IIEMCA 2024

International Institute for Ethnomethodology and Conversation Analysis

"Positioning EMCA in the Digital Landscape"

June 25 - 28
Seoul, Korea
Sogang University
J Building

Abstract Book

Title

Arrangement-Making: An activity context for the enactment of benefactive identities and reciprocity

Presenter

Steven Clayman (UCLA)

Abstract

In planning some future joint activity, interactants work out when, where, and how it will take place. This talk addresses two sets of issues regarding the making of arrangements. The first is the basic organization of arrangement-making as a "big package" of talk (Jefferson 1988) or "sequence of sequences" (Schegloff 2007) with a segmented structure in which details of time, place, and manner are addressed through a succession of remote proposal sequences that are variable in their ordering. Also considered is the launching of the arrangement activity, and the varying ways it can emerge out of some proximate or distal base sequence or activity. The second main issue is how the identities of benefactor and beneficiary become contingently relevant during arrangement-making and are treated as accountable to norms surrounding reciprocity. In this way, the relational context of arrangement making infuses the manner in which component proposals get designed and implemented. Arrangement-making is thus a strategic site for investigating the enactment of benefactive relations and reciprocity.

Title

Making sense of autonomous and artificially intelligent technologies in members' work

Presenter

Stuart Reeves (University of Nottingham)

Abstract

Ethnomethodology and conversation analysis have had a long and complex relationship with the design and study of computational technologies in use, most notably perhaps via fields like human-computer interaction (HCI) and computer-supported cooperative/collaborative work (CSCW). Successive waves of development, deployment and adoption of these technologies present seemingly evergreen opportunities for EM and CA research to investigate the social organization of action 'with' and around digital systems and their infrastructures. The sheer saturation of diverse kinds of computational technologies in everyday life, coupled with the pressures of institutional and funding environments, is leading to some EMCA researchers to towards studies of such systems in action.
The latest wave of computational technology facing us is often glossed as the dispersion of 'autonomous systems' and 'artificial intelligence'. These systems, devices and infrastructures are – hype aside – spreading into many mundane circumstances. Such computational technologies are largely underpinned by varied machinic methods of recognition and

response to people and the world around them – e.g., in terms of hardware that captures sensor data, computational models which produce classifications, and actuations which enable 'next actions'. The promise is that this round of innovation is generating 'smarter' and more 'capable' technologies that have greater agency and capability than before.

In this talk I'll describe how it is members' work – regularly overlooked – that ultimately fills the gaps of computation so that it may be made to fit into social circumstances. This is crucial for the apparent success of such AI and autonomous technologies, whether it is voice recognition like speech-based agents, computer vision based apps that enable visually impaired people to 'see', or sensor arrays built into robots that detect and operate alongside people in public.

I will also discuss some of my persistent conundrums in examining technology and social organization. While EMCA research has the opportunity to deeply respecify what such technologies are as resolutely and unavoidably grounded within courses of concerted practical action by members of everyday circumstances, to what end do we do this work? Do our studies illuminate the core concerns of EM and / or CA research? Is it and how might (or should?) such EMCA studies accomplish something for others, such as technologists?

Title

Sacks after CA

Presenter / Organizer

Douglas Macbeth (Ohio State University)
Michael Lynch (Cornell University)
Jean Wong (The College of New Jersey (USA))
Oskar Lindwall (University of Gothenburg)

Abstract

A first task for many Panel proposals is to explicate their title. Ours is 'Sacks after CA'. This is a deliberate inversion of the obvious historical fact that CA became established as a name for a research field after Harvey Sacks died at the age of 40 in 1975. It is meant to provoke consideration of all the ways in which Sacks' published and unpublished writings, and above all his recorded lectures, have yet to be developed in CA or any of the fields with which it is associated.

