV data and its capacity to capture multimodal aspects of classroom interaction where students display varying effectiveness in co-constructing sequences in communicative tasks through ongoing alignment in their use of talk, gesture, and artifacts. Since it is commonly employed in ethnomethodological and conversation analytic studies, stationary video data from a language lab and oral assessments are included for comparative purposes. It is apparent that not only do POV camcorders provide researchers and practitioners with data from a unique, hands-free participant perspective—one that is not attainable from traditional fixed and handheld camcorders—but that this data also provides valuable insights into students’ multimodal co-construction of sequences in a second language and the wide variety of resources they frequently employ to align with their conversation partners in sustaining conversation-for-learning interaction.

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HOW DO NEWCOMERS LEARN TO USE AN OBJECT? NURSING STUDENTS ENCOUNTER WITH PATIENTS AND OBJECTS IN CLINICAL PRACTICE

Malene Kjær

Aalborg University, Denmark

Newcomers into a specific practice has to learn the everyday tasks in it, in order to become competent practitioners (Goodwin, 1994) or members (Sacks, 1989; Schegloff, 2007). Over time, they develop a professional vision (Goodwin, 1994) on the practice, enabling them to see and make relevant assessments about the practice and the tasks. In the situated environment of education in healthcare settings, this professional vision is entailed with a professional ‘doing’ in regards to both interaction with other members (health care staff), outsiders (patients and relatives) and in particular in regards to learning how to understand and use specific objects as part of the healthcare practice (Mondada, 2011). These objects are crucial, not only in surgery but also in the daily practice of assessing how the patient is doing, e.g. using a sphygmomanometer to measure blood pressure. Learning how to operate objects and use them in situ is thus a very important task.

In this paper I will present two different empirical examples from clinical nursing education in a Danish hospital, where students encounter and learn to use specific medical objects (a sphygmomanometer and a machine to analyse blood sugar) in the setting of their future professional practice. From a participant perspective we see, how the participants in the situations: student, nurse/supervisor (and patient), moment to moment collaborate in the task of the students work in getting to know 1) how to understand and 2) use the object and 3) try it out on the patient. In that regard both notions on epistemic status and stance (Heritage, 2012) epistemic, cooperative and instrumental stance (Goodwin, 2007) is important, as is the understanding of situated embodied cognition in the workplace practice: the knowledge ‘understanding and use of objects’ that has been limited to the nurse, translates through an embodied situated interactional practice to the student and he/she moves closer towards becoming a competent practitioner.

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IDENTITIES IN DELIBERATION

Tomone Komiya

Tohoku-Gakuin University, Japan

As Garfinkel (1967) argues, jurors engage in legal reasoning by methodically using common-sense knowledge. Unlike the jury system, Japanese lay judges (Saiban-in) discuss issues relevant to a case with professional justices. What is the relationship between an institutional setting and the use of common-sense knowledge by lay judges? In this presentation, I will examine this question by analyzing video recordings of six mock trials conducted by a law faculty between 2008 and 2013.

On the one hand, lay judges engage in the task of “doing being a judge”—that is, they obviously refer to laws and legal matters in giving their opinions. However, in the Saiban-in system, lay judges

must address the problem that they are after all “laypersons,” because they are also concerned that professional judges may have a better understanding of the law.

On the other hand, lay judges speak not only as “jurors,” but also as “men,” “women” “mothers,” “experiencers,” and so on: they use various membership categories in constructing their opinions. In this case, jurors do not necessarily speak as “laypersons,” as they may have “professional” knowledge or experience bound to such membership categories. The analytic focus of this presentation is the relationship between how jurors use membership categories and how the turn taking system operates in deliberation.

Generally, there are two ways in which lay judges take turns in deliberation, that is, current speaker-selection and self-selection (Sacks et al. 1974). However, in fact, lay judges mainly take turns by current speaker-selection; they take turns following the chief justice’s designation (Komiya 2014). In other words, they usually take turns in responding to chief justice’s sequence initiating action. Interestingly, in such circumstances, lay judges don’t use any membership categories other than “lay judge.” However, they sometimes take turns by self-selection; in this situation, they often construct their opinions by referring to a wide variety of membership categories.

I will examine why the organization of lay judge’s turn shows such an asymmetric property in the following order. First, I will focus on the position of lay judge’s turn in each case of (1) and (2). Second, I will analyze the action formation of lay judge’s utterances, especially in terms of the use of membership categories. Through this analysis, I will explicate how lay judges engage in legal reasoning as “lay judge” in the Saiban-in system.

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DESIGN OF HOUSE ARCHITECTURE AND ITS RELATION TO FAMILY INTERACTION: THE CASE OF THE JAPANESE KOAGARI FLOOR

Ron Korenaga

Rikkyo University, Japan

Yoko Morimoto

Rikkyo University, Japan

Tomoko Endo

University of Tsukuba, Japan

Hideki Nishio

Rikkyo University, Japan

Ippei Mori

Teikyo University, Japan

Asako Ohara

Rikkyo University, Japan

Akio Tomita

Rikkyo University, Japan

Housing environments provide important resources for family members to create alignments in participation frameworks (Tulbert & Goodwin 2011). This study examines the embodied interactions of family members in the particular setting of the housing environment. In collaboration with a housing company, we explore how children and their parents organize their talk, bodily gestures, and bodily positions in relation to house structure. Our analytical concern is what the structures of houses afford residents, particularly in the process of raising children.

The data for this study were obtained from video recordings of natural interactions among a family in Tokyo; the video recordings amounted to approximately 40 hours of footage. Activities such as eating, cleaning, and playing were recorded. Our data exhibit a notable feature in regard to the design of

floors in the house; in the center of the house, there is a koagari, or “raised area” floor, which is two feet higher than are the areas surrounding it. The koagari floor connects the study area for the children, the dining area, and the kitchen. It is a multi-purpose area that can be used for sitting, lying, or just walking through. The design is especially significant for children because the height of the koagari floor enables them to obtain the same view as adults who are in the kitchen or the dining area.

We address two differences between the children and the parents: 1) different orientations to objects and architecture and 2) different engagements in setting up participation frameworks. We found that the uses of the koagari floor are particularly salient in the openings of activities. For example, when children stand on the koagari floor, they can easily share the gaze of their mothers in the kitchen, making it easier for them to start engaging in collaborative activities such as cooking. Children also utilize the koagari floor as a performance stage to show off their creativity to their parents; they might sing to their audience in the dining area or make funny faces to those who are in the kitchen. Moreover, parents are often observed to be sitting on the edge of koagari floor, using it like a chair. They do their own work on the dining table, but at the same time, they are ready to help the children doing their homework in the study area, located at the opposite side of the koagari floor. None of these activities is possible without the structure of the koagari floor.

In conclusion, the difference in the height of the floors is not merely a material condition that regulates the positioning of the bodies of the participants but also an important interactional resource for them to achieve their tasks at hand. Thus, interactions around the koagari floor represent “perspicuous settings” that exhibit “material disclosures of practices” (Garfinkel & Wieder, 1992) in parent-child interaction.

FORMULATING SIMULATIONS: DESCRIBING THE OBJECTS AND ACTIONS IN SIMULATED MEDICAL SETTINGS

Satomi Kuroshima

Japan Society for Promotion of Science (JSPS)
Chiba University, Japan

Juri Yamashita

National Institute for Advanced Industrial Science and Technology (AIST), Japan

With the recent advancement of technology and increased demand for medical safety, the field of medical education has widely adopted the use of simulated educational systems and materials in the curriculum. By drawing on naturally-occurring data from simulated practice of medical treatment and surgery, this paper offers analyses of how participants in simulated situation are held accountable for describing the simulated procedural activity of operations with particular material use such as simulators and other tools. In particular, it will focus on the practices of referring to the objects used this context, and formulation of each other’s conduct “in-so-many-words” (Garfinkel & Sacks, 1970), while they are displaying their understanding of the situatedness of one’s action within this particular context.

The database used for this study is a corpus of medical surgery involving various cases, all of which involve material/tool use. References to objects during the operation and the other person’s conducts are tracked.

A preliminary examination of references to objects suggests that when a participant encounters a ‘problem’ in implementing certain procedural conduct, they refer to the tool they are using as ‘a thing’ rather than as a tool for doing some procedural action. An example is shown below. Prior to this moment, the resident is performing a removal of a polyp from a simulated paranasal system under the guidance of the attending doctor who is performing the actual operation in a different room. They are connected through the Internet. They can observe each other’s operations for the purpose of training residents. Here, the resident just removed the stuffed simulated polyp from the simulator, which is obviously done much quicker than how it could be in the actual context. He so recognizes the problematic aspect of using a simulator. The following excerpt is taken a few seconds after raising his concerns.

[20130416_UT4-R_002-AIST]

- 1 RES: (>demo ne,<) (0.2) hiki- hikizuri nikui.
'But, you know, (0.2) it's hard to drag.'
- 2 ASS: bondo de kuttsuiteru kara.
'It's because it's glued with a superglue.'
- 3 RES: aa, dakara da.
'Oh, that's why.'

The reference of the stuffed object is done in several ways. The resident in line 1 describes it as a thing to be dragged. In Japanese, hikizuru ('to drag') is not used for liquid materials such as a polyp. Thus, it is describable as his referring to the stuffed material. In response, the assistant also accounts for the resident's possible complaint mentioned in line 2. In this way, the assistant also displays his understanding of the resident's referent as a stuffed material. The object they are operating on now is treated as 'a thing' rather than as a procedurally situated material. This paper demonstrates the participants' shift in orientation from a thing that is "ready-to-hand" to one that is "present-at-hand" (Heidegger, 1927) when a problem in implementing procedural action occurs. The tool is thus 'untrusted' by the participants for doing a procedural operation. (481)

TRAINING TO OPERATE COMPLEX MEDICAL TECHNOLOGY: PROCEDURAL PRE-PERFORMANCE COMMENTARIES IN PATIENT EDUCATION PROGRAMS FOR SELF-MANAGEMENT OF CHRONIC DISEASE

Tine Larsen

University of Southern Denmark

Jakob Steensig

Aarhus University, Denmark

In the learning of a manual skill competence for physical action is continuously claimed, demonstrated, contested, defended and assessed in social interaction. Participants employ a variety of verbal, visual and embodied methods to make their incipient understanding of the task available to one another (Hindmarsh et al 2011; Lindwall & Eckström 2012).

In this paper we will focus on one such practice that has been observed (Larsen 2014) in patient education programs for self-management where patients with life-threatening chronic diseases are given the knowledge and competencies necessary for them to take responsibility for treating their own disease at home, including the ability to operate different types of complex technologies and medical objects, namely the patients' use of procedural commentaries prior to the physical execution of each next step in the target medical procedure. Using the method of conversation analysis, we aim to establish these 'pre-performance commentaries' as a systematic, recurrently used practice in the training sessions and to demonstrate how they differ from previously described commentaries in medical settings.

Prior work on commentaries in different types of medical settings (Heritage & Stivers 1999; Hindmarsh et al 2011; Mangione-Smith et al 2003; Stivers 1998) has shown them to occur simultaneous with or just after the physical action to which they relate. Highlighting sensory evidence collected during the physical examination of the patient, such 'online commentaries' have been shown to forecast the subsequent formulation of the diagnosis. Furthermore, they have been shown to allow for response but to not invite it and only rarely receive it.

In this paper we will show not only that the procedural pre-performance commentaries consistently are produced prior to the execution of the physical action, which they propose, but also that patients through their use reveal an orientation to the instructional nature of the setting, the sensitivity of the medical procedure as well as their own (lack of) proficiency. So, the patients through their use of the pre-performance commentaries, prior to actually performing the suggested manual action, make their incipient understanding of the immediately next step in the procedure available for inspection by the

instructing nurse, thereby inviting her to confirm or, alternatively, correct the understanding and further instruct the patients in the safe and accurate operation of the medical equipment.

Furthermore, we will illustrate that patients through variation in the construction of the pre-performance commentaries (morpho-syntax, lexical choice and prosody) as well as through the temporal-sequential coordination of the commentaries with the execution of the actual physical action, may convey different degrees of confidence and proficiency in the operation of the medical technology and encode different degrees of pressure on the nurse to respond and take a stance on the accuracy of the proposed action. On this basis, we will lastly outline how such variation may be used analytically as a means to trace and document a development in the patients' own orientation to their understanding of the medical procedure and competence in the operation of the medical technology.

The paper will be based upon a collection of more than 500 pre-performance commentaries that have been drawn from a 110:17-hour longitudinal video-corpus of two disease-specific patient education programs for, respectively, automated peritoneal dialysis and oral anticoagulation therapy. The corpus has been collected at a Danish university hospital and comprises 12 patients.

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SHARED GESTURE IN AIKIDO PRACTICE: ESTABLISHING A TACTILE INTERSUBJECTIVITY

Augustin Lefebvre

University of Paris III: Sorbonne Nouvelle, France

This study focuses on a type of gestures which appears systematically in the practice of the non-competitive martial art Aikido: the shared gestures. By shared gestures, I refer to all the phases of the practice during which practitioners make and maintain bodily contact. Examining the shared gesture offers an interesting opportunity to enter in the embodied experience of practitioners of Aikido, and more specifically in the way they share and maintain intersubjectivity (Schegloff 1992) through the tactile mode.

In Aikido practice, contrary to the competitive interactions, no referee is present for recalling the rules, nor for designating a winner and a loser. The system of training I deal with is known in the Japanese tradition as the Kata-based training. A crucial feature of the Kata-based interaction lies in the fact that normative expectancies are complementary divided between two participation categories (Sacks 1992), namely the attacker and the counter-attacker.

Relying on the analysis of video-recordings of naturally occurring interactions through screen shots, I examine the question of how practitioners organize their shared gestures in three kinds of context:

1. during the demonstration of a Kata by a master and his partner. More specifically I examine the moment when a master shows the effect of a counterattack gesture on the body of the attacker. In those situations, specific shared gestures are selected and described in a multimodal way: speech

selects aspects to be observed while gestures are performed. The master's partner participates to the demonstration of the shared gesture by coordinating his body with the gestures and speech of the master.

2. during the interaction between a member and a beginner. I observe in that case how the member guides the beginner with speech and gestures, showing him how to contribute to the shared gesture, doing-being the attacker or the counter-attacker.

In those first two contexts, which are contexts of demonstration, direction and learning, I observe the in situ production of aspects of a martial membership knowledge characterized by a "mechanic of the bodies contact".

3. during the mundane practice between members. Interestingly, in this last context, practitioners accomplish shared gestures without using speech. I observe thus the mobilization of the membership knowledge as practitioners manifest it through the tactile canal. I present a collection of cases of improvisation and repairing (when problems of coordination occur) of shared gestures.

The shared gestures described in this study manifest a tactile intersubjectivity between the Uke and the Tori. The specificity of this intersubjectivity is that it is established through the tactile mode: this implies that the exchange of information – mainly directions in space – is simultaneous (i.e. not sequential). In any of those contexts, practitioners manifest the fact that during the shared gestures, the counter-attacker produces effects on the attacker's body. Nevertheless the shared task is asymmetric: the counter-attacker gives a direction to the attacker's body while the latter 1- keeps a contact with the partners body, and 2- follow his gesture trajectory.

PHYSICAL ARTIFACTS AND 'PRE-ENACTMENT' IN TEAM-TEACHER PLANNING DISCUSSIONS

Christopher Leyland

Newcastle University, UK

Tim Greer

Kobe University, Japan

This study utilizes multimodal Conversation Analysis to examine a corpus of pre-class planning discussions between pairs of educators who team-teach English in Japanese schools, one a generalist Japanese Elementary School Teacher (EST) and the other a "native" English-speaking Assistant Language Teacher (ALT). Although such teachers have been working together since the inception of Japan's JET Programme in 1987, there is little known about the interactional collaboration that goes on between ALTs and ESTs while they prepare for their team-taught classes.

In this interactional environment, various physical artifacts are often used in the process of discussing an upcoming class. Our study tracks the role particular artifacts play in the interactional practice of 'pre-enactment'. In reference to, for instance, a textbook or written lesson plans/notes, ESTs and ALTs frequently enact future classroom scenarios in the here-and-now. In these pre-class discussions, in which one of the participants is invariably using a second or additional language, pre-enacting successfully serves a variety of functions, such as indicating preference and clarification of future activities. As such, pre-enacting is an important and frequently relied-upon communicative tool used by ESTs and ALTs in the pre-class planning discussions. In addition to predicting potential student behavior, such as physical movements during activities or negative reactions to a textbook task, pre-enacting can indicate a view of how teachers should and should not use artifacts in class.

This study adds to the small but growing body of interactional research considering the multimodal unfolding of "planning talk" (e.g. Yasui, 2013; Markee & Kunitz, 2013; Burch, 2014). Furthermore, this study adds insights into such research by uncovering the relationship between physical artifacts and the process of "fleshing out the imagined future experience in the here-and-now" (Murphy, 2011: 247). The use of a Conversation Analytic approach enables a view into how team-teachers collaborate in situ, manipulating physical artifacts to achieve mutual understanding and, ultimately, a lesson plan. The presentation will also consider ways such findings can inform pre-service training of 'team-teachers' and professional practice.

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RESPONDING TO THE INTERCOM: A STUDY OF WORK BY NURSES IN AN EMERGENCY WARD

Hiroki Maeda

Tokai University, Japan

The purpose of this study was to describe the work at a nursing station in an emergency and critical care ward, specifically focusing on how the nurses collaborate when responding to the intercom, which is used by visitors from outside of the ward requesting entrance.

The nursing ward comprises multiple participants responding collaboratively to multiple patients. The nursing station is the center of coordination (Suchman 1997) at which some nurses coordinate the activity of other nurses, enabling their work in other locations. Especially, the emergency and critical care ward is the place to which patients with an advanced disease are moved from an emergency outpatient service or other wards, and from which recovered patients are moved to other wards, other institutions, or their homes. The nursing station in an emergency ward is the center for bed management and transportation of patients.

The research location is an emergency and critical care ward, attached to an emergency outpatient service. Fieldwork and video recordings were conducted in the ward. This ward is spatially separated from the outside. Therefore, visitors, including nurses from the outpatient service and other wards, as well as families of patients, request entrance to the ward by use of an intercom. Nurses in the ward respond to the intercom ringtone as the occasion demands. As the visitors' voices over the intercom are audible to the call taker and some of the nurses nearby in the nursing station, the division of work is determined through the nurses' interactions on all such occasions. This study explicates the collaborative work in these settings by analyzing video data.

The practice of using an intercom consists of two components: (1) conversation between a 'visitor (caller)' and a 'nurse (call taker)' and (2) collaborative work by nurses in the ward. The former has a basic sequence structure: Summon (ringtone) - Answer - Request (including self-identification) - Accept. Through this interaction, nurses have to determine who is visiting, why he/she is visiting, who should respond to him/her, and if they are ready to do so. After making these judgments, nurses start to do their respective work as required. The audibility of the visitors' voices over the intercom and the visibility of patient information on a whiteboard enable nurses to perform these kinds of work.

Intercom calling is an omni-relevant device (Sacks 1992) for requesting entrance. Some tasks with which nurses are occupied at the time of a visit can be temporarily interrupted in order to respond. In principle, the nurse who is nearest to the intercom should take the call. Even in such a case, coordination of the work for responding to the call and carrying on with all previous tasks is required. In accordance with various methods of coordination, the sequence of the conversation between the visitors and nurses can be expanded in various ways. This study clarified the methods for coordinating activities in the ward.

CAUGHT IN THE ACT: COMBAT OPERATIONS, VIRAL VIDEOS AND THE (POLITICAL) WORK OF REPRESENTATION

Michael Mair

University of Liverpool, UK

Chris Elsey

Loughborough University, UK

Paul V. Smith

University of Manchester, UK

Patrick G. Watson

University of Waterloo, Canada

In recent years, a number of videos of live military operations have gained ‘viral’ notoriety around the world (Jayyusi 2012, Lynch 2014). In this session we present an ethnomethodological analysis of two particularly contentious examples which, in different senses, could be said to capture military operatives ‘in the act’: WikiLeaks’ ‘collateral murder’ video and Israeli Defence Force footage of the targeted assassination of Ahmed Jabari, the first such publicly released via Twitter. Drawing on work by Garfinkel (2002), Sacks (1992), Goodman (1978), Goodwin (1994), Vertesi (2013) and Lynch (2014) on viewers, representation and ‘instructed readings’, as well as our own experiences of working with video from a friendly fire incident, we look at the work of ‘mark ups’ in making combat operations available to view and evaluate. We suggest ‘mark ups’ can be potent sense-making devices which guide the viewer on how to follow the action, thereby providing a baseline against which alternative readings have to subsequently measure and distinguish themselves. What exactly the acts are that have been ‘caught’ by these videos is, thus, partly a matter of how we are directed to look at and find things in them. Indeed, without the mark ups we can struggle to make sense of them - the editorial scaffold, even when recognised as problematic, is needed to follow what’s going on. Nonetheless, while they do offer glimpses into military operations (and in the case of the IDF video it is a short glimpse indeed), we suggest such videos are better understood as part of partisan after-the-fact disputes about the (moral/political) propriety of military operations - a case we shall make through an examination of the analytical work presented in the videos themselves. While ethnomethodologists and conversation analysts are increasingly turning to self-produced video as a means of analysing action and interaction in a wide variety of settings, they are not the only ones. In addition to casting light on the contentious status of military operations, our paper also points towards ways in which ethnomethodologists and conversation analysts might begin the work of explicating indigenous forms of video analysis via the ‘found’ footage they are embedded within.

RESPECTIFYING “JOINT ATTENTION”

Chloé Mondémé

Paris-Sorbonne University, France

“Joint attention” is a phrase originally coined in the field of social cognition and comparative psychology to qualify the shared focus of two individuals (or more) on a material object of mutual interest, classically, a piece of food, a toy, or any visible item.

In this paradigm, experiments involving young children (Tomasello, 1995), primates (Leavens & Racine, 2009) or other animals like dogs (Miklosi, 2007) are led to see if, in the course of a contrived interaction, a process called “joint attention” is at stake; in order to decide whether – or when – babies, apes or pet dogs “do possess” or “do not possess” joint attentional competencies.

Behind this apparently unified notion, debates take place, in order to establish the difference between a

simple and maybe accidental or contingent “mutual attention” of two individuals following the gaze of each other in the direction of a co-present object, and an attention that would be “truly joint” (Carpenter & Call, 2013).

In the Tomasello and his followers’ version of the term, to be distinguished from simple gaze following and mutual attention, joint attention might suppose capacities of “mindreading” (Fletchers & Carruthers, 2013), so that the participants “need to know together that they are sharing attention” (Tomasello, 1995). The way of phrasing the problem, no doubt, reveals the quasi scholastic character of the question and demonstrates a strong adhesion to some kind of propositionism and essentialism (i.e. the process of joint attention would be a social phenomenon that exists per se, and that is identifiable and measurable). Incidentally, it sheds light also on the practical problem of identifying cognitive competences experimentally.

What we would like to defend in this presentation is that, on the contrary, it is possible to address the question of joint attention between two individuals and the material world in a praxeological perspective (Lynch, 2006 ; Goode, 2007). We will observe video recordings of sequences of “clicker training” between dogs and their owners, during which, by using the clicker device, the owner incrementally orients the attention of his dog to an object in the surrounds, so that they both finally co-constructs the ball, the chair, the toy or whatever into the relevant object of attention. What we would like to show is that, contrary to the beliefs induced by the experimental apparatus, we don’t think there is a pre-existing lying object, waiting for its actualization through the joint attention of two intentionalities; but that individuals (be they men or animals), mutually co-constitute their object of attention for all practical purposes. In this process, we see how materiality realizes sociality, interspecific sociality as it happens here.

Respecifying “joint attention” thus invites us to consider the physical and material world not only as a resource that can be mobilized but as an emergent co-construction of relevant and intelligible features and objects, in and for interactional purposes.

MANAGING THE ACTIVITIES OF REPORTING AND WRITING A REPORT IN SOCIAL WORK APPOINTMENTS

David Monteiro

University of Basel, Switzerland

This analysis focuses on encounters between professional social workers and clients in institutions for elderly people. A central task of initial encounters in this setting is the presentation of information, by the clients, concerning health and socio-economic problems they are facing, in order to request the provision of support from the institution. In such encounters, the management of information and knowledge that are relevant for the identification of the problem at hand, as well as for the transformation of individuals into ‘clients’ (cf. Lipsky 1980), rest on the allocation of distinctive institutional tasks to the participants. More particularly, 1) professionals elicit and identify relevant information, prompting clients to 2) present information via tellings as well as via written documents (such as medical reports, bank account statements, and other documents issued by institutions); professionals, on the other side, 3) engage in writing for the institutional record, either in jotting down notes or in filling in the clients’ personal report forms.

Based on Conversation Analysis, this study is grounded on video recordings of social work appointments in geriatric and community settings in Portugal, focussing on the practices through which social workers and clients manage the tasks of presenting and registering information in service encounters – namely by orienting to more than one activity and disengaging from one activity in order to engage in another – as well as on the interplay between the participants’ performance of large activities and the surround (cf. Goodwin 2000). For example, a client who is presenting a reporting (while, simultaneously, monitoring the activity of the professional around one or more documents) may suspend it in order to provide information or identify a part of a document containing the information that is sought after by the social worker, who subsequently writes it down, hence bringing the side-

sequence to completion, after which the client reengages in the telling.

Within the organization of multiple activities and concurrent courses of action (cf. Haddington et al. 2014; Mondada 2014) for managing the tasks of reporting, presenting written information and writing, participants orient to the public visibility of bodies and objects as a way of organizing shared attention and collaboration, as well as to the local relevance of the institutional tasks at hand (reporting and listening, reading documents and writing), resulting on a complex interactional practice achieved through the coordination of talk, embodied conduct and material resources.

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TEACHER AND STUDENTS JOINTLY BUILDING POWER RELATIONS AND NEGOTIATING DECISIONS THROUGH THE USE OF MANY SEMIOTIC RESOURCES IN A FOREIGN LANGUAGE CLASS

Ricardo Moutinho

University of Macau, China

This article discusses how teacher and pupils negotiate instances of power through the use of many semiotic resources such as talk, body moves and objects in a foreign language class of a public primary school in Macau, China. The results show that elements from the default conversation system are present during the encounter and play a decisive role in the process of decision-making carried out in that environment. Although the interaction in that space can be considered as highly asymmetrical in the beginning, participants collaborate to transform ritualized actions into more cooperative moves that favor the co-construction of knowledge. In our data, we could witness how the teacher tried to keep the control of the interaction by using a hand puppet to motivate students to participate in the ways she expected. However, students did not accept the participation conditions proposed by the teacher and performed many moves to call her attention through the combination of many simultaneous actions (directing/withdrawing their gaze, gaping, poking, gossiping, rising from their seats and playing with pencils). The ability to combine/replace language with/by other semiotic resources (body movements, objects and images) seems to be crucial for students to successfully claim more attention, rejoice the epistemic ecology and eventually reorganize the classroom's interactive space in their favor. An important conclusion to be derived from this study is that the kinds of factors affecting pupil's participation and verbal productivity are subject to manipulation by the pupils themselves (Au, 1980, p.93). Teachers may be willing to keep their institutional authority during the whole class, but students can also challenge this authority and negotiate other ways of participation. Following Candela (1999), that means to state that power rather than a coercive tool is mainly a competence participants can develop and use in order to build more productive environments. More broadly, the elements observed in the class we analyzed make us challenge some stabilized notions that have been applied to explain how actions in a classroom environment take place. We can ponder one question for which we have long provided a general (but not exactly accurate) answer: is it really the teacher who decides how classroom activities are structured? In our data, structuring classroom activities is closer to be considered a joint constructed action. Although

the teacher has the power to decide the format of the lesson in the beginning, students are the ones who show the consequences of this decision and convince the teacher to restructure the ways to participate in that environment. Rather than simply a one-party move, deciding always has a dialogic nature (Bakhtin, 1981), even in more institutionalized environments. In this paper, we show how this phenomenon emerged in a Chinese teaching-learning context, where Chinese teachers and learners are respectively (and mistakenly) tagged as authoritarian and passive.

DRIVING THINGS: KNOWING OBJECTS' PLACE IN THE CAR

Maurice Nevile

University of Southern Denmark

I explore how participants organise involvement with objects brought into the car, relative to the demands of driving and social activity. Objects in cars commonly include phones or other technologies, food, body care products, texts, clothing, bags and carry items, toys, and even animals. Interaction with objects reflects the car's role beyond mere transport as a site of personal, social, and work life (Featherstone et al. 2005; Redshaw 2008). Studies of interaction examine this role as it is actually enacted, understood, and accomplished, in situ through participants' practices (e.g. Laurier 2004, Haddington et al. 2012). I focus here especially on how the practical and interactional work of locating, seeing, placing, handling, hearing, and relinquishing, is ordered and accomplished relative to the emerging and contingent demands of both driving and social participation, such that involvement with objects is constituted as secondary to driving in a multiactivity setting (e.g. Haddington et al. 2014). We see how events with, for, of, and even by objects can occur as predictable, planned and even designed for (e.g. changing glasses, applying body lotion), or might be unexpected and unplanned, occurring relative to the dynamics of driving situations and actions, and of social participation (e.g. serenading a partner, a falling dog). Either way, participants know objects' place, both in terms of their status and legitimacy for attention and activities underway, and more literally of their physical location. The paper furthers recent interest in objects in and for social interaction and activity (see Nevile et al. 2014), and especially their place within an ecology including the body, talk, and the material surround. The paper draws and expands on data and analyses of a study on the nature of in-car distractions, and how they impact driving activities (Nevile & Haddington 2010). Data are video recordings of ordinary journeys, capturing drivers and passengers in real-world real-time driving situations (27 hours, 90 journeys). For driving and road safety, research and experience has established that distractions can be a frequent and significant part of the ordinary driving environment and experience, and distraction is often a contributing factor in crashes. Objects are recognised as a common form of driver distraction.

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WHAT IS A GOOD OR BAD BOXING MOVE?: HOW A COACH AND A BOXER EMBODY PROFESSIONAL KNOWLEDGE IN JAPANESE DIRECTIVE-COMPLIANCE SEQUENCES

Misao Okada

Hokusei Gakuen University, Japan

By using video data of a naturally-occurring interaction in a Japanese boxing gym, this paper analyzes how a coach and a boxer jointly embody professional knowledge of boxing within directive-compliance sequences. Previous studies of embodied learning (e.g. Nishizaka 2006) have shown that an instructor's use of various vocal and non-vocal resources, such as body posture, touch or material objects in the surrounding environment, enable an instructee to understand the precise instruction, including, for example, "what to see" (Goodwin 1994) or what are "learnables" (Zemel and Koschmann 2014) at a particular moment. What counts as an instructee's "demonstrating" (Sacks 1992) understanding of the instruction is also an important issue for experts (Zemel et al 2014).

Based on those findings, this paper focuses on how precise understanding of a good (or bad) boxing move is accomplished during and after the coach's use of different forms of directives in various types of boxing practice, such as sparring or focus-pad sessions. Previous studies of directives in both Japanese (e.g. Okada 2008) and many other languages (e.g. M. H. Goodwin 2006, Cekaite 2010) have shown that those linguistic forms alone do not determine the actions that they indicate. For instance, Japanese prescriptive grammar considers imperatives such as *ute* 'hit!' in Japanese to be least 'polite' among other directives. However, my own previous study found that during a sparring practice where a boxer is fighting with another boxer, the coach uses those imperatives, together with other vocal and nonvocal resources, such as the opponent's body movement, to tell the boxer to perform a rapid boxing move immediately. Thus, they do not necessarily indicate one's perceived level of politeness. Also, a combination of various resources contributes to producing one's action.

The current paper further explicates, based on moment-by-moment analyses inspired by Conversation Analysis (Goodwin and Heritage 1990), what enables the boxer to understand such a good or bad move when and after different directives are used. For instance, the above-mentioned imperatives used in sparring practice are typically short and mostly occur without verbal "accounts" (Parry 2013) that provide a rationale of why the particular action should be taken. Thus, understanding the precise instruction is challenging for the boxer because it requires him to figure out what element in the immediate boxing environment he should focus on, for example, a rapid move of an opponent. In particular, I am interested in how co-participants skillfully coordinate different parts of their bodies such as hand or body movement to communicate what to focus on and consequently embody professional knowledge.