This panel is part of a recent upsurge of interest in Sacks' published and unpublished writings and lectures. During his all-too-brief lifetime, he authored and co-authored significant publications (most notably, the 'turn-taking' paper by Sacks, Schegloff and Jefferson, 1974), and amassed a sizeable body of unpublished papers and manuscripts, some of which were published posthumously. He also recorded many of the lectures he delivered between 1964 and 1972 in the Department of Sociology at UCLA and the School of Social Sciences at UC, Irvine. Gail Jefferson later transcribed and edited many of them into a two-volume set that was published posthumously (Sacks, 1992a, b).

Our panelists have been meeting weekly since the fall of 2013. A good deal of work has been produced in that time. The last two years have been devoted to a close reading of the two volumes of Sacks' Lectures.

His lectures were indeed lectures, most of them presented to undergraduates, but they are rich with insight and suggestions for seasoned researchers. They include regular discussions of the central formulations featured in the 'turn-taking paper', as in adjacency pairs, sequential

organizations, speaker selection, and turn construction techniques, but they include much more: elaborations on 'tying' procedures for producing coherent sequences and topical transitions, endogenous analyses of ongoing talk that reflexively generate grammatical order, and methodic features of social phenomena that are amenable to a distinctive program of social analysis.   We find topics, organizations, grammars, demonstrations and analyses in Sacks' lectures that are not found in the contemporary literature of CA or any other field. The four papers in our panel take up how Sacks' interests expanded beyond CA's canonical topics and methodological development. This is what we mean by 'Sacks after CA'. In an interview, Schegloff remarked that, "We'll never know what discipline it would have turned into had he still been alive" (Schegloff, 2017:27).   We think Sacks' Lectures offer a compelling glimpse of new directions for his novel sociology of natural language.

Title

Invoking (dis)likes at the dinner table: Conversation analysis and language socialization

Presenter

Hansun Zhang Waring (Columbia University)

Abstract

In describing how a middle-aged couple's offers of "the best herring" to their stepfather-in-law Max are repeatedly rejected, Sacks (1992) alludes to the episode as a microcosm of socialization, where "run[ning] him through enough of these sequences" would eventually produce "the ideal socialized seventy-year-old who, whatever they are offered, very nicely accepts" (p. 332). Getting the child to eat during mealtime entails just as much, if not more, interactional battling. Based on video-recordings of mealtime conversations, I show how claims of (dis)likes are differentially deployed by a 3-year-old girl and her parents in pre-taste and post-taste positions (i.e., before and after eating the food), not to ascribe or express stable psychological preferences (Edwards & Potter, 2005), but to advance the participants' own projects in situ. As will be argued, it is via being repeatedly run through these (dis)like sequences that the child ascertains, deliberates, and revises her taste, all the while learning to use claims of (dis)likes to service her own agendas. Findings contribute to our growing understandings of subject-side assessments (Edwards & Potter, 2017), the discursive construction of eating and food (Wiggins et al, 2001), and last but not least, how conversation analysis may be usefully engaged to illuminate (language) socialization at the dinner table (Hepburn, 2020).

Title

Reflections on analyzing action in inter-action

Presenter

Paul Drew (University of York)

Abstract

In Levinson's aphorism, language delivers action, not meaning. So it is that a distinctive feature of conversation analytic research is that we do not ask what a speaker means, but rather what is a speaker doing in a turn or turns at talk. We have understood 'action' in many ways, one of which is to focus on discernible actions (speech acts) such as requests, offers, complaints, and invitations. We have made considerable progress in understanding how such actions are constructed and recognised (action attribution); how actions are managed and organised sequentially; and how recipients respond appropriately to actions (e.g. preference organisation). Research into these and other aspects of (social) action has made real and substantial advances. However, in work with Kobin Kendrick on the multimodal analysis of conflictual interactions, we have encountered difficulties in applying an approach that I've generally favoured – attributing named actions (e.g. accusation, warning, rejection) to turns or stretches of talk. This has resulted in our adopting a quite different analytic stance to 'action', which I'll outline in reflecting on some of the strengths, and shortcomings, of my usual approach to social action.