Resonant with the social-interactional approaches to learning that conceptualize learning as social accomplishment as part of local, ongoing activities (e.g. Firth and Wagner 2007, Koschmann 2013), this paper demonstrates that the teaching and learning process is not simply conveying information from an expert to a novice; rather, co-participants accomplish understanding through complex coordination of their talk and bodies.

EMBODIED RECEIPTS OF PRE-EMPTIVE COMPLETIONS

Florence Oloff

University of Zurich, Switzerland

Within Conversation Analysis and Interactional Linguistics, co-participant completions (i.e., the formulation of a single syntactic or turn constructional unit by at least two speakers, Sacks 1992, Lerner 1996, 2004) have been mainly studied with regard to syntactic and prosodic features of the completed turn and the proffered completion (e.g. Lerner 1996, 2004, Ono & Thompson 1995, 1996, Szczeppek

2000, Local 2005, Brenning 2012). More recently, some studies have also been devoted to the use of embodied resources for this practice, mainly in relation to word searches (e.g. Goodwin & Goodwin 1986, Hayashi 2003, Bolden 2003, Laakso 2014). While these investigations typically underline how current speakers use gaze and gesture for inviting or preventing co-participant completions, this paper aims to describe the use of various embodied resources for responding to the pre-emptive completion.

Lerner (2004) points out that only in case of a response to the pre-emptive completion the participants accomplish a collaborative turn sequence. When an audible acknowledgement of the pre-emptive completion is absent (e.g. in case of a delayed completion by the first speaker, Lerner 1989, 2004), the proffered completion does not seem to launch such a sequence. In this paper I want to argue that in the absence of a verbal response in the receipt slot (Lerner 2004), a collaborative turn sequence can be accomplished through embodied means. Indeed, a close look at videotaped data reveals instances where the first participant (e.g. the participant whose utterance has been co-completed) nods, establishes mutual gaze and / or smiles before or while continuing his/her own turn, thus visibly responding to the proffered completion. While vertical and lateral movements of the head or facial expressions (e.g. eyebrow flashes, smiles) have already been described as practices for responding, registering receipt, displaying understanding, or affiliating in various settings (see e.g. M.H. Goodwin 1980, Maynard 1990, Stivers 2008, Ruusuvaori & Peräkylä 2009, Oshima 2011, Whitehead 2011), they have not yet been investigated as means for responding to pre-emptive completions.

On the basis of videotaped ordinary conversations in French, I aim to analyse different instances of head movements or other embodied actions that are responding to pre-emptive completions. What do these visible receipts achieve compared to - or possibly combined with - audible responses (e.g. “yes”, “no”, or repeats), and what are the analytical implications for the notion of collaborative turn sequences? More generally, I want to argue that a close observation of embodied conduct in co-constructural sequences can lead to a more detailed description of how participants can design and acknowledge pre-emptive completions as “collaborative” and as contributing to the on-going talk, and how co-participation is achieved by complex multimodal displays that go beyond the scope of the presence or absence of audible responses.

“I WAS PLANNING ON HAVING ANOTHER CHILD, BUT THAT PLAN DEPENDED ON THE TEST RESULTS”: AN INTERACTIONAL ANALYSIS OF THE ROLE OF GENETIC TESTING IN REPRODUCTIVE GENETIC COUNSELLING

Ana Ostermann

Universidade do Vale do Rio dos Sinos, Brasil

Minéia Frezza

Universidade do Vale do Rio dos Sinos, Brasil

This study investigates the role of genetic testing and its results in reproductive genetic counselling consultations held at a Brazilian public health system hospital. The Conversation Analysis (Sacks, Schegloff, Jefferson, 1974) perspective is used to understand how the importance of the genetic testing and its results is attributed in the interactional sequences of eight reproductive genetic counseling sessions which present non-diagnostic news. Reproductive genetic counselling consultations happen due to the materiality of testing results, because counselors base accurate diagnosis on accurate tests (Brookes-Howell, 2006). Occasionally, counselors have to deal with the dilemma of not having tests available (to diagnose certain diseases) or not having any definite test results. Once the possibility of identification of what the fetus' disease becomes unavailable, possibilities of treatment are hindered and information on the risks of reoccurrence of the same disease in future pregnancies becomes unavailable. The data analysis shows some interactional features which deal with the “immateriality” of diagnosis by putting the genetic testing at a central and accountable for role in these consultations: (a) metaphors that personify the test (e.g. “the test arrived”, “it showed”, “the lack of results let our hands tied” or “the lack of results left us in the dark”), (b) accounts for not being able to deliver an accurate diagnosis

due to the non-existence of tests (or tests results), (c) emphasis on the fact that the professionals who work in the hospital have done everything they could but the tests results were unsatisfactory. The data analysis also reveals that the less diagnostic information the geneticist provides, the more agentive the parents become in the pursuit of their child's diagnosis (Brookes-Howell, 2006). One of the evidences that reinforces the argument that the patients are more active in the consultations in which the diagnosis is absent is the fact that the patients are the ones who initiate the pre-closing of these consultations, while the sessions in which the diagnosis (either of good or of bad news) is clear, it is the geneticist who initiates the pre-closings. This study thus brings to light the importance of the materiality of genetic testing and its results to the organization of reproductive genetic counselling consultations as it makes it available the information both patients and physicians need to make decisions (i.e. planning future pregnancies) and take further action (e.g. certain treatments).

ON THE PHONE: EFFECTS OF MOBILE PHONE USE ON CLINICAL PRACTICES

Bettina Sletten Paasch

Aalborg University, Denmark

In most Danish hospitals clinicians are being equipped with a mobile phone in order to improve their availability. Based on an ethnomethodological approach (Garfinkel, 1967) the present paper explores how mobile phones shape clinicians' practices. Using Nexus Analysis (Scollon & Scollon, 2004) as a general ethnographic framework, complemented with Conversation Analysis (Sacks, 1992) and Goodwin's (Goodwin, 2000) analytical terminology of contextual configuration, the paper reports the findings of an analysis of video data from interactions between clinicians and patients at a Danish hospital.

The analysis shows how the mobile phone becomes part of the way clinicians choreograph body movement in interactions with patients, how they arrange their bodies and how they gesture and position themselves. It is demonstrated how the use of mobile phones can mediate the clinicians' accomplishment of an action space with the patient, the boundaries of attention created by the clinicians and the trajectories of actions.

The analysis further shows how the mobile phone allows for the clinicians to negotiate and co-construct their practices across space and physical materiality. It is demonstrated how the use of mobile phones mediate the way clinicians interactionally achieve spatiality and mobility (Mondada, 2011) within their practices, how they construct space within talk and multimodal conduct and how they organize their mobility across epistemic and embodied spaces, using the mobile phones to co-construct actions, though being located physically separate.

Finally, the analysis reveals how the use of mobile phones can distance the clinicians from bodily sensing and experiencing the patient, using the phone as a mediational means (Scollon & Scollon, 2004) or semiotic field (Goodwin, 2000) to accomplish the knowledge necessary to do diagnostic work (Büscher, Goodwin, & Mesman, 2010), instead of using an array of visceral-affective resources to sense and experience the knowledge directly from the patient's body. The analysis thus establishes how the affordances of the mobile phone can bypass the multifaceted embodiment of the clinicians.

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INDEXING PLACES, INDEXING IDENTITIES: ΕΔΩ ('HERE') IN GREEK TALK-IN-INTERACTION

Theodossia-Soula Pavlidou

Aristotle University of Thessaloniki, Greece

The relation between space/place and identities has been variously foregrounded in the last ten years or so (see, for example, Benwell & Stokoe 2006, McCabe & Stokoe 2004, Meyers 2006, Johnstone 2011). As is commonly indicated, although place has always played a significant role in sociolinguistics, its examination within discourse and, in particular, within talk-in-interaction has been rather limited. In AUTHOR (2014) it was shown that 'place' is exploited in a systematic way in Greek talk-in-interaction in order to delimit inherently unspecified collective subjects indexed by 'we' and then proceed to the invocation or attribution of category bound activities, etc. In such a context, the choice of a place formulation (cf. Schegloff 1972) does not constitute a problem, as described in e.g. Kitzinger et al. (2013). In other words, participants do choose the 'right' place formulation, which is then put in the service of indexing collective identities.

In the present paper, the focus is on the indexical εδῶ ('here'), which according to Levinson (1983: 79) can be glossed as "the pragmatically given unit of space that includes the location of the speaker at CT [coding time]". It turns out, though, that in talk-in-interaction the situation is quite more complex –not only because of "what counts as the speaker's location (Sidnell 2009: 118, fn 3). The aim of the paper is to examine how the spatial εδῶ, as opposed to its temporal or metapragmatic uses, is employed when the speaker self-refers either individually or collectively. Using naturally occurring data (40 conversations among friends and/or relatives and 140 telephone calls, drawn from the Corpus of Spoken Greek), it is shown how different spaces, e.g. the speaker's own body vs. geographical places, are carved up in relation to the interactional space and how these are interactionally managed.

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'YOUR CARD PLEASE': BUSINESS CARDS AS MATERIAL RESOURCES FOR TALK-IN-INTERACTION

Vanessa Piccoli

University of Lyon, France

Biagio Ursi

University of Lyon, France

International trade fairs represent a peculiar interactional microcosm characterized by a multilingual and intercultural environment where any particular language can be designated as a vehicular language. Using English as lingua franca is a common practice, as is using the language of the country hosting the fair. We collected a video corpus of naturally occurring interactions in three different fairs in Italy and France. Through a conversation-analytic approach, previous research has shown that speakers of Romance languages tend to rely on a multilingual communication and resort to multimodal practices, as well as to written materials and others supports (Piccoli 2014).

In trade fairs, where access is allowed only to professionals of a specific field, direct selling is a secondary activity. Indeed, the main aim of exhibitors is to collect contacts and establish new commercial relationships. The exchange of business cards between exhibitors and visitors is a common and expected practice that ratifies the birth of a new relationship and foreshadows future transactions. The mobilization of business cards presents specific interactional features that depend not only on the material features of the card (e.g. its shape, size, colour, a company logo) but especially on its sequential placement within the interaction. From the analysis of our data it emerges that card exchanges can occur in different moments of the interaction: at the beginning, as a self-presentation device, in the middle, often as a topic initiator with a focus on one participant's job, or in the closing phase, before leave-taking.

Participants mobilize different resources as a self-presentation device: not only their own business cards, but also ad hoc material resources where people can write additional relevant information, e.g. their contact details. The exchange of business cards is a complex activity that often involves remarks and explanations that can last several minutes. In some cases, participants also add supplementary information by writing on business cards – both on the cards they receive and on their own cards.

In our contribution, we will focus on the latter practice: visitors, before giving a card to the exhibitor, write some additional information on it. Then, they orient towards their interlocutors and give them an account of the contents of the card, accompanied by relevant pointing gestures and other multimodal resources. Participants can point at selected interlocutors (Mondada 2007), at mobilized objects - i.e. commercial items, catalogues, business cards (cf. seminal analysis in Schegloff 1984: 292), and even at details in available visual resources, namely business cards.

We focus our attention on the multimodal unfolding practice of handling business cards for specific emergent purposes, such as to secure business exchanges, to send product samples in the future, to talk about their origins, etc. The aim of our study is the interactional characterization of business cards, as they are mobilized as double or even multiple reused material resources by participants. Moreover, they represent transactional objects (Day & Wagner 2014) that support the infrastructure of talking-in-interaction, and the collaborative dimension of participant-oriented material resources.

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A KANTIAN FEATURE OF CA – THE METHOD OF THE TRANSCENDENTAL ARGUMENT

John Rae

University of Roehampton, UK

This paper explores a methodological feature at the centre of Conversation Analysis (CA) through demonstrating how canonical papers use what is fundamentally a Transcendental Argument. Transcendental Arguments were central to Kant's philosophical work in setting out his Critical, or Transcendental Idealism (Kant, 1929). Briefly, rather than examining whether or not something is the case (Descartes' method), transcendental arguments start from an apparently obvious premise and then seek to establish how it is that this given state of affairs is possible. This reasoning structure can be seen in a number of fields, notably in Darwin's *Origin of Species* and in Marr's work on vision (Marr, 1982). An instructional fictional specification is provided by Conan-Doyle's Sherlock Holmes:

"Most people, if you describe a train of events to them, will tell you what the result would be. They can put those events together in their minds, and argue from them that something will come to pass. There are few people, however, who, if you told them a result, would be able to evolve from their own inner consciousness what the steps were which led up to that result. This power is what I mean when I talk of reasoning backwards, or analytically." (Conan-Doyle, *A Study in Scarlet*, chapter 14)

I begin by demonstrating how this argument structure is mobilised in key works in such as Sacks (1972), (on how, in a child's story, "The baby cried. The mommy picked it up", "the mommy" is heard as the mother of "the baby") and Sacks, Schegloff & Jefferson (1974) (on how "the grossly apparent facts" of turntaking in conversation come about). Secondly I locate this argument structure within an ethnomethodological framework and examine points of contact and divergence between Sacks', and Sacks et al's, accounts of how observed phenomena come about and Garfinkel's accounts of order and orderliness (Garfinkel, 2002). Thirdly I examine the extent to which this Kantian feature of these canonical papers challenges their characterisation as logical empiricism (Lynch and Bogen, 1994).

I conclude by tracing the place of the transcendental argument structure in later developments in CA and discussing some of the implications of this trajectory for CA, particular for studies of multimodal interaction.

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'STICKY SMART PHONE' — WHEN A SMART PHONE CATCHES THE ATTENTION OF A PARENT

Sanna Raudaskoski

University of Tampere, Finland

Eerik Mantere

University of Tampere, Finland

In this presentation, we are going to introduce a concept of “a sticky media device”. By it we mean mobile devices like smart phones and tablet computers that are present in everyday interactions. The concept refers to how a media device is seen by a person who tries to get the other person into face-to-face interaction. It refers to situations in which it is hard to catch the other person’s attention, and even if one manages to do that, the orientation of the other person often easily returns to the device.

We consider the “stickiness” of a media device as a problematic modification of contextual configuration (Goodwin 2000). A user and a device form an interactive relation, which is based in “adjacency pairs”: the action of a user changes the state of the screen, which the user interprets and then makes a relevant next action. (Raudaskoski 2009, 172-176; cf. Suchman 1987) In our presentation, we approach the phenomenon of “a sticky smart device” by studying an excerpt in which a mother has difficulties to move her orientation away from the interaction with a smart phone, even when her daughter several times requests her to do so. The daughter uses deictic expressions like “this” and “these” and pointing gestures in order to catch her mother’s orientation to a new relevant semiotic field (Goodwin 2000). We show how, sequence by sequence, the daughter’s requests become more demanding and she uses other modalities than words, too, e.g. nudging. She must “challenge” the screen of the device in order to get the mother’s attention to the drawings she wants to show her.

We demonstrate how the stickiness of a smart phone shows as the mother’s slowness to take her turn in the interaction with her daughter, and also produces unclearness to preference organization: even when the content of the mother’s utterance in the second pair part is preferred, it is produced as if it was somehow problematic (with stretching, hesitation and pauses). We claim that this is rather universal and identifiable phenomenon and is caused by the multi-orientation of a participant. However, in our presentation we ponder that if ubiquitous smart devices in families with small children constantly disturb and blur the normative progress of interaction, how will this eventually affect the way children learn the moral codes of face-to-face interaction.

This study is part of the project “Media, family interaction and children’s well-being” at the University of Tampere, led by Professor (emerita) Anja Riitta Lahikainen.

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SOCIAL MEDIA AS A TOOL FOR SOCIAL CATEGORY ASCRIPTION IN INTERACTION

Roslyn Rowen

Griffith University, Australia

In this paper, the relationship between social media, social category terms and identity ascription will be explored from a combined ethnomethodological and Membership Categorization Analytical (MCA) perspective. Interactions between Australian English speaker were analysed for instances where

participants used social media, as a tool for providing social assessments and ascribing social category terms to people during interaction; in particular the social terms legend and Aussie were analysed. Data comes from naturally occurring interactions across a broad range of social contexts. The interactions were transcribed and analysed using MCA to identify how participants invoked social categorisations of themselves and others, which as a result demonstrated participants' social and cultural understandings within the social discourse. Data showed that participants used the terms legend and Aussie as social categorizations of themselves and others. The interactions also revealed that these social categorizations were mediated through the use of social media during interactions, whereby participants used social media news feeds or blogs a tool for informing of justifying their social categorizations made during the interaction. Both categorizations of legend and Aussie emerged in interactions as a common ground for compliments and teasing. These instances saw participants use social media as a tool for justifying or building on their compliment or tease. Overall, use of these social categories demonstrated a clear mechanism in which participants use social media as a tool for building and negotiating their cultural and social knowledge of the everyday world.

TALES OF ORDINARY BEAUTY: RESPECIFYING TASTE IN EVERYDAY MATERIAL SETTINGS

Lucia Ruggerone

Robert Gordon University, UK

Jenkins, K. Neil

Newcastle University, UK

This paper reports on research undertaken into the 'aesthetics of the everyday'. As well as the subject matter of aesthetic philosophy and art criticism, beauty and beautiful are of course very ordinary matters too. To shed light on the meanings of beauty as used in everyday practices and in natural language, we use the data collected in a qualitative study conducted with a group of low-income residents of the city of Milan. In this study we were interested in analysing their material lifestyle in terms of their relationship with aesthetics, i.e. with "beautiful" objects and/or experiences of them. Participants' self-reported aesthetic appreciations suggest that conceptions of 'beauty' are used by these individuals as devices to narrate pieces of identity, memories, experiences, etc. In other words, aesthetics emerges as a set of practical activities of householders' everyday life.

The aim of this paper is to begin a respecification of the topic of beauty by showing what ordinary people (our participants) do with beauty: what objects they indicate as "beautiful" and what role these objects perform in their lives. To do this we use transcripts of elicited conversations with people interviewed in their homes discussing the objects they indicated as beautiful. By adopting this approach we hope to provide a description of how ordinary people incorporate beauty in their lives, at the same time avoiding to predetermine what beautiful is. The idea is that the notions of 'beauty' and 'the beautiful' in academic discourse are dominated by the language and evaluations of aesthetically based disciplines of the arts and humanities, which implicitly define beauty in specific and sometimes elitist ways. On the contrary, in the perspective we adopt, aesthetics discourse is stripped of the special aura it maintains in professional discourses and emerges instead as a everyday topic around which to gather a set of ordinary practices that the subjects themselves refer to in terms of "beauty". This study in everyday aesthetics also allows us to challenge the dominant notion in social theory that encounters with beautiful objects are a privilege of the educated middle-classes.

EPISTEMIC INCONGRUENCE IN QUESTION-ANSWER SEQUENCES AS PART OF DOING SECOND LANGUAGE LEARNING IN PAIR WORK SITUATIONS

Fredrik Rusk

Åbo Akademi University, Finland

Several strands of classroom research show that teachers often ask questions, with an interrogative syntax, to which they already know the answer (e.g. Gardner, 2012). Using conversation analytical (CA) terms regarding epistemics the teacher takes an incongruent stance and appears less knowledgeable when asking these questions (e.g. Drew, 2012; Heinemann, Lindström & Steensig, 2011; Heritage, 2013). Reasons for the teacher to ask incongruent interrogatives are several (e.g. to evaluate students' understanding and/or learning) and they seem to be a common part of the talk-in-interaction in classrooms and thus do the actions they promote seem to be of importance to participants in the classroom. CA studies on second language (L2) classrooms that study exam questions have mostly investigated whole-class discussions and not pair work, which is promoted in modern communicative language pedagogies. It would therefore be of interest to investigate its role in the doing of L2 learning in pair work situations.

The aim of this study is to investigate the use of incongruent interrogatives as part of doing L2 learning and as part of the dynamic epistemic relationships at play. The data consists of video recordings from two second language (L2) educational settings; a content-based Finnish as a L2 program for 7-year-old children and classroom tandem courses (Finnish and Swedish as L2) for 16-year-old students. The focus is on situations in which a more knowledgeable participant asks an incongruent interrogative question regarding the current task in response to the less knowledgeable participant's display of unknowing in pair work situations.

The results show that the interaction seems to run smoothly if the L2 learner knows or with only little help knows the answer to the problem. But if the L2 learner truly is unknowing it may be hard for him/her to convey this to the more knowledgeable co-participant, since the incongruent interrogative rejects the L2 learner as unknowing. The accountability of knowledge and rejection of a participant's right to his/her own knowledge becomes apparent. The practice of asking an incongruent interrogative also seems to be a way for the participants to construct the roles of L2 learner and teacher. With a perspective on learning as an activity that participants do it seems that the incongruent interrogative in these situations is specifically designed and used with regards to doing L2 learning. Especially in dyadic interaction where the accountability of who has or has not learned what becomes evident.

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A WALK IN THE PARK: EXPLORING 'PHOTOSCAPES' OF TOURIST PHOTOGRAPHY

Shinichiro Sakai

Seisen University, Japan

Douglas Harper, founding editor of the journal *Visual Sociology*, once stated that visual sociology had long been neglected and treated as peripheral to the dominant discipline of sociology (Harper, 1988). The use of, and research on, visual materials in social science has certainly gained popularity ever since. Despite this popularity, however, little attention has yet been paid to understanding how such visual

materials take shape. In the fields of computer-supported cooperative work and information science, there is also a growing interest in the study of digital technologies and photography and the practices that surround them. Much has been gained in understanding what people do with photography, i.e., organizing, editing, and sharing. However, there too, is a relative lack of understanding on how and why a picture is taken in the first place; for photographs to be used, they must first be taken with a camera.

Given the paucity of studies, the purpose of this study is to explore the production of photography, a prominent source of data that provides the researchers with ways of understanding the investigated phenomenon, as a topic of analysis in its own right. Situated against recent sociological literature on tourism and material culture

(e.g., Larsen, 2005; Urry & Larsen, 2011), this paper specifically focuses on a type of photography that is widely produced by those on sightseeing trips today: tourist photography. Drawing on my ethnography of a group of family tourists in New York City, this paper demonstrates the variety of practices through which tourist photography is organized as it occurs, both socially and praxeologically. The focus of my observation is to gain insight into “photoscapes,” inspired by the notion of “workscape” (Szymanski & Whalen, 2011), as well as the analytical orientations by ethnomethodological studies of “work” (Rouncefield & Tolmie, 2011 and 2013).

It is often suggested that digital technologies have lowered barriers of practical costs of photography that people tend to take more pictures today than before with the film rolls. However, photographs are far from random chance productions but an ordered phenomenon. One of the key focuses of this study is how the person with the camera in hand contextualizes the materials and the surrounding milieu as worthy of capture. My findings demonstrate that, first of all, taking a photograph is occasioned with intentions and associated with practical reasoning about particular objects that the tourist finds remarkable and worth recording. My findings also demonstrate that finding the remarkable is not limited to one’s own practical interests but may also be achieved through interaction. Another key focus of this study is to analyze and demonstrate just how the participants realize and produce what is recognizable as “making a tourist photography.” A tourist photograph has a different purpose and involves different knowledge and practices compared to other kinds of photography, say, portrait photography. For example, taking a picture in a public place may involve a practical sense of “ownership” (Sharrock, 1974) in regard to public property.

TURN-ALLOCATION IN THE SURFING LINEUP

Raúl Sánchez-García

Universidad Europea Madrid, Spain

Ken Liberman

University of Oregon, USA

University of Southern Denmark

Surfing is an outdoor sport whose field of play occurs in the ocean waves that break on the seashore, which makes it a sport wilder than those delimited by a well-defined court or regulated by a referee. No official distributes the turns to surfers or allocates the privilege to ride; hence, the surfers must do that organizing themselves. Somehow, someone usually obtains a ride, collisions are avoided, and the chaos is only apparent. What kinds of material resources – gazes, body positions, gestures, shouts etc. – do surfers use as their ethnomethods that allow them to coordinate themselves in orderly ways? Moreover, what is order, and what are rules?

Are there basic rules that surfers use to regulate themselves and police each other, and if so how are they generated, used, and maintained? What moralities emerge, and how are they made evident and efficacious? As surfing becomes increasingly overcrowded, these questions are of interest not only to sociologists but to surfers, and surfing publications such as *Surfer* have been analyzing the rules and moralities of the lineup in order to shed some light on the phenomenon of turn taking in the lineup, but their analyses fall short of identifying the constituent phenomena.

We have analyzed clips from surfing spots in the US, Brazil, and elsewhere and make visible many aspects of the orderliness of the turn taking of rides as the lived details of the interaction that occurs naturally there. While the basic rules we have identified (outside position, first-up, best position, best surfer, etc.) are only some of many material resources used by surfers to secure a ride, we argue that these basic rules constitute a consistent, cohort independent set of material resources used by surfers, who repeatedly make them publicly available through their embodied witnessable actions within the phenomenal field of surfing. The surfers' rules are strange things – unwritten, protean, and adaptive – and there is no such thing as their clear and straightforward application, yet time and again they accomplish the necessary orderliness. Further, they are applied differently on different occasions, are even conflicting, and judgments about them are fabulously fast moving (there are no time outs), yet they are serviceable, and how they are defined and when they are applied is part of surfers' local expertise. The precarious situation of surfers who must make swift but safe decisions complicated by the threat of collision or wipe-outs and with a limited field of vision makes skillful rule selection and application a serious matter that inhabits each and every session of surfing.

CATEGORIZATION IN PARLIAMENT DEBATES: US VS THEM!?

Sophie Schäfer

Goethe University, Germany

My research aims with the analysis of the Islam and Muslim picture in three selected debates (= case studies) of the German Parliament (2005-2013) and their reception in the media a sociological diagnosis of the present.

The core revolves around to work out that or possibly the pattern(s) with which Islam/Muslims are negotiated as categories in the debates. The relevance to especially analyse the interaction processes of the German Parliament results from its constitutionally defined role as highest constitutional body. My research question asks: How do debates relate to Islam and Muslims in the parliamentary debates in the Bundestag? What Islam images are constructed there?

My methodological approach is an integrated combination of ethnomethodological Conversation Analysis (CA) and Membership Categorization Analysis (MCA) - with the approach of Dialogical Networks (DN) (cf. Sacks, 1974, 1995; Garfinkel, 1984; Heritage, 2005; Hester & Housley, 2002; Leudar & Nekvapil, 1998; 2004). This makes it possible to analyse the parliamentary discourse in isolation from external influences, but in constant interaction with its media environment. These methods are used because they are interested in the presence of the utility of Islam in the particular moment of the interaction.

The data corpus consists out of three materials: a) the stenographic reports ; b) the video recording of the plenary sessions and c) the theming in print and broadcast media. The case selection is based on a wide range of subjects in which Islam/ Muslims taken as categories.

With regard to the conference, I would like to draw attention to scene and setting as well as the gesture and the body of the politicians. Against this backdrop, the categorization mechanisms used in my first case study on religious freedom worldwide shall be outlined. Following this, the video recordings will play an important part referring to crucial moments as they allow working out body marker or special gesture used.

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ESTABLISHING REFERENCE IN AND THROUGH COMPUTER GAME CLASSIFICATION REPORTS

Jan Schank

Ruhr-University, Germany

In the procedure used for age-rating computer games in Germany, one central task for the experts doing the rating is to write up a text after the meetings of the ratings board. These texts (called classification reports) are then sent back to the producers or publishers of the respective game, giving a description of the game and the expert board’s reasons for the rating decision. The contribution will provide some insights from a Membership Categorization Analysis of a selection of such classification reports, in order to shed light on how the texts establish their readability as providing an ‘adequate description of the game’ as well as the ‘acceptability’ of the reasons for the decision. More specifically, the analysis will focus on the categorizations of games and players/children achieved in and through the texts and follow their – sometimes very subtle – transformations throughout the course of the texts. These categorizations are used in and by the texts to practically achieve a relation between the specific game at hand and a generalized ‘audience’ composed of ‘players’ of various age groups, and to make this relation recognisable as based in both expertise on children’s education and development as well as computer games and their potential effects on players. As a result, the presentation will argue that these ethno-methods are a central means to contribute knowledge on (potential) “detrimental effects” that playing the particular game in question could have on children’s “education and development”.

With regard to the conference theme, the presentation will thus, firstly, provide insights into how use of a specific technology (computer and video games) is known in this particular field, while secondly also providing some insights into how the texts practically accomplish their readability as reference to the setting of the board meeting and how they manage to re-present a particular game in a recognisably ‘neutral’ and ‘objective’ way. This will also allow for a reflection of the methodological justifications for and consequences of using the analytical tools from EM/CA for an analysis of textual data.

THE SPECIFIC MATERIALITY OF MEDIA WORLDS – PROJECTIONS AND PREPARATIONS IN THEATRICAL REHEARSALS

Axel Schmidt

Institute for German Language, Germany

Media Products and Stagings are a specific kind of material environment: They use resources of the ‘real world’ (for instance bodies, things, settings, techniques) to accomplish an ‘artificial world’ (a media product or a play world) for spectatorship. The study of media production is a field which is particularly apt for gaining insights in the accomplishment of media worlds and their handling with material resources.

Based on a corpus of 30 hours of video recordings from theater rehearsals (from both amateur and full-professional ensembles) I will argue that projections and preparations are two different kinds of activities which are relevant for the transition between the real world and the play world in rehearsal

interactions. While projections anticipate the play world verbally (for instance by giving instructions or making suggestions), preparations are activities which produce material parts of the play world (for example attaching props or building a certain physical formation). Preparations are a specific class of actions which alter the material world in a direct way.

On the basis of a multimodal analysis of selected video extracts I will

1. show how preparations are designed to contribute to the accomplishment of media resp. play worlds,
2. delineate different forms of preparations and their relatedness with projections and
3. consider the more general implications of the difference between “verbalizing” (projections) and “materializing” (preparations) for the temporalities of interactional organization.

‘HELLO BARBIE’: THE SOCIAL ORGANISATION OF A YOUNG CHILD’S TELEPHONE CONVERSATION IN PRETEND PLAY WITH DIGITAL TECHNOLOGIES

Brooke Scriven

Charles Sturt University, Australia

Conversation analytic research of audio recorded telephone conversations has generated significant discoveries of the orderly and sequential nature of talk. Recent findings of video recorded telephone conversations have shown how such talk is connected to ongoing activity continuing beyond the call (Mondada, 2008). However, little is known about how young children orient to the orderliness of talk in pretend telephone conversations, or how their talk relates to the ongoing activity of their play. This paper considers a young child’s pretend telephone call as she views the music video Queen of the waves (from the film Barbie in a mermaid’s tale) on YouTube. Data is drawn from a video recording made by the child’s mother in their home. The data were transcribed using the Jefferson notation system; with additional symbols representing nonverbal actions with objects. The perspective of ethnomethodology and the analytic method of conversation analysis were used to sequentially examine the child’s pretend telephone conversation. The child dials Barbie’s telephone number and talks to her using a toy mobile phone. As she talks to Barbie the child simultaneously views the YouTube music video on a laptop. The child’s telephone talk is touched off by objects onscreen and named in the song lyrics. With her talk tied to the music video, the child produces an opening to the conversation, states the reason for her call and responds to talk by Barbie. These features display the child’s understanding of how interactions are accomplished over the telephone in everyday life. Discussion considers how the child orients to and uses digital technologies, the YouTube video on the laptop and the toy mobile phone, to produce her pretend telephone call. As aspects of the material world, the child draws on the YouTube video and understandings of how people interact over the telephone, to socially organise a telephone conversation with Barbie in her pretend play.

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HANDLING REQUESTS AT A WINDOW SALES COMPANY

Rein Ove Sikveland

Loughborough University, UK

Elizabeth Stokoe

Loughborough University, UK

This paper studies the management of customer requests in a UK based window sales company. Although there is a growing number of studies on interactions in workplaces of all kinds, there is relatively little ethnomethodological and conversation analytic research in commercial sales environments. The context for requesting is certainly quite different in sales conversations compared to in ordinary conversations and in many institutional settings: in sales the separated requester-requestee roles is a precondition for the call (Lee 2011a), whereas in ordinary conversations requests are delicately negotiated and interactionally dispreferred (Schegloff 2007). However we have little detailed knowledge of how requests are managed in service encounters beyond this (see Kuroshima 2010, Lee 2009, Lee 2011a for some relevant studies).