#Panel

From page to stage – creating performances in rehearsals Part 1

Panel Organizers
Axel Schmidt, Leibniz-Institute for the German Language, axel.schmidt@ids-mannheim.de
Maximilian Krug, Universität Duisburg-Essen, maximilian.krug@uni-due.de

Topic
Art and Performance

Description
The panel focuses on rehearsal interaction in theater, opera, dance, and music and is interested in the creative work on the ever-changing nature of performance art outcomes: How do performances emerge in rehearsal? How do creative ideas emerge and how are they stabilized into a performance?

Panel Abstract
EMCA's interest centers on how more stable units of culture are created in and through the lived work of interaction and are continually changed in and through that process (Garfinkel 2002, Lynch 2002, Schegloff 2006). Rehearsals are an ideal place to examine how cultural achievements (such as a play, a dance or orchestral performance) are created and stabilized in and through interaction.
This panel focuses on rehearsal interaction in theater (Hazel 2018, Schmidt/Deppermann 2023), opera (Löfgren/Hofstetter 2021), dance (Ehmer 2021, Keevallik 2015), and music (Stoeckl/Messner 2021)
We are interested in the creative work on the ever-changing nature of performance art outcomes: How do performances emerge in rehearsal? How do creative ideas emerge and how are they stabilized into a performance?
Rehearsals are ""practical redoings"" (Goffman 1974), understood as partial performances for practice and development purposes, and they are characterized by typical setting-specific practices (Ivaldi et al. 2021), such as switching between discussion and performance parts, demonstrating or mirroring movements to provide information, or correction activities.
The panel invites contributions to the study of performances and rehearsals in professional, pedagogical or amateur contexts. Possible focal points can be:
- Transitions between the performance and the discussion about the performance;
- Typical practices and actions such as demonstrating, instructing, or correcting;
- Sequence structures from pairs such as instructions/instructed actions to longer sequences;
- Relationship of creating and practicing;
- Relationship of verbal and embodied resources: explaining/describing vs. showing/demonstrating;
- Dealing with time and space issues in implementing "scripts" on stages through embodied actions;
- Interactional histories and accumulation of knowledge in the course of rehearsals;

- Methods of acting and learning to act;
- Use of theater as a pedagogical tool;
- Combination of different modalities such as movements, spoken language, music, light and props;
- Workplace and institutional interaction, division of labor, and deontic and epistemic aspects;
- Creation and realization of aesthetic concepts;
- Performance as a particular form of reality and its relation to interaction;
- Different types of performances such as scripted, 'devised' and improvised.

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Session 1. Introduction – typical practices in rehearsals
Presenter(s)

Axel Schmidt, Leibniz-Institute for the German Language, axel.schmidt@ids-mannheim.de
Maximilian Krug, Universität Duisburg-Essen, maximilian.krug@uni-due.de

Description
We discuss three basic features of rehearsals and related practices that participants rely on to achieve the main goal of rehearsals, the creation of a performance: 1) alternating performance parts and 'regular talk', 2) pairs of instructions and implementations, and 3) longer negotiations in which new stage actions emerge.

Abstract

The introduction is dedicated to unfold the topic of the panel and set the scene for the following contributions. We ask the following questions: What characterizes rehearsals as a particular form of interaction? What is meant be 'creating' performances in rehearsals?

Rehearsals are "practical redoings" (Goffman 1974), understood as partial repetitions of a performance to be worked out for practice and development purposes. Rehearsals are a form of institutional interaction (Drew/Heritage 1992, Arminen 2005, Koivisto/Niemi 2020) characterized by
- a task orientation associated with typical institutional identities (e.g., directors and actors) and their respective rights and responsibilities;
- particular constraints concerning allowable contributions (e.g., actors performing and directors commenting on what is happening);
- institution-specific aspects of reasoning, inferences, and implicatures (e.g., evaluating an action on stage along aesthetic criteria).

To accomplish the core task and achieve the related goal of rehearsal, participants employ typical setting-specific practices (Ivaldi et al. 2021; Weeks 1990, Schmidt/Deppermann 2023). In our presentation, we focus on a selection of the most important and typical practices used by participants to master the social activity of rehearsing and how these practices are related to achieving the core goal of creating a performance.

Based on a corpus of 500 hours of video recordings of rehearsal interaction of five professional theater productions in Germany, we discuss selected excerpts on the following three aspects that all rehearsals have to deal with:
- Turn Taking: Rehearsals are characterized by two intertwined speech exchange systems, the parts performed on stage and 'regular talk' in which the performed parts are commented on and negotiated, usually alternating in some way (Broth 2011, Reed 2015, Szczepek Reed/Reed/Haddon 2013): How is this kind of interactional organization achieved? How are performances on stage interrupted and restarted?
- Turn design of typical contributions, basic sequences and role-specific distribution of action types: Rehearsals are characterized by two complementary roles, actors/musicians/dancers, who are responsible for performing, and directors/conductors/choreographers, who are responsible for conceptual issues of the performance. The latter usually instructs, corrects, evaluates and comments on what the former have performed, leading to pairs of instructions and implementations as a basic sequence in rehearsals (Krug et al. 2020): How are instructions and implementations designed and how are they related?
- Overall sequential organization: Rehearsals are characterized by prolonged processes of negotiation between directors and performers in which new scenic actions emerge (Löfgren/Hofstetter 2021, Hazel 2018): How are these processes organized to achieve creative results?

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Session 2. Stage actions – from the imperceptible to the accountable in theatre rehearsals
Presenter(s)
Spencer Hazel, Newcastle University, spencer.hazel@newcastle.ac.uk

Description
Using video recordings of theatre rehearsals in Denmark, this paper unpacks the iterative cycles of work through which stage actions emerge as accountable objects. The analysis explores a process of disengagement, with the shape increasingly treated as an object that exists beyond the craftsmanship of the artist.

Abstract
In embarking on rehearsals for a new theatre production, initial ideas may already be present, but the shape the embodied performance will eventually take is not (yet) known by the members of the creative team. Similar to how a sculptor might discover a shape in a slab of stone, we might borrow from Garfinkel et al (1981) and suggest the staged action "takes 'shape' in and as of the way it is worked, and from a place-to-start with to an increasingly definite thing" (p.137; italics in original). What is in the beginning impossible to make out as an object becomes perceptible – and accountable – as the artists explore the shape together. Thus, through this process of the collaborative rehearsal, stage actions (or composites of actions) emerge as more fixed, accountable aesthetic objects known to those involved in the process of developing it, and subject to routinisation within the wider composite piece.

In naturalistic theatre and film production, members may draw on shared pools of knowledge pertaining to how equivalent scenarios of social are occasioned (e.g., Hazel, 2015). In such rehearsals, we observe how members of the creative team seek to approximate everyday routinized features of turn-taking, sociolinguistic features of speech, social identity marking, pragmatics, and the overall features that represent a corresponding social scene.

However, creative teams working in other genres cannot draw on shared understandings of how things are accountably done in naturally-occurring social settings. Artists who engage for example in more expressionist art pieces, orient less to the everyday conventions of the human social world. Seeking to appeal to a more abstract aesthetic (e.g., Deppermann & Schmidt, 2021), or an inner world of experience (Harjunpää, Deppermann & Sorjonen, 2021), artists work together to create objects of performance that emerge as routine, accountable objects that have no direct equivalent in the world of the everyday, but which come to be treated nevertheless as stable objects known to all involved, and subsequently shared with an audience.