A corpus of 200 incoming telephone calls, including first time callers as well as calls about pending or past services, was recorded. The data were transcribed and analysed using conversation analysis. We focus on the design of the initial request for a quote, or other service, and the interactional process leading up to the salespeople's granting or rejection of the request. In order to transform a potentially grantable request to an appropriate service offer, agents seek to acquire information from the customer, such as customer details, and information that further specifies requested service. As we will see, an explicit granting of the request is often delayed and sometimes completely absent in the calls. Although in general an orientation to the relevant over-arching activities enhances the progressivity (and seriousness) of the service encounter (Kuroshima 2010, Lee 2011b), the agents' priority of information and absence/delay of an explicit granting response can have negative consequences for progress; e.g., as to whether or not the customer hears the request as grantable.

Our research also has implications for training purposes outside of academia; for example, in the development of courses, guidance and handbooks within call centres. We will discuss the way the research findings underpin communication training using the Conversation Analytic Role-play Method (CARM), and what such an approach adds to the wider communication training field. We will also discuss the impact, epistemic and academic issues arising from engaging in commercial environments.

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‘IF THAT WOULD BE A WALL’ — IMAGINATION AND EMBODIMENT WITHIN COACH-ATHLETE INTERACTION

Ajit Singh

University of Bayreuth, Germany

Trampoline jumping is to be characterized as a highly complex interplay of materiality and physical practices. Focusing on the interactions of coaches and young athletes during the early years of training in a competitive sports context, the mediation of an embodied knowledge turns out to be a delicate coordination of bodily, verbal and material guidance. This contribution explores, how physical skills and embodied knowledge of trampoline jumping are instructed within the interaction of coaches and young athletes? To answer this question, it is examined how the perception and imagination of materialities (sport equipment), physicality, knowledge and spatial-temporal action is interactively produced and coordinated during the mediation of embodied skills.

Data extracts are taken from a corpus consisting of ten hours of video recordings in total, collected in the course of a ‘videography’ of training situations at a professional trampoline club. Using the example of a video sequence, a training scene will be shown where a coach repeatedly evaluates and corrects different segments of a young trampoline jumper’s performance. The central point of criticism tends to the way how the athlete jumps off. From the coach’s perspective, the athlete does not reach the appropriate “height” to jump over a barrier correctly. Hence, she tries to initiate successful corrections using various multimodal resources of communication. On the one hand she accesses verbal devices and metaphors, which point to the semantic fields of the body and the material environment. On the other hand she gives visual representations of the exercise, by making her verbal instructions physically ‘accountable’. Thus, figurative language (‘if that would be a wall’) and simultaneous deictic gestures indicate perceptive information about space (the ‘height’), as well as physical simulations, demonstrations of smaller movement patterns and mimetic representations of the complete choreography visualize the embodied knowledge explicitly.

Initially, these accounting practices describe different ways to sensitize the perception of the young athlete to improve his trampoline skills. Furthermore by transforming these different types of knowledge, embodied actions and materials into a sequential order of space and time, both actors create an imagined space of perception, in which they coordinate their actions to each other. The mutual constructed perceptual space allows the actors to refer to a shared bodily imagination, which becomes practically important and which is not necessarily related to a given sensory-perceptible materiality. In this particular case of education in a learning environment exemplified in trampoline jumping, materialities, objects and spaces are manipulated and imagined to the purpose of a kinaesthetic perception and bodily training.

MAKING REQUESTS THROUGH “REPORTING” FORMATS DURING TELEPHONE CALLS BETWEEN NURSES AND DOCTORS AT THE HOSPITAL

Sterie Anca

University of Fribourg, Switzerland

In order to investigate the specificities of medical interaction between professionals on the workplace, I am analyzing different request formats used in telephone calls that newly employed nurses make to doctors. The presentation is based on data collected for the research project financed by the Swiss National Science Foundation “New on the job: Relevance-making and assessment practices of interactional competences in young nurses’ hospital telephone calls”. Data consists of recorded telephone conversations between three newly employed nurses and other hospital personnel. The recordings were collected over twenty-five consecutive weeks and supplemented by ethnographic fieldwork (in situ observations, interviews, and documentation collection).

More specifically, for my PhD dissertation I am focusing on a “reporting” format that is representative for these calls and particular to nurse-doctor interaction (not encountered between nurses and other interlocutors). Data is analyzed from a conversation analytic perspective and with special regard to previous studies on how activities such as requests are accomplished in telephone conversations (among the most important, requests in calls for help in Whalen & Zimmerman 1987, 1992).

In this “reporting” format, the nurse produces an extended multi-unit turn presenting a problematic situation that the doctor may treat as a request, though there is no apparent mention of what is supposed to be done or of who is supposed to do it. For example:

C69_MAY_S39_O1_W4D4_0819_0820_N98 (Excerpt, please do not share)

- 1 Nurse: euh: †moi j't'appelle pour madame ((Carlot))
uh I I'm calling for Ms ((Carlot))
- 2 (0.2)
- 3 Nurse: ·hh (0.2) parce qu'[elle]=
because she
- 4 Doc: [oui]=
yes
- 5 Nurse: =se plaint que:: au niveau d'sa cicatrice c'est dur comme
complains that her scar is hard as
- 6 du béton: qu'ça y fait mal, ·hh [et pis]=
concrete that it hurts and also
- 7 Doc: [ouais ()]=
yeah
- 8 Nurse: =que: sa jambe gau:che elle a va- pas mal de douleu:rs (pis)
that her left leg is ve aching quite a lot and
- 9 elle a d'la peine à la bouger toute seule.
she has difficulties in moving it by herself
- 10 (0.8)
- 11 Doc: d'accord †euh:m: ben écoute on va venir la voi:r (...)
all right uhm well listen we will come to see her (...)

Several characteristics distinguish requests made through a “reporting” format from straightforward ones, such as the use of lists (for example, enumerations of the patient’s vital signs) and of indirect speech (reportings of patient’s requests, complaints or sayings). The presentation will conclude with the study of conversations where a “reporting” fails to be treated as a request by the doctor and in which the nurse uses a second, more straightforward, request format.

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DOING CO-CONSTRUCTING THE LEARNABLE: HOW DO CROSS-AGED CHILDREN MULTIMODALLY CO-CONSTRUCT THE LEARNABLE IN A JOINT ACTIVITY

Patrick Sunnen

University of Luxembourg

Béatrice Arend

University of Luxembourg

Pierre Fixmer

University of Luxembourg

From an ethnomethodologically/CA inspired view learning can be conceived as “a jointly produced and publicly inspectable activity of the participants, both in everyday environments and in educational settings” (Wagner/Pekarek Doehler 2011). Participants display that they are doing learning, i.e. they make learning intersubjectively recognizable and accountable to each other (see Wagner 2011).

In this paper we shall focus on the multimodally organised negotiation of what the participants take to be the learnable (see Zemel/Koschmann 2014, Koschmann et al. 2014). By tackling two video-recorded empirical cases, we show how two pairs of cross-aged children situatedly co-construct a learnable while being engaged in an open-ended cooking/baking activity. Our previously designed methodological tool (Arend et al. 2014) allows us to grasp and to visualise the co-construction of joint commitment and mutual understanding within joint activity. Our analyses will show how the children take on different epistemic roles establishing one of them as more knowledgeable with regard to the matter in question (e.g. the ongoing elaboration of dough), and how they jointly produce the learnables as instantiated in the material world in a way that could not be specified a priori.

Thus this paper attempts to make a contribution to recent discussions about an emic approach on learning and provides an opportunity to present and to discuss the multimodally embodied co-construction of a learnable in its deepened around view visualisation.

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WHEN TALK WON'T DO IT: EMBODIED OPERATIONS OF OTHER-INITIATED REPAIR.

Hanna Svensson

University of Basel, Switzerland

This paper treats sequences of other-initiated repair in institutional settings in which participants are engaged in embodied activities and in the manipulation of material objects - such as writing on a board, inscribing things on a plan, playing a goose game on a life size board, etc. In these settings, the trouble source as well as the repair itself involve in a crucial way the positions of the body and the manipulation of objects: the repair operation is essentially embodied and cannot be achieved solely with verbal turns.

The practice of repair has been a fundamental object of study since the very grounding of Conversation Analysis (Schegloff & Jefferson & Sacks, 1977) and has been extensively examined with respect to a range of organizational and praxeological features. Despite the important and growing literature on the embodied resources mobilized in social interaction to sequentially organize and form intelligible actions (see for example Goodwin, 2000; Mondada 2011), the multimodal resources mobilized for repair remain understudied (but see de Fornel, 1990; Seo & Koshik, 2010; Rasmussen, 2014). Furthermore, the majority of studies on repair have put emphasis on the initiation of the repair rather than the way in which it is operated. In this paper, I am interested in the way in which participants achieve repair in an embodied way.

This study is based on a large video corpus, comprising about 50 hours of recordings of a participatory democracy project in urban planning between 2008 and 2014 in France, concerning the transformation of an old military site into a public park. The participants are engaged in activities such as mediated informatory plenary sessions and brainstorming workshops, hands-on planning work on plans in smaller groups and visits of the site.

In the collection on which this paper is based, the focus is on the repair operation. An embodied (projected) action is (to be) accomplished but a second party initiates repair. The trouble source gets bodily repaired in situ, accompanied or not by turns at talk. The paper discusses issues of institutionality with regard to the repair sequences and contributes to the study of sequential organization, showing that participants may solve issues of intersubjectivity not only verbally but also through embodied resources.

DOCUMENTS, MOVEMENT AND LEARNING: THE OPENINGS OF STUDENT COUNSELLING SESSIONS

Kimmo Svinhufvud

University of Helsinki, Finland

Terhi Korkiakangas

University College London, UK

The paper examines the openings of counselling sessions between university student counsellors and undergraduate students. The paper is based on a corpus of 29 encounters, altogether ca. 27 hours of videotaped individual counselling sessions. The data were transcribed and analyzed using ethnomethodological conversation analysis. Special attention has been given to the multimodal analysis of the interactions (Streeck, Goodwin & LeBaron 2011; Mondada 2014).

The paper observes how the participants open student counselling encounters. The aim is to understand how material objects, bodily movement, gaze and talk are used as resources during the transition from private activities to an institutional setting with institutional roles. The paper builds on a body of work examining multimodal resources in openings of similar institutional encounters (e.g. Svinhufvud & Vehviläinen 2013; Mortensen & Hazel 2014; Hazel & Mortensen 2014)

In this paper, special attention is given on how a particular document, a well-being questionnaire,

is used to open the counselling session. The analysis will reveal what kinds of resources (e.g. talk, gestures) the counsellor uses to introduce the questionnaire, previously unknown to the student. It also shows how the students closely monitor and learn what is expected of them (cf. Heath 1986) and how they learn the meaning of the questionnaire, which they have not previously seen. From one session to another, the need for the counsellor's verbal explanation and directives decreases, whereas the level of the student's recognition, both in talk and in bodily action, increases. This ties in with the study of learning as change in participation (e.g. Melander & Sahlström 2009).

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RESPONDING TO STUDENT INITIATIVES AND CHALLENGES IN THE LANGUAGE CLASSROOM

Nadja Tadic

Columbia University, USA

Hansun Zhang Waring

Columbia University, USA

Elizabeth Reddington

Columbia University, USA

While much has been written on the nature of classroom order (e.g., Cazden, 1988; Edwards & Mercer, 1987; Lemke, 1990) and departures from that order (e.g., Broner & Tarone, 2001; Pomerantz & Bell, 2011; Waring, 2013), we know less about how such departures may be managed in ways that enable teachers to maintain control without inhibiting student participation—a difficult balance that teachers constantly endeavor to strike (Paoletti & Fele, 2004, p. 78). In this talk, we make an attempt to detail the methods with which the apparent paradox between control and participation may be resolved. We focus specifically on instances where the learner engineers some sort of departure from the order of the classroom.

The data include 66 hours of video-taped adult English as a Second Language (ESL) classroom interactions from 17 classes taught by 20 teachers at a community English program in the United States. In reviewing the videos and transcripts, we identified instances in which students appeared to have embarked on some sort of departure from the regularities of classroom talk, which was then tactfully dealt with by the teachers in the subsequent turns. These instances were then subjected to a thorough examination guided by the principles of conversation analysis.

As will be shown, in achieving a balance between encouraging participation and maintaining control,

the teachers deploy two broad sets of practices: appropriating diversion and invoking institutional frame. In the case of appropriating diversion, learner deviation is allowed to remain underground as the teacher charges forth with his/her agenda under the guise of alignment with prior learner talk. With invoking institutional frame, the teacher either (1) places the deviation on record but does so in a light-hearted way that preserves the open environment for further participation or (2) redirects the interaction towards the institutional business of learning; the redirection constitutes a unique resource for salvaging a moment of threatened authority as the teacher carefully engineers a return to his or her epistemic territory. While minor deviations such as contributing at the wrong moment or talking quietly on the side tend to be treated with the light-hearted appeal to “rules”, more serious challenges to the teacher’s epistemic authority are handled with redirection.

Within the dominant (and unquestionably critical) conversation that emphasizes the value of mitigating teacher control in favor of greater learner voice (e.g., Canagarajah, 1997; Foster, 1989; Heath, 1983; Lemke, 1990; Rex, 2000), we hope that our project will serve as a gentle reminder that the urgency to reduce teacher control need not diminish the importance of that control. After all, maintaining social order is a means “for the practical purposes of achieving educational objectives” (Mehan, 1979, p. 81). On a more practical level, we hope that the teachers’ skillfulness in managing the difficult balance between control and participation as made evident in our analyses can serve as a useful resource for practitioners intent on expanding their pedagogical repertoire and promoting the interactional richness of classroom life.

TEXTS AS MATERIAL RESOURCES IN THE ORGANIZATION OF LEARNING IN CLASSROOM DESK-INTERACTION

Marie Tanner

Karlstad University, Sweden

Research on learning within CA has in recent years contributed to new insights about the social organization of learning in everyday interactions, inside and outside classrooms (Melander, 2009; Lee, 2010; Sahlström, 2011; Tanner, 2014). This research reveals how learning as social actions gets actively accomplished as participants successively change their epistemic stance to a simultaneously construed learning content. In doing this, participants coordinate their actions within participation frameworks, using both verbal and non-verbal resources such as language, bodily stance and material structures (Goodwin 2007; 2013). In this presentation I aim to further explore the use of material texts as resources in such participation frame-works.

Even though the use of texts in people’s everyday lives has been well described within other fields of research, CA provides analytical tools that could contribute to deeper understandings of the role of texts in human interaction. Here I explore how texts come to play part in the organization of learning in teacher-student interactions in classrooms. Analyzed data comes from a larger classroom video-ethnography on learning and literacy practices during the middle years, i.e. students aged 10 to 12 years, in two different classrooms as they work with individual assignments in subjects Swedish and Geography. I particularly focus on so-called desk-interactions, i.e. situations when students work individually at their desks while the teacher moves around to support and supervise them.

The results show how students in these situations are expected primarily to solve problems as independently as possible, and to regulate their work in relation to work-instructions and other texts. Textbooks, pictures, the blackboard or the students’ own texts are mainly used to motivate a request for help, or to remind each other of where to find information to solve an assignment. Thus, text references in desk-interaction get an indexical function, as they are used to coordinate the variety of texts middle-year students encounter in different situations. The possibilities for shared reading and discussions on text comprehension are on the other hand shown to be limited in desk-interaction. A conclusion is that the use of texts comes to work more as resources to organize learning and instruction in desk-interaction, than being construed as a learning content per se.

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THE DOCTOR'S COMPUTER AS A PATIENT RESOURCE FOR BRINGING UP POTENTIALLY RELEVANT AND DELICATE MATERIAL

Christel Tarber

Aarhus University, Denmark

Previous conversation analytic studies of the role of computers in the doctors' office have focused largely on the adverse effects that doctors' use of computers during a consultation have on the social interaction with the patient, e.g. by way of the doctor's attentional and communicational unavailability, pauses and delays in the production of speech and abrupt topic changes engendered by information that is required by the computer, but also by the patients' resulting orientation to coordinating their conduct with the doctor's computer-based activities in order not to interrupt (Greatbatch et al 1995).

The fact that the doctor is temporarily interacting with another "agent", i.e. the computer, and that the ongoing progression of the interaction is thereby suspended, however, appears to also serve as a resource for patients in the bringing up of topics that would perhaps otherwise remain unsolicited. Preliminary observations in my data of 197 video taped consultations in Danish primary care suggest that the topics that are introduced in computer-related suspensions of the ongoing interaction, can be more or less connected with the presenting complaint, but do not contribute clinical information in the sense of more symptomatic data. Rather, they seem to add information of a psychosocial nature, e.g. anxiety about the presented symptoms or underlying social problems. In other words, information that could be perceived as delicate. As for their placement, suspended moments in interaction can occur at several points in the consultation, e.g. during history taking and as part of the prescriptive phase, i.e. after the diagnosis is made. The topics brought up during these moments thus would seem to potentially inform the doctor's information gathering, but also to simply inform the doctor. What they have in common, then, is the fact that they are produced in such a way that they do not compel the doctor to produce a response. They thus resemble the "musing out loud" manner in which patients have been observed to produce their proposals of the cause of their illness as described by Gill & Maynard (2006), and like these, it seems that the computer-related suspended moments of interaction serve as a platform from which patients can either ventilate some worry or test the relevance of information "off record", as the doctor is preoccupied with the computer and the absence of a response thus is perfectly legitimate.

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EMBODIED MANIPULATIONS OF CONSOLES IN VIDEO GAMES

Burak Sunguralp Tekin

University of Basel, Switzerland

This paper deals with how consoles feature in game playing interactions and how their use influences participants' opportunities for action and activity. The consoles handled and manipulated with hands turn out to be extensions of participants both verbally and bodily, allowing them to organize their embodied actions and to arrange their body movements in interactional space. Data for this study comes from video recorded virtual game playing sessions with three friends, all seated side-by-side on the couch facing the TV screen, two competing with each other while the other one watching them. Drawing upon conversation analysis, with a specific focus on multimodal, spatial and temporal relationships of actions within the technologically mediated material environment, this paper looks at how participants create actions utilizing consoles and how different participation frameworks are generated in which game players show their game knowledge in a collaborative and competitive setting.

This paper specifically examine how participants switch into the game engaging in virtual actions with consoles and switch out of the game performing real actions with their bodies, and how they masterfully accomplish these transitions while exploiting a bewildering array of embodied resources and material objects. It is suggested that the fine-tuned coordination of actions adjusting to multiple temporalities (see Mondada, 2012, 2013) and managing multiple spaces (see Keating & Sunakawa, 2011) while manipulating the consoles via which the players send their commands onto the virtual world may create various opportunities for participants to initiate actions and turns and provide responses within complex participation frameworks.

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L2 LEARNING IN THE WILD

Guðrún Theodórsdóttir

University of Iceland

Søren Wind Eskildsen

University of Southern Denmark

This study aims at shedding new light on what it means to achieve L2 learning 'in the wild', i.e. outside the class room. Conversation analytic (CA) approaches to L2 learning in the wild (e.g., Pallotti & Wagner, 2011; Theodórsdóttir, 2011a,b) are becoming well-established. Research adopting the framework of CA-SLA has shown that L2 speakers may adopt the identity of a L2 learner and engage in interactional work regarding the L2 with a co-participant who takes the role of a language expert (Theodórsdóttir 2011a, b, Eskildsen & Theodórsdóttir, in review). In these activities, the focus of the interaction are linguistic items; the participants work towards a better understanding of a new word or even introducing a new word for the L2 learner to pick up. But what we do not know is what happens

then; are these items actually retained over time i.e. learned? This is an urgent matter and researchers have been wondering about this for decades; the problem has always been lack of data (Brouwer, 2003). Until recently it was impossible to do longitudinal research on L2 learning in the wild with authentic real-life data. However, such data are now available; 12 months of weekly recordings of a L2 learner of Icelandic which she recorded in her daily life outside the classroom have been transcribed and are ready for analysis. As such this paper fills a gap in the research by tracing items previously focused on over time to see whether they have actually been retained. This will give us new significant information on L2 learning in the wild.

The paper takes a step further, however, as it seeks to investigate how a Canadian speaker of L2 Icelandic constructs her second language in a wider sense, both in situ and over time, and how she manages to accomplish an increasingly wider repertoire of interactional activities, using a gradually expanding repertoire of linguistic and social resources. We thus investigate L2 learning as a process of expanding a repertoire of interrelated linguistic patterns and constructions in response to situational and environmental changes. These larger constructions are traced over time by means of the construction-based theory of usage-based linguistics (Lieven et al. 2009).

The paper thus has a dual purpose. It constitutes a first attempt at exploring the constructional mechanisms at play as our L2 speaker navigates in the wild – how she constructs her L2 on the fly – while also further investigating the previously empirically supported interplay between local, interactional contingencies and L2 learning over time (Eskildsen, 2011, 2013, in press). Our dual theoretical point of departure, CA and UBL, allows us to properly investigate the nature of the ontogenetic linguistic sediments of the moment-to-moment interactional experience; we draw on CA to understand the sequential environments of turns in interaction and UBL to analyse the exemplar-based emergence of linguistic structures, of which these turns are built.

LAUGHABLES AS A RESOURCE FOR ORIENTING TO AND HANDLING DEVIANCE

Louise Tranekjær

Roskilde University, Denmark

This paper employs an MCA (Hester & Eglin 1997; Sacks 1972) perspective to illuminate how laughables (Glenn 2010; Jefferson et al. 1987) can be used as a resource for dealing with features, attributes and/or behaviors of participants that deviate from the expected norm.

The examples presented are collected from video-recordings of two-party student counseling sessions at an international university and multiparty job-interviews at a lawfirm. In both cases, the laughables analyzed invoke membership categories that are not institutional. Rather, the laughables bring attention to categories and participant features, that are ‘transportable’ (Zimmerman 1998). In other words, the laughables address particular aspect of the material reality such as voice quality, skin color, and physical features.

The notion of deviance and stigma was addressed in the beginning of ethnomethodology (Goffman 1963) but later only few studies (Day 1998; Speer & Green 2007) focus on how deviances in the features and category membership of participants are made relevant. One reason for this is that many forms of deviance in the features and behavior of interactants have no consequence for the ability of interactants to manage and engage interactionally. Inferences about deviant features and behaviors are simply not always visible in the ongoing talk.

This paper explores cases where interactants do in fact orient to deviance by producing a laughable. While humor as a strategy for handling deviance has been addressed within other fields such as philosophy and psychology, the microdynamics of this has not. This paper however shows that one of the functions of accentuating deviance through laughables is to regulate the behavior of another participant to the demands and expectations of a particular interactional and social context.

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THE PSYCHIATRISTS' LOGIC OF DIAGNOSIS IN THE CARE OF GENDER IDENTITY DISORDER

Tsuruta Sachie

Chiba University, Japan

The study of gender transition from the viewpoint of ethnomethodology was pioneered by Harold Garfinkel in his paper, "Agnes" (1967); the work focuses on when and how people with gender identity disorder orient to the sex category and use it to compose their variety of actions or utterances during psychiatric sessions (Speer, 2009, 2010, 2011; Speer & Green 2007; Speer & Parsons 2006).

In the field of gender and sexuality, or queer studies in Japan, psychiatrists' engagement in the care of gender identity disorder has been met with criticism by some patients and scholars. Critics mainly argue that psychiatrists espouse gender stereotypes in their diagnosis.

Using interview data with two psychiatrists, this presentation aims to illustrate how psychiatrists themselves explain the methods of their diagnosis. Analysis of the data indicates the following practices of psychiatrists. First, on the diagnosis criterion for gender identity disorder, the psychiatrists said that they assess patients' gender identity not from their appearance or behavior but from their "intensity will" or "attitude." Second, on the criterion for physical surgery, the interviewees stated that they evaluate patients' condition according to these patients' ability to adapt to their environment. This finding suggests that psychiatrists don't present themselves as gatekeepers, who make decisions related to patients' sex reassignment surgery by using their own preconceptions on gender.

We conclude that in and through the above practices, psychiatrists justify their methods of the diagnoses of gender identity disorder. These findings also demonstrate how psychiatrists have adjusted to the development of the notion of gender in contemporary society.

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FROM TALKING TO BABBLING, FROM BEEPING TO ALARMING — OBSERVATIONS ON INTERCORPOREAL SHIFTS IN ANESTHESIA PRIOR TO SURGICAL INTERVENTION

Ulrich von Wedelstaedt

Bielefeld University, Germany

The paper seeks to explore the interaction between humans and artificial devices in the situation of an anesthetic procedure from a symmetrical perspective. It highly draws on sequential microanalysis in arguing that not the ‘quality’ of the entity (especially if only attributed by a labeling observer as (non-) human, actor etc.), but the surrounding intercorporeal situation that determines the effect an utterance can have. Two videos (ca. 25 seconds each), originating from a study in an anaesthetic department, are analyzed step-by-step. Both scenes show the surveillance monitor (as part of the omnipresent technology) delivering utterances that have an effect on the procedure. However, these signs aren’t taken for granted but are elaborately contextualized by the other participants, i.e. the medical personal. In just the same way utterances by the about to be narcotized patients (even down to their breathing) only find contextualized ways into interaction.

The paper draws a picture of the situation as intercorporeal (Meyer et al. 2015) in multiple senses: Firstly, anesthesia heavily relies on materiality: The immediate physical reality that is dealt with and manipulated (syringes, operating table, blankets, etc.), but also the patient’s physical status (reflected in data, numbers, and values). The staff seeks to closely cooperate and coordinate their actions and interactions using multimodal techniques and integrating technological resources shifting into an intercorporeal workfare. Secondly, the anesthetic workspace is one where the boundary between human and technological material is challenged: The patient is shifting from a socially competent alter ego to operatable material (Hirschauer 1991), wired, connected, and plugged to technological equipment that substitute all self-preservation and utterances (f.i. smallest signs of pain become instantly visible on screen through increasing blood pressure or returning spontaneous respiration). Becoming an intercorporeal entity itself, the patient’s status of being awake participants or already sleeping objects of handling is rather (per-)formed by the intercorporeal situational surrounding than the single entities efficacy.

‘On both ends of the syringe’ personal features and features of technological materiality are interwoven in a way that makes them hardly separable (but reconstructable by an analysis as this one). Just as Goodwin argued for the analysis “boundaries between language, cognitive processes, and structures in the material world dissolve.” (2000: 1517) However, it becomes apparent that this exceeds analysis and rather can be seen as (multiplied, Mol 2002) ontology: material elements need to be introduced (performed, enacted, etc.) in order to be (intercorpo-)real. Both, material and human contributions, aren’t simply present, but need to be made commensurable.

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IDENTIFYING LEARNING TROUBLE IN LEARNING TALK

Gert van der Westhuizen

University of Johannesburg, South Africa

Annatjie J. M. Pretorius

University of Johannesburg, South Africa

This paper reports on studies of learning talk in mentoring interactions in a university setting. We are concerned with the ways in which learning talk deals with 'learning trouble', i.e. trouble in interactions (see Jefferson 1998) where students experience difficulties of conceptual learning.

We work with notions of learning talk advanced by Edwards (2006), Koole (2013) and others, and includes the full materiality of interactions in educational settings, involving all the features of the physical setting, but also participation through gestures, body and objects of learning.

We report our analysis of learning talk in the natural settings of the university: a selection of examples of interactions between professors and their undergraduate students in courses of professional preparation. These interactions have in common that they focus on the identification and establishment of some learning trouble in the course curriculum, including being unfamiliar/not knowing a concept, being partly familiar but not fully understanding the concept, or not being able to apply/use the concept in applications. The selection of episodes of interaction for our analysis include mentoring of learning from school practice experiences, and day to day learning support settings where a counsellor works with undergraduate students.

In our analysis we used CA analytic principles (Edwards and Potter 2012) to answer the following questions: Across the categories of learning trouble, how do participants orientate themselves in terms of epistemic stance and responsibility, following the distinctions made by Stivers et al. (2011), Heritage (2013) and Goodwin (2007). What evidence of sequence organisation, in terms of Schegloff's (2007) description of adjacency pairs and response preferences can be identified and how are these related to the identification and resolving of learning trouble?

Our preliminary findings indicate how participants negotiate the identification and seriousness of observed trouble, and use conversational actions for alignment and epistemic congruence (see Heritage 2013). We also report evidence of social actions of disagreement, repair, and stance taking, following analytic principles developed by CA researchers (Drew and Heritage 2013; Pekarek Doehler 2011; Koschman 2013).

The presentation will include reference to interactional devices supporting the identification and resolving of learning trouble, such as participants indicating preferences for solving trouble, agreement/knowledge congruence, alignment with knowledge authority, availability of resources to deal with learning trouble, shared accomplishment of understanding, and participant actions for saving face when talking about learning trouble.

We discuss findings in terms of the institutional norms and practices for dealing with learning trouble from the learner participants' perspective. We also consider how diversity in learning talk plays out in terms of the full complexity of cultural/social norms observed in language preferences and gestures. Recommendations are made in support of the methods mentors use to identify and resolve learning trouble with the mentee participant.

THE EMBODIED PROJECTION OF TURN CONTINUATION IN PUBLIC TALK

Nynke van Schepen

University of Basel, Switzerland

This paper deals with the practical problems citizens face when talking in public in large political assemblies. More particularly, the issue concerns the organization of complex turns at talk and their continuation. Studies on prosody, syntax and pragmatics are at the heart to define possible forms of turn continuation (Ford & Thompson 1996, Ford, Fox & Thompson 2002). More recently, research has been carried out concerning the embodied practices speakers use in their projecting of turn-continuation (see for example Mondada 2007, in press, Rossano 2012, Streeck & Hartge 1992).

In this paper, I focus on these issues as experienced by lay speakers in institutional settings and investigate the multimodal ways in which citizens carry out a turn continuation in plenary sessions involving a large audience. Data for this paper come from an ample video corpus based on the documentation of a participatory democracy project in Lyon, France, consisting of discussions in various settings: plenary sessions, brainstorming sessions, and on-site visits. In the plenaries, citizens are invited to ask questions. Although they are not expected to hold the floor too long, in order to leave the opportunity to as many as possible citizens to speak, citizens engage in complex multi-unit turns, which often implement more than one question or more than one action. Citizens therefore face the practical problem of how to package two or more actions: how to organize both the completion of the first action, and to secure the continuation (for the second action).

In these plenaries a microphone is used – and the grasping and holding of this tool displays how speakership is managed. In this paper, I focus on the way in which citizens multimodally organize subsequent actions in complex turns and turn continuations: verbally through the design of turn completion, gesturally through pointing, visually through the orientation of their gaze, and materially through the way in which they hold the mic.

This research therefore shows the precise indexical organization of turn continuation through multiple multimodal practices.

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THE ROLE OF TEMPORALITY IN ASSESSING BLOOD SUGAR LEVELS AND RECOMMENDING TREATMENTS IN THE DIABETIC VISIT

Leah Wingard

San Francisco State University, USA

This study analyzes treatment discussions in 55 audio-recorded diabetes visits and considers how doctors and patients rely on temporality (or orientation to time) as a necessary verbal resource and key factor in suggesting treatments in diabetic consultations. Temporality is analyzed in this study as a key aspect of the material world that is salient in particular for the patient to understand the life course of diabetes, and the implications this life course has for treatments that are proposed to manage the disease.

First, the analysis shows how assessments are highly sensitive to temporality. Assessments of current blood sugars often index a past time in which blood sugar levels were higher or lower. If past sugar levels are assessed as lower than current levels, the implication is that if blood sugar levels continue to rise, future high levels may result in irreversible symptoms if medications are not changed. Verbal assessments early in the visit with time formulations functionally also become a sort of indicator for the rest of the medical encounter which serve to justify either a “no change” if current levels are “good”, or a “change” recommendation if the blood sugar levels and patient compliance are assessed as “bad”. The analysis further shows that physicians orient to temporality when explicitly discussing past patient barriers, using benchmarking to discuss current sugar levels against the anticipated norm, and explaining future the goals of treatment intensification as ways to balance medical indication with patient preference to negotiate treatment outcomes. The analysis suggests that temporality is a key feature of the discussion of the disease trajectory that may help a patient to understand how past and current trajectories lead to possible future outcomes. In particular, the analysis suggests that such past, current and future trajectories may help to shape the patient’s own understanding of possible disease trajectories.