This paper uses video recordings of rehearsals in a Danish theatre company to unpack the iterative cycles of work of the artists through which the stage action emerges as an accountable thing. The analysis focuses on the process of disengagement (Liberman, e.g., 2004), with the shape increasingly treated as an object that exists beyond the craftsmanship of the artist.

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Session 3. Verbal and embodied resources in orchestra rehearsals: verbal describing vs. vocal-gestural depicting

Presenter(s)

Monika Messner, University of Innsbruck, monika.messner@uibk.ac.at

Description

The present paper focuses the ways conductors combine verbal description and vocal-gestural depicting to produce multimodal patterns typical of the orchestra rehearsal. Special interest is put on the sequential organization and the temporal coordination of the modes of speech, singing and gesture. On an interactional level, the contribution investigates how conductors' instructing and musicians' playing create a performance.

Abstract

The present contribution investigates verbal, vocal and gestural resources employed by conductors in orchestra rehearsals to 'show' the musicians how to do and also how not to do. In an orchestra rehearsal, the conductor instructs the musicians to perform a piece of music in the way laid out in the score and intended by them (cf. Stöckl/Messner 2021). They may have to point at technical, musical or interpretative errors and show how to correct them (cf. Weeks 1985, Veronesi 2014).

In doing so, they use primarily the modes of speech, vocalizing and gesture due to their communicative strengths. Speech, on the one hand, allows for abstraction and flexible reference and can perform all kinds of speech acts (cf. Stöckl/Messner 2021: 204); it indicates an action, sets a focus (e.g., 'louder at this point') and conveys what not to do (negation). Vocalizing, on the other hand, is used for illustrating sound qualities of music and for imitating music in a holistic way ('this is what it sounds like'). Vocalizations are therefore able to depict (Clark 2016) or to demonstrate what conductors want to hear or what they have heard and do not want to hear anymore. Furthermore, singing/humming has iconic qualities and its meaning does not need to be 'translated' from one mode (music) to another (cf. Stöckl/Messner 2021). Last but not least, gesture is used to support the imitation and illustration of tunes and rhythmic phrasing. Vocalizing and gestures therefore have the ability to convey meaning without relying on words which makes them a readily applicable form of communication for music (cf. Emerson et al. 2017: 59).

The present paper focuses the ways conductors combine verbal description and vocal-gestural depicting to produce multimodal patterns typical of the orchestra rehearsal. Special interest is put on the sequential organization and the temporal coordination of the modes of speech, singing and gesture in discussion parts (the conductor speaks, the musicians listen) as well as in performance parts (the orchestra plays, the conductor conducts and listens), where also music as a further mode plays a role. On an interactional level, the contribution investigates how conductors' instructing and musicians'

playing together create a performance. The data for the analysis come from rehearsals of French, Italian and Belgian symphony orchestras.

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From page to stage – creating performances in rehearsals Part 2

Panel Organizers

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Maximilian Krug, Universität Duisburg-Essen, maximilian.krug@uni-due.de

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Session 1. Are you serious? Ambiguous depictions at opera rehearsals
Presenter(s)

Agnes Löfgren, Linköping University, agnes.lofgren@gmail.com

Description
This paper focuses on non-serious proposal depictions during 20 hours of video-recorded scenic opera rehearsals. It looks at instances where the boundaries between serious and non-serious become fluid and shows how this ambiguity is exploited as a resource in the creative work.