Medical decision-making has become an increasingly important focus of inquiry for multidisciplinary scholars working in and across the allied health professions. Health service researchers have emphasized cognitive and economic factors in making medical decisions. Research on decision-making has focused on cultural models of health and socio-cultural aspects of health care delivery, but has largely neglected how language and temporality shape medical decision-making as a discursive process. While previous research has shown that temporality is an essential resource in narrative (e.g., Ochs) and in political decision-making (e.g., Duranti), participants in medical and health care contexts also make decisions by orienting to time. With a focus on temporality, this research suggests that linguistic and temporal processes are necessarily intertwined in assessing the current state of a disease and making medical decisions.

INTERACTIONAL KNOW-HOW IN STORYTELLING: A LOOK AT L1-L2 PHONE CONVERSATION

Jean Wong

The College of New Jersey, USA

A generic practice of ordinary conversation is storytelling (aka oral narrative) with tellers recounting past events and recipients displaying alignment and affiliation as preferred responses (Stivers, 2008). There is a fair amount of research on storytelling using first language (L1) interaction data, yet studies that examine this interactional practice using non-classroom L1-L2 ordinary conversation in English are quite scarce with the exception of Barraja-Rohan (forthcoming) and Hellermann (2008). However, the two studies just mentioned do not utilize naturally occurring phone conversation data, from which my analyses are derived in the work here.

Using a CA framework, I juxtapose ‘tellables’ from two differing L1-L2 phone conversations in

English. Not only do the participants discuss the same stories, but in one case, in particular, the L2 teller remains constant, which allows us to compare her interactional competences across story-recipients. Brief excerpts from the story beginnings are shown below.

(1)

Huang: yeah he- he(.) uh really good he really yih know .h .h
an:: an:: how can I say (yyaahh) I:: I- I got uh haw- hospital
issa may: seventeenth.

(0.2)

Vera: [mm hmm.
Huang: tch[that day issa my due da↑y,
Vera: mm hmm.

...

(2)

Huang: .h .h yeah you know I'm: : .h I- you know I've:: I- I::
get in hospital issa mmay seventeenth.

(0.8)

Jane: tch WO::↑W= ((surprise))
Huang: =that's a due day (h)i(h)[(h)i(h)

...

Given recipients' respective responses, the form and shape of each storytelling in my data "rewinds and replays" in differing ways. Each story-recipient displays how or whether she aligns and affiliates, thereby allowing us a glimpse into how they "do" friendship, and how they shape and form their relationship as intimate or distant. Something akin to a kind of sequential memory may be at play in the joint interactional work as well.

From the perspective of L1-L2 conversation in English, we confirm that storytelling is an interactional achievement, as it is in L1 conversation. It is a product of fluid dynamic co-construction and fine-tuned analysis, or not, on the part of the participants involved. Put another way, there is not one singular story to be conveyed to an (any) unknowing recipient. Moreover, the L2 user in my data is not a defective communicator (Firth & Wagner, 2007); she is even the more interactionally-attuned in one of the episodes.

Findings direct attention to the CA principle of recipient-design, a renewed appreciation of its critical role in underpinning social interaction – even for the "not-yet-[fully but adequately]-competent" L2 user (Schegloff, Sacks & Jefferson, 1977). The paper has implications for how we are to interpret what constitutes (L2) narrative competence or interactional know-how, which rests upon participants' fine-grained "doing" of the talk and their understandings of what is achieved (or not) in the social relationship on a moment-by-moment basis.

REPETITIVE BEHAVIOUR OF AUTISTIC INDIVIDUALS IN INTERACTION AND ENGAGEMENT

Rachel Chen Siew Yoong

Nanyang Technological University, Singapore

Repetitive, Restricted Behaviour (RRB) is one of the key features of Autism, (DSM-V, 2013) and refers to a class of behaviours involving nonfunctional routines, repetitive motor mannerisms. (DSM-V, 2013) Severe and frequent RRB correlates with the severity level of Autism (Barrett et. al, 2004), and are often categorised to be driven by a physiological basis. (Tuner, 1999; Lovaas et. al, 1987)

Past studies of repetitive speech (echolalia), illustrates the importance of natural settings and familiar interlocutors in examining autistic speech and behaviour. Although traditionally considered

dysfunctional, it was found to serve communicative function within interaction. (Prizant & Duchan, 1981) Sterponi and Shankey (2014) provide further evidence of context-sensitivity in repetitive speech. Similarly, in a preliminary study we found that some aspects of RRB, which might ordinarily be deemed idiosyncratic, played a significant role in interaction.

With a focus on instances of RRB, this paper aims to further our understanding of how individuals diagnosed with severe Autism engage with their physical surroundings and others. Video recordings of naturally-occurring interactions were obtained and transcribed following Conversation Analysis (CA) conventions, an analytical framework that allows for a more nuanced understanding of such encounters (Dobbinson, 2010). The analysis considers their employment of a large range of modalities in a variety of everyday activities: at home, school, and in other familiar environments.

The study found that autistic RRBs plays a significant role in interacting meaningfully with (1) their physical surroundings, and (2) others in a social interaction. With reference to (1), participants were able to purposefully navigate the constraints of their physical spaces, by moving and positioning their bodies to accommodate the 'performance' of a RRB. When observed in a dynamic environment, their RRB displayed acute sensitivity to the minute variations in their physical surroundings. When in a static space, participants consistently involved particular objects in executing their RRB.

With regard to (2), the RRB occurred in fine coordination with their interlocutors' social actions, similar to findings on ecolalia. Additionally, participants were flexible in changing the function of the object involved in their RRB in various contexts, an act that challenges the rigidity portrayed in stereotyped autistic behaviour.

The RRB of Autistic Individuals provides evidence for meaningful engagement with their surroundings, and with others. Our findings not only reveal an awareness of their environments and others, but also demonstrate an effort to participate in the complex physical and social situations they are placed in.

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REPRESENTATION, REFERENCE AND INTERSUBJECTIVE ALIGNMENT IN ONLINE CHATS BETWEEN LIBRARIANS AND PATRONS

Alan Zemel

University at Albany, SUNY, USA

Online chat reference services afford library patrons opportunities to request and receive service from reference librarians without being physically co-present. Many library patrons produce “conventional” online requests that make explicit both “the action requested of the hearer” and “some aspect of the prerequisites to cooperation” (Ervin-Tripp, Strage, Lampert, & Bell, 1987, p. 109). On occasion, patrons formulate implicit requests as descriptions of problems or reports on circumstances that do not explicitly identify an actionable request. Librarians use the way the post was built to represent the actions it performs (cf. Garfinkel, 2002; Garfinkel, 1967), as well as other referential and circumstantial resources to ‘recover the request’. It is not always the case that librarians can identify the action a patron’s post is performing or to what specific terms might refer. This gives rise to problems of sequential implicativeness and problems of reference (Schegloff, 1987).

Consider this opening exchange between a library patron and a reference librarian:

Conversation with LP at 2/26/2008 10:38:27 AM on [[univ]]libraryref (yahoo)

Post	Time	Poster	Text
1	(10:38:27 AM)	LP:	hi, I am a [[university]]... I think I'm still student but at least I'm adjunct professor and I am having problems accessing databases online via the main library website
2	(10:39:26 AM)	RL:	Sure. What happens when you try to get into the databases?

In post 1, LP offers an underspecified ‘problem description’ in lieu of an explicit request. In post 2, RL initiates an insertion sequence that elicits further specification of the indexical referent, “problems accessing databases online.” What might work as a proper response to LP’s initiating post depends on how the indexical referent is resolved and some determination of the action post 1 is performing (initiating a request, performing a complaint, etc.).

Chat posts perform actions and represent the actions they perform. When such representations are underspecified, recipients may not be able to identify what action is underway and may not know how to respond. I examine how the resolution of problems of reference and sequential implicativeness are co-implicated in the achievement of intersubjective alignment between librarian and patron. Using chat logs of an academic library’s virtual reference service, (1162 chats collected from 2006 to 2008), I extend prior work on reference and representation in chat (Zemel & Koschmann, 2013) to show how interactants collaborate to resolve, respecify and calibrate references to achieve intersubjective alignment with regard to actions that posts perform and the referential features of the world the interactants share in common.

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DATA SESSIONS

TRANSITIONS WHEN HANDLING A PHONE CALL

Bettina Sletten Paasch, Aalborg University

This data session will present data from a Ph.D.-study exploring how healthcare professionals use mobile phones in hospital practices. Informed by an Ethnomethodological perspective, the study takes as point of departure, situated social actions recorded in a Danish medical ward. Analysis is based on Conversation Analysis and related Interaction Analytic perspectives. In this data excerpt, a nurse is assisting a patient with personal hygiene as her mobile phone rings, and transitions to and from the two activities are exhibited.

THE “SEARCH FOR HELP” DURING HOSPITAL CONVERSATIONS BETWEEN NURSES AND DOCTORS

Anca Sterie, University of Fribourg

The data session considers three conversations selected from a corpus of 130 audio-recorded telephone calls between nurses and doctors at a hospital in Switzerland. They display a nurse reaching, consecutively, to three different doctors in an attempt to bring one of them to see a patient in pain, and facing rejection from two of them. The data session will focus particularly on how the nurse changes the format of his request from one conversation to another.

‘A DIFFICULT CUSTOMER?’

Rein Ove Sikveland, Loughborough University

The data session focuses on an extract taken from a UK call centre handling holiday booking enquiries. Customers choose amongst a range of UK-based resorts. We will join the call following the initial request, when the call taker initiates questions to further specify the booking (regarding type of room, membership status and travel insurance amongst other things), and next summarises the booking. The caller challenges the information given and how it is presented, highlighting potential problems in the way these calls (and perhaps call centre calls more generally) are being handled.

‘THAT WOULD BE ABOUT THE BEST PRICE YOU COULD DO?’ – PERSUASION IN INTERACTION

Bogdana Huma, Loughborough University

The data session shows a phone call to a UK construction company specialised in PVC windows and doors. The caller is a prospective customer. The call taker is a company employee. Early on in the interaction, the caller inquires about the cost of a conservatory and the call taker provides an approximate price. In turn, the caller attempts to test how negotiable the quote is. The data session will focus on the subsequent interaction in and through which conservatory prices and what they include is negotiated.

EXPLORING THE ECOLOGY OF AN IDEA – MATERIAL RESOURCES FOR COLLECTIVE CREATIVE THINKING

Johanne Bjørndahl, Aarhus University

Brandon Mells, UCLA

In the data session, we will explore an interaction among 6 undergraduate students who took part in a social psychology experiment. The task, inspired by the workshop method LEGO serious play, was to build abstract concepts – such as Collaboration, out of LEGOs. Our primary analytic concerns center around the forms of practical reasoning participants rely on in order to think creatively together. We will explore this collaborative thinking not as an internal psychological process, but instead as public practice both embodied (e.g., gestural) and – perhaps most importantly – endogenously organized around the material resources through which the participants build and coordinate action. We will investigate collective creativity then through the distributed, embodied and material resources which serve as vessels for both cognition and action.

PROJECT TEAM MEETING UPDATE

Liv Otto Hassert, University of Copenhagen

The data session focus on an extract from an IT project team meeting. The team is part of a large international IT organisation, and they are currently working on developing a new website for one of the company's customers. The meeting is recorded in Copenhagen and present in the room is five team members and the project managers. Also participating in the meeting via telephone from Ukraine is another team member. The team members are taking turns providing updates on their tasks.

EXTRACTING HONEY, EXTENDING TURNS: JOKING SEQUENCES IN ORDINARY GERMAN CONVERSATION

Florence Oloff, University of Zurich

The data for this session show German friends working together on honey extraction while visiting a hobbyist beekeeper friend in North Germany. We will focus on the way in which the three to five participants, while operating the honey extractor and preparing frames, chat and co-construct short joking sequences based on different types of turn extensions. The data provide an interesting setting not only for analyzing joking/laughing sequences and syntactical resources for extending another speaker's turn in German, but also for looking at how the manual work of honey extraction, performed by laymen, is intertwined with ordinary talk. The data have been videotaped within my ongoing research project on co-constructive sequences in mundane conversations in Czech, French, and German, funded by the Swiss National Science Foundation (Ambizione).

MULTIMODAL STORYTELLING: PRESENTING A CHILDREN'S BOOK IN ENGLISH LINGUA FRANCA

Vanessa Piccoli, University of Lyon 2 & University of Bologna

The data session features an 80 second sequence taken from a meeting between a Venezuelan and an Italian publisher; the interaction is part of an audiovisual corpus recorded during an international children's book fair. The aim of the meeting is for the Italian publisher to present his catalogue to the Venezuelan publisher and to possibly sell her the rights of some of his books. In the extract, the Italian publisher presents one particular book by narrating the story and simultaneously turning the pages and pointing at same relevant images.

INTERACTING WITH A CONVENTIONAL HUMANOID ROBOT

Hannah Pelikan, University of Osnabrück & Linköping University

Investigating how humans interact with a conventional humanoid robot, 13 students' first meetings with a robot were filmed during a charade game with a Nao robot in English. Using two stable cameras, about 150 minutes of video material were collected. Participants were invited to play with the robot without any specific instructions. The data was transcribed verbally and visually following conventions established by Jefferson and Mondada. Possible topics to explore involve displays of the participants' initial assumptions about Nao's interactional competence in openings and participant orientations to the robot's evaluations of their actions during the game.

REPORTS FROM THE FUTURE: AR GAMES ON A MOBILE DIGITAL DEVICE

John Hellermann, Portland State University

Steve Thorne, Portland State University

Three people are playing an AR game on a mobile digital device in which they are secret agents from the future sent back to the year 2015 to find examples of green technology on a university campus and make reports about that technology. In this excerpt, the participants report on bicycle parking and make 'the same' report three times because of a technical failure. We are interested in what how the participants organize the talk as a 'report' and how the report-like practices are done and repeated in each successive report.

(NON-)SECURING UNDERSTANDING: FALLIBILITY OF THE EMBODIED CONVERSATIONAL AGENT (ECA) AND USERS' STRATEGIES OF DEALING WITH IT

Antje Amrhein, University of Duisburg-Essen

Christiane Silke Opfermann, University of Duisburg-Essen

Karola Pitsch, University of Duisburg-Essen

The aim of the interdisciplinary KOMPASS project is to develop a so-called 'socially cooperative' virtual assistant to help persons with cognitive impairments to autonomously maintain their daily routines. The embodied conversational agent's (ECA) task is to schedule – by using means of natural dialogue – the users' appointments also displayed in a timetable next to the ECA on the computer screen. Video-based user-studies reveal a set of problems, such as e.g. the entry of wrong appointments, the users' acceptance of false entries or moments when they abandon a repair under way. The data session will investigate the users' practices of dealing with the ECA's failures and discuss which communicative resources might be required to enable ECA and user to cooperate effectively.