Abstract
During scenic opera rehearsals, the participants work together to create portrayals of characters to music. They use depictions—momentary scenes staged for the other participants—to propose and negotiate character behaviors that suit the developing aesthetics of the performance. This paper focuses on 'non-serious' proposal depictions: depictions that are designed to be recognized as not suitable for the performance. Whereas previous literature on non-serious depictions of art in pedagogical settings has shown how they are used as contrast pairs to a wished performance (Keevallik, 2010), non-serious depictions are here examined in a setting where the 'wished performance' is not yet decided. Building on findings of how depictions accomplish joint fictionalizations, absurdity, and teasing (Cantarutti, 2022), the paper looks at instances where the boundaries between serious and non-serious depictions become fluid. The material consists of 20 hours of video-recorded opera rehearsals in Swedish and English and the multimodal interaction analysis shows how aspects of depictions that are designed as non-serious become treated as serious, and vice versa, as they are explored jointly over time. The non-seriousness of proposals is thus negotiated in interaction through recipient responses. The ambiguity between serious and non-serious proposals is exploited as a resource when navigating the unknown territories of an aesthetic under development.

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Session 2. Resting-in-Correction: A Moral Organization of Postural Readjustments in a Taiko Ensemble
Presenter(s)
Junichi Yagi, University of Hawaiʻi at Mānoa, yagij@hawaii.edu

Description
This study examines a correction sequence in the teaching of Edo-Bayashi. It shows how the trainees can incorporate the local construction of the teacher's ongoing talk in producing their postural readjustments methodically, i.e., not disrupting what is contingently deemed a focal point of the correction.

Abstract
In traditional performing arts, trainees are normatively expected to not only monitor the teacher's interactional conduct but show their active engagement in the activity (Reynolds, 2021). This presentation seeks procedural grounds for participants' embodied actions that may, at first glance, seem to be born out of physiological needs. To this end, the study examines a correction sequence observed in the teaching of Edo-Bayashi, a repertoire of traditional taiko pieces performed with an ensemble of shime-daiko and a Japanese flute. Edo-Bayashi requires that all performers sit seiza, folding their legs underneath the thighs and resting the bottom on the heels. Due to the need for blood circulation, postural readjustments are made relevant during the practice. I call this attempt to alleviate physical discomfort "resting."
After elucidating the teacher's linguistic and embodied resources for correction, the analysis illustrates a few cases of the target phenomenon. The key findings are as follows. First, the resting action is systematically placed by reference to what is contingently deemed a focal point in the talk. This process is reflexively organized; the position of the resting action highlights the surrounding components as "focal," exhibiting the members' real-time interpretation of the correction. The micro-activity of resting is thus afforded by the local syntactic construction of the ongoing talk. Furthermore, the analysis demonstrates how the resting framework can be enlarged to include more perceptible actions such as "standing up" and "walking back." In the context of correction-in-training, withdrawing one's gaze from the teacher, and looking down and backward, both become seeable as doing "inspecting one's surroundings." Insofar as a spatial environment is restructured as discreetly as possible, it can be presented as an effort to "not make a noise," an orientation to the activity-in-progress and its soundscape (Rauniomaa & Heinemann, 2014). Therefore, the resting is a practical moral issue for taiko performers.

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Session 3. A Tiger, a Pig, a Frog, and a Duck – Joint discoveries of creative solutions for animating finger puppets during a theatre rehearsal
Presenter(s)

Kristina Eiviler, URPP Language and space, video group, University of Zurich,
kristina.eiviler@gmail.com

Description

The paper explores the interactional dynamics between a theater director and an actress as creative solutions for impersonating finger puppets (a tiger, a pig, a frog, a duck) emerge during theatre rehearsals, with a particular focus on the processes of puppet's "manipulating into life" and puppet's "emancipation from the actress".