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--------------	-----

LIST OF PARTICIPANTS

LIST OF PARTICIPANTS

A

Albrecht, Felix

felix.albrecht@kit.edu
Karlsruhe Institute of Technology
Germany

Amrhein, Antje

antje.amrhein@uni-due.de
University of Duisburg-Essen
Germany

Arend, Béatrice

beatrice.arend@uni.lu
University of Luxembourg
Luxembourg

Asmuß, Birte

bas@bcom.au.dk
Aarhus University
Denmark

Au-Yeung, Shing Hung

shauyeung@outlook.com
University of Macau
China

Ayass, Ruth

ruth.ayass@aau.at
Klagenfurt University
Austria

B

Baldauf-Quilliatre, Heike

heike.baldauf@univ-lyon2.fr
University of Lyon 2
France

Bang Lindegaard, Laura

laura@cgs.aau.dk
Aalborg University
Denmark

Barmeyer, Mareike

mareikemareike@hotmail.com
FU Berlin, Germany &
University of Luxembourg
Germany & Luxembourg

Beck Nielsen, Søren

sbnielsen@hum.ku.dk
University of Copenhagen
Denmark

Beier, Frank

frank.beier@phil.tu-chemnitz.de
Technical University of Chemnitz
Germany

Bennerstedt, Ulrika

ulrika.bennerstedt@edu.su.se
Stockholm University
Sweden

Berger, Evelyne

evelyne.berger@swissonline.ch
University of Helsinki
Finland

Bilmes, Jack

bilmes@hawaii.edu
University of Hawai'i
USA

Bjoerndahl, Johanne S.

semjsb@dac.au.dk
Aarhus University
Denmark

Bochmann, Annett

bochmann@soziologie.uni-siegen.de
Siegen University
Germany

Bono-Yokoyama, Mayumi

bono@nii.ac.jp
National Institute of Informatics
Japan

Bouchard, Julie

juliebouchard02@gmail.com
Texas A&M University-Commerce
USA

Bovet, Alain

bovet@arch.ethz.ch
ETH Zürich
Switzerland

Bradley, Louise

l.bradley@lboro.ac.uk
Loughborough University
UK

Brandt, Adam

adam.brandt@newcastle.ac.uk
Newcastle University
UK

Broth, Mathias
mathias.broth@liu.se
Linköping University
Sweden

Brouwer, Catherine Rineke
rineke@sdu.dk
University of Southern Denmark
Denmark

Brown, Barry
barry.at.brown@gmail.com
Mobile Life Centre
Sweden

Busse Hansen, Nicolai Michael
busse@bcm.au.dk
Aarhus University
Denmark

Butler, Carly
C.W.Butler@lboro.ac.uk
Loughborough University
UK

Bysouth, Don
don.bysouth@gmail.com
Osaka University
Japan

C

Caglio, Agnese
agnese@sdu.dk
University of Southern Denmark
Denmark

Canty, Justin
justin.canty@otago.ac.nz
University of Otago
New Zealand

Carlin, Andrew
apcarlin@gmail.com
St Columb's College
UK

Chen, Rachel
rachelchen.sy@gmail.com
Nanyang Technological University
Singapore

Christidou, Dimitra
christidou.dimitra@gmail.com
The Nordic Centre of Heritage Learning and
Creativity
Sweden

Brendon, Clark
brendon.clark@tii.se
Interactive Institute Swedish ICT
Sweden

D

Danby, Susan
s.danby@qut.edu.au
Queensland University of Technology
Australia

Daidsen, Jacob
jackd@id.aau.dk
Aalborg University
Denmark

Dennis, Day
dennis.day@sdu.dk
University of Southern Denmark
Denmark

De Stefani, Elwys
elwys.destefani@arts.kuleuven.be
KU Leuven
Belgium

Deppermann, Arnulf
deppermann@ids-mannheim.de
Institute for German Language
Germany

E

Eisenmann, Clemens
Clemens.Eisenmann@uni-siegen.de
Siegen University &
Bielefeld University
Germany

Ekström, Anna
anna.ekstrom@liu.se
Linköping University
Sweden

Evans, Bryn
bryn.evans@aut.ac.nz
Auckland University of Technology
New Zealand

F

Fele, Giolo
giolo.fele@unitn.it
University of Trento
Italy

Femø Nielsen, Mie
femoe@hum.ku.dk
University of Copenhagen
Denmark

Firth, Alan
alan.firth@newcastle.ac.uk
Newcastle University
UK

Fischer, Kerstin
kerstin@sdu.dk
University of Southern Denmark
Denmark

Fitzgerald, Richard
rfitzgerald@umac.mo
University of Macau
China

Frezza, Minéia
mineiafrezza@hotmail.com
Brazilian Jesuit University
Brazil

Francis, David
francis24@btinternet.com
Retired
UK

Fuhrmann, Jörg
joergfuhrmann@bluewin.ch
Independent scholar
Switzerland

G

Gehle, Raphaela
raphaela.gehle@uni-due.de
University of Duisburg-Essen
Germany

Greer, Tim
tim@kobe-u.ac.jp
Kobe University
Japan

Grønkjær, Caroline
carolinegroenkjaer@gmail.com
Aarhus University
Denmark

Grosjean, Sylvie
sylvie.grosjean@uottawa.ca
University of Ottawa
Canada

Gülker, Silke
silke.guelker@wzb.eu
WZB Social Science Research Center
Germany

H

Haddington, Pentti
pentti.haddington@oulu.fi
University of Oulu
Finland

Hamann, Magnus
linmgth@dac.au.dk
Aarhus University
Denmark

Hazel, Spencer
spencer@sdu.dk
University of Southern Denmark
Denmark

Heinemann, Trine
trine.heinemann@helsinki.fi
University of Helsinki
Finland

Hellermann, John
jkh@pdx.edu
Portland State University
USA

Hester, Sally
sally.hester@edgehill.ac.uk
Edge Hill University
UK

Hiramoto, Takeshi
hiramoto.takeshi.2u@kyoto-u.ac.jp
Kyoto University
Japan

Hoeppe, Götz
ghoeppe@uwaterloo.ca
University of Waterloo
Canada

Hofstetter, Emily
e.c.hofstetter@lboro.ac.uk
Loughborough University
UK

Horlacher, Anne-Sylvie
anne-sylvie.horlacher@unibas.ch
University of Basel
Switzerland

Hörmeyer, Ina
ina_hoermeyer@web.de
Albert-Ludwigs-University
Germany

Hosoma, Hiromichi
mag01532@nifty.com
University of Shiga Prefecture
Japan

Housley, William
housleyw@cardiff.ac.uk
Cardiff University
UK

Huma, Bogdana
b.huma@lboro.ac.uk
Loughborough University
UK

I

Igarashi, Motoko
igamoto@d1.dion.ne.jp
Hokkai-Gakuen University
Japan

Ikeda, Keiko
osakakeiko@hotmail.com
Kansai University
Japan

Ikeya, Nozomi
nozomi.ikeya@keio.jp
Keio University
Japan

Ivarsson, Jonas
jonas.ivarsson@ped.gu.se
University of Gothenburg
Sweden

Izumi, Hiroaki
izumih@hawaii.edu
University of Hawaii at Manoa
USA

J

Jenkings, K. Neil
neil.jenkings@ncl.ac.uk
Newcastle University
UK

Jensen, Lars Christian
larscj@sdu.dk
University of Southern Denmark
Denmark

Joh, Ayami
ajoh@icems.kyoto-u.ac.jp
Kyoto University
Japan

Johansson, Elin
elin.johansson@gu.se
University of Gothenburg
Sweden

K

Kääntä, Leila
leila.a.kaanta@jyu.fi
University of Jyväskylä
Finland

Karlsson, Susanna
susanna.karlsson@sprakochfolkminnen.se
Language Council of Sweden
Sweden

Kasper, Gabriele
gkasper@hawaii.edu
University of Hawai'i at Manoa
USA

Kim, Sangki
skkim7@hawaii.edu
University of Hawai'i
USA

Kindt, Duane
kindt@nufs.ac.jp
Nagoya University of Foreign Studies
Japan

Kjær, Malene
malenekj@hum.aau.dk
Aalborg University
Denmark

Komiya, Tomone
tmnkmy@gmail.com
Tohoku Gakuin University
Japan

Korenaga, Ron
ronkore@rikkyo.ac.jp
Rikkyo University
Japan

Kreplak, Yaël
yael.kreplak@gmail.com
Labex CAP / EHESS
France

Krummheuer, Antonia
antonia@hum.aau.dk
Aalborg University
Denmark

Kuroshima, Satomi
skuroshi@chiba-u.jp
Chiba University
Japan

L

Ladegaard Johannesen, Henrik
hljo@bcom.au.dk
Aarhus University
Denmark

Lan Hing Ting, Karine
karine.lan@utt.fr
Troyes University of Technology
France

Landgrebe, Jeanette
landgrebe@sdu.dk
University of Southern Denmark
Denmark

Larsen, Tine
tine.larsen@sdu.dk
University of Southern Denmark
Denmark

Laurier, Eric
eric.laurier@ed.ac.uk
University of Edinburgh
UK

Lefebvre, Augustin
nitsuguata@hotmail.fr
National Institute for Informatics
Japan

Levin, Lena
lena.levin@vti.se
VTI (Swedish National Road and Transport
Research Institute)
Sweden

Leyland, Christopher
christopherleyland@hotmail.com
Newcastle University
UK

Liberman, Kenneth
liberman@uoregon.edu
University of Oregon & University of
Southern Denmark
USA & Denmark

Licoppe, Christian
christian.licoppe@telecom-paristech.fr
Telecom Paristech
France

Lilja, Niina
niina.lilja@uta.fi
University of Tampere
Finland

Lindell, Johanna
dbm661@hum.ku.dk
University of Copenhagen
Denmark

Lindholm, Camilla
Camilla.Lindholm@helsinki.fi
University of Helsinki
Finland

Lindwall, Oskar
oskar.lindwall@gu.se
University of Gothenburg
Sweden

Lynch, Michael
mel27@cornell.edu
Cornell University
USA

M

Macbeth, Douglas
macbeth.1@osu.edu
Ohio State University
USA

Maeda, Hiroki
maedahrk@par.odn.ne.jp
Tokai University
Japan

Mair, Michael
michael.mair@liverpool.ac.uk
University of Liverpool
UK

Martin, David
david.martin@xrce.xerox.com
Xerox
France

McIlvenny, Paul
paul@cgs.aau.dk
Aarhus University
Denmark

Mitchell, Robert
mitchell@uni-mainz.de
Johannes Gutenberg University
Germany

Mizukawa, Yoshifumi
mizukawa@emca.net
Hokusei Gakuen University
Japan

Mondada, Lorenza
Lorenza.Mondada@unibas.ch
University of Basel
Switzerland

Mondémé, Chloé
chloe.mondeme@gmail.com
Paris-Sorbonne University
France

Monteiro, David
davidtomas.monteiro@unibas.ch
University of Basel
Switzerland

Mori, Ippei
chatchan777@gmail.com
Teikyo University
Japan

Mortensen, Kristian
krimo@sdu.dk
University of Southern Denmark
Denmark

Moutinho, Ricardo
moutinho@umac.mo
University of Macau
China

N

Nakagawa, Atsushi
nakagawa.atsushi.2600@gmail.com
University of Shimane
Japan

Nevile, Maurice
nevile@sdu.dk
University of Southern Denmark
Denmark

Nguyen, Hanh thi
hnguyen@hpu.edu
Hawaii Pacific University
USA

Nishizaka, Aug
augnish@soc.meijigakuin.ac.jp
Meiji Gakuin University
Japan

Norén, Niklas
niklas.noren@edu.uu.se
Uppsala University
Sweden

O

Okada, Misao
okada@hokusei.ac.jp
Hokusei Gakuen University
Japan

Oloff, Florence
florence.olloff@uzh.ch
University of Zurich
Switzerland

Opfermann, Christiane Silke
christiane.opfermann@uni-due.de
University of Duisburg-Essen
Germany

Oshima, Sae
oshima@bcom.au.dk
Aarhus University
Denmark

Otto Hassert, Liv
jrc861@hum.ku.dk
University of Copenhagen
Denmark

P

Paasch, Bettina S.
bpaasch@hum.aau.dk
Aalborg University
Denmark

Pareigis, Jörg
jorg.pareigis@kau.se
Karlstad University
Sweden

Pavlidou, Theodossia-Soula
pavlidou@lit.auth.gr
Aristotle University of Thessaloniki
Greece

Pekarek Doehler, Simona
simona.pekarek@unine.ch
University of Neuchâtel
Switzerland

Pelikan, Hannah
hpelikan@uos.de
University of Osnabrück &
Linköping University
Germany & Sweden

Piccoli, Vanessa
vanessa.piccoli@live.it
University of Lyon 2
France

Piirainen-Marsh, Arja
arja.piirainen-marsh@jyu.fi
University of Jyväskylä
Finland

Pitsch, Karola
karola.pitsch@uni-due.de
University of Duisburg-Essen
Germany

R

Rae, John
J.rae@roehampton.ac.uk
University of Roehampton
UK

Rasmussen, Gitte
gitter@sdu.dk
University of Southern Denmark
Denmark

Raudaskoski, Pirkko
pirkko@hum.aau.dk
Aarhus University
Denmark

Raudaskoski, Sanna
sanna.raudaskoski@uta.fi
University of Tampere
Finland

Reddington, Elizabeth
ear2109@tc.columbia.edu
Teachers College, Columbia University
USA

Reeves, Stuart
stuart@tropic.org.uk
University of Nottingham
UK

Relieu, Marc
marc.relieu@telecom-paristech.fr
Telecom Paristech
France

Reynolds, Edward
edward.reynolds@unh.edu
University of New Hampshire
USA

Rintel, Sean
serintel@microsoft.com
Microsoft Research
UK

Rowen, Roslyn
roz.rowen@griffithuni.edu.au
Griffith University
Australia

Ruggerone, Lucia
l.ruggerone@rgu.ac.uk
Robert Gordon University
UK

Rusk, Fredrik
frusk@abo.fi
Åbo Akademi University in Vasa
Finland

S

Sahlström, Fritjof
Fritjof.Sahlstrom@helsinki.fi
University of Helsinki
Finland

Sakai, Shinichiro
ssakai@seisen-u.ac.jp
Seisen University
Japan

Samuelsson, Christina
christina.samuelsson@liu.se
Linköping University
Sweden

Schäfer, Sophie
schaesophie@aol.com
Goethe University
Germany

Schank, Jan
jan.schank@rub.de
Ruhr University
Germany

Sherman Heckler, Wendy
wshermanheckler@otterbein.edu
Otterbein University
USA

Schmidt, Axel
axel.schmidt@ids-mannheim.de
Institute for German Language
Germany

Scriven, Brooke
bscriven@csu.edu.au
Charles Sturt University
Australia

Sikveland, Rein Ove
r.o.sikveland@lboro.ac.uk
Loughborough University
UK

Singh, Ajit
ajit.singh@uni-bayreuth.de
University of Bayreuth
Germany

Smith, Robin
smithrj3@cf.ac.uk
Cardiff University
UK

Sormani, Philippe
philippe.sormani@istitutosvizzero.it
Swiss Institute in Rome
Italy

Steensig, Jakob
linjs@dac.au.dk
Aarhus University
Denmark

Sterie, Anca Cristina
anca.cristina.sterie@gmail.com
University of Fribourg
Switzerland

Stokoe, Elizabeth
e.h.stokoe@lboro.ac.uk
Loughborough University
UK

Sunnen, Patrick
patrick.sunnen@uni.lu
University of Luxembourg
Luxembourg

Svensson, Hanna
hanna.svensson@unibas.ch
University of Basel
Switzerland

Svinhufvud, Kimmo
kimmo.svinhufvud@helsinki.fi
University of Helsinki
Finland

T

Tadic, Nadja
nt2315@tc.columbia.edu
Teachers College Columbia University
USA

Tanner, Marie
marie.tanner@kau.se
Karlstad University
Sweden

Tarber, Christel
chritarb@rm.dk
Aarhus University
Denmark

Tekin, Burak Sunguralp
burak.tekin@unibas.ch
University of Basel
Switzerland

Theodórsdóttir, Guðrún
gt@hi.is
University of Iceland
Iceland

Thorne, Steven
sthorne@pdx.edu
Portland State University &
University of Groningen
United States

Tranekjær, Louise
louiset@ruc.dk
Roskilde University
Denmark

Tsuruta, Sachie
trt-s@nifty.com
Chiba University
Japan

V

van der Westhuizen, Gert
gertvdw@uj.ac.za
University of Johannesburg
South Africa

van Schepen, Nynke
n.vanschepen@unibas.ch
University of Basel
Switzerland

von Wedelstaedt, Ulrich
ulrich.vonwedelstaedt@uni-due.de
University of Duisburg-Essen & Bielefeld
Graduate School
Germany

W

Wagner, Johannes
jwa@sdu.dk
University of Southern Denmark
Denmark

Watson, Patrick G.
pwatson@uwaterloo.ca
University of Waterloo
Canada

Weilenmann, Alexandra
alexandra.weilenmann@gu.se
University of Gothenburg
Sweden

Wind Eskildsen, Søren
swe@sdu.dk
University of Southern Denmark
Denmark

Wingard, Leah
wingard@sfsu.edu
San Francisco State University
USA

Woermann, Niklas
nikl@sam.sdu.dk
University of Southern Denmark
Denmark

Wong, Jean
jwong@tcnj.edu
The College of New Jersey
USA

Wyßuwa, Franziska
franziska.wyssuwa@phil.tu-chemnitz.de
Technical University
Germany

Y

Yun Choi, Jung
Jy0832@gmail.com
UCLA
USA

Z

Zemel, Alan
azemel@albany.edu
University at Albany SUNY
USA