Abstract

The interactional settings of theater rehearsals are used for developing open co-creative activities (Norrthon & Schmidt, 2023) and joint ideas whose implementations are tried out by the actors (Hazel, 2018; Norrthon, 2019). This paper explores the interactional dynamics between a theater director and an actress during the process of establishing creative solutions for impersonating finger puppets. The research is based on the video recordings of theater rehearsals for a monodrama in which the director introduces finger puppets for easier distinction of the characters. Each animal finger puppet – a tiger, a pig, a frog, and a duck – represents a human character from the play. During instructional sequences, the director does not demonstrate solutions for the finger puppet animation but first elicits the actress's responses. Only in collaboration with the actress, the ideas get integrated into the puppets' characters. Simultaneously, two dynamic processes emerge, the puppets' "manipulating into life" and the puppet`s "emancipation from the actress".   I argue that these two processes are essential for the animation of the finger puppets as theater play characters. Following Keevallik's notion of imaginary objects getting "manipulated into being" (Keevallik 2014), I investigate how the finger puppets become "manipulated into life" by joint negotiating and recycling of interactional patterns of the director and the actress. Accordingly, we see how the director and the actress publicly display, modify, and update their responses to each other on a turn-by-turn basis. The puppets' "emancipation from the actress" is intrinsically connected to the dual nature of the finger puppet as a theater prop. Namely, despite the puppet's inability to speak or move autonomously from the actress, in the theater play the puppet "interacts" with the actress and becomes recognizable by the human audience as a separate actant (Emmison & Goldman, 1996). Thus, I explore the process of puppets' "emancipation from the actress" through the analysis of joint creative solutions for (1) the physical movement of the finger puppets played as autonomous from the actress (2) the emergence of finger puppets' voice as the imaginary voice of the human character puppet represents (3) the activation of the playful personality and emotions of the puppet. Additionally, the paper shows how the progressivity of the joint creative process and the accomplishment of the puppet character relies on the activation and incorporation of various multimodal resources from both the director and the actress in the time frame of the theater rehearsal.

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Session 3. Are you serious? Ambiguous depictions at opera rehearsals

Presenter(s)
Kristina Eiviler , URPP Language and space, video group, University of Zurich,
kristina.eiviler@gmail.com

Description
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Abstract
During scenic opera rehearsals, the participants work together to create portrayals of characters to music. They use depictions—momentary scenes staged for the other participants—to propose and negotiate character behaviors that suit the developing aesthetics of the performance. This paper focuses on 'non-serious' proposal depictions: depictions that are designed to be recognized as not suitable for the performance. Whereas previous literature on non-serious depictions of art in pedagogical settings has shown how they are used as contrast pairs to a wished performance (Keevallik, 2010), non-serious depictions are here examined in a setting where the 'wished performance' is not yet decided. Building on findings of how depictions accomplish joint fictionalizations, absurdity, and teasing (Cantarutti, 2022), the paper looks at instances where the boundaries between serious and non-serious depictions become fluid. The material consists of 20 hours of video-recorded opera rehearsals in Swedish and English and the multimodal interaction analysis shows how aspects of depictions that are designed as non-serious become treated as serious, and vice versa, as they are explored jointly over time. The non-seriousness of proposals is thus negotiated in interaction through recipient responses. The ambiguity between serious and non-serious proposals is exploited as a resource when navigating the unknown territories of an aesthetic under development.

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Social time(s): Accomplishing temporal structures for ordered action

Panel Organizers

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Topic

Methodology

Description

Members accomplish temporality sequentially, as well as by orienting towards larger temporal structures. We assemble contributions investigating these achievements in order to open up methodological discussions on how action can be analysed as situated in overarching processes and how those in turn are brought about as local achievements.

Panel Abstract

In the everyday experience of members of society, cosmological time flows continually and inexorably. Yet, time as a phenomenon is only relevant to us once we give it meaning. The flow of time is unproblematic to members as long as we do not have to orient our actions towards it. Our everyday life, however, is structured by agreements on temporal orders: deadlines, appointments and time-tables, or projected future actions punctuate the temporal flow and make it meaningful. Similarly, we make sense of our past via biographical events, and invoke shared past experiences in organising the present. Sorokin and Merton (1937) pointed out early that sociologically, time needs to be understood as a social, not an "astronomical" entity.

CA inherently draws on a social concept of time in its understanding of sequentiality, which is structured by members' mutual orientation towards the unfolding composition of their contributions (Schegloff 2007). Conversations thereby create a meaningful social temporal order as an ongoing members' accomplishment. Additionally, however, and not yet systematically acknowledged by CA, there are other temporal orders and categories which members bring about and orient towards. These transcend the immediate organisation of the ongoing interaction and aim at the organisation of overarching social activities (cf. Button 1991). In doing so, members give these overarching temporalities a situative meaning.

Temporal orientations have played a role in CA for instance in narrative analysis, where narrating and narrated times are discerned analytically, or have been brushed in studies on planning or decision-making, where future states are envisaged. They have not systematically been analysed as a central part of the everyday work of actors who bring about the very sociality in which they operate. Our actions are achieved in time, and members are aware of this fact. They have to reconstruct past events, or project future events, and make them situatively relevant, because the only time available for action is the immediate here-and-now.

In this panel we aim to focus on members' accomplishment of temporalities and orientation towards the larger temporally structured settings in which they act, such as trans-situational action trajectories, institutional prefigurations of processes, or historical horizons. By bringing together empirical analyses which focus on members' local achievement of their relevant temporality, we want to open up the methodological discussion on how action can be analysed as situated in overarching processes and how those in turn are brought about as expressions of local achievements.

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Session 1. Creating a shared social temporal framework. Using temporal formulations as a resource for shared understanding
Presenter(s)
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Description
In daily life, members need an intersubjective understanding of their shared, temporally structured lifeworld in order to coordinate their future actions. Using data collected in a family of three, this talk shows how temporal formulations serve as a resource to make one's own understanding of temporal order available for interaction.

Abstract
When projecting their actions, members of society are confronted with the uncertainty of the future. In projecting our actions, we still have to take certain elements of the future for granted. One way of achieving such certainty is by creating, and acting towards, an intersubjective temporal structure of the shared lifeworld which helps synchronizing our own actions with those of our co-participants. Temporal formulations can serve as a resource in interac-tion to make one's own understanding of our lifeworld accountable.
Temporal formulations are a way of analysing temporal structures, because actors have to methodically choose which formulations to use: When referring to a point in time, we have a variety of possible labels at our disposal (see Raymond and White 2017 for a recent classification of time references). For example, we can refer to a certain day as ""November 1st,"" ""All Saints' Day,"" ""the day after Halloween,"" or as ""the day when we last saw each other,"" and all of these statements are equally correct in a sense. Schegloff showed this for place formulations: Participants perform an analysis of their own location, the location of their counterpart, and the objects they are talking about by choosing specific place formula-tions. By extending his argument to temporal categories it can be said that members make their analysis of their own position in a temporal structure accountable, and thereby usable as a resource to come to a shared understanding.
In this presentation I want to show how a shared temporal framework is created. I will do this by showing the ongoing temporal analysis accomplished by a mother and her son, as it is achieved while discussing when the son wants to get his moped driving license. For this, I draw on video data that is taken from the everyday life of a family of three for the research project "Planning-in-Action. The Communicative Construction of Future through Projective Communicative Genres" conducted at Bielefeld University (2021-2024; P.I.: Prof. Dr. Ruth Ayaß; funded by the German Research Foundation). By using and negotiating different cate-gories of time, members create an intersubjective understanding of a shared temporal order which can be applied as a framework for their actions in the here and now, as well as in the future.

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Session 2. Multilayered Temporalities of Violence: A study of street fights
Presenter(s):
René Tuma, Technische Universität Berlin, rene.tuma@tu-berlin.de

Description
Street fights are interactive trajectories shaped by verbal and physical exchanges and by participants' anticipation and reactions to past events. Video recordings reveal how antagonists organize their respective lines for physical escalation, thus creating meta-conflicts. It also shows their orientation to third parties like police, linking antecedents and sequels at different temporalities.

Abstract

Violent encounters, especially dyadic street fights, can be understood from an ethnomethodological perspective as situational performances. The opposing participants organise the alignment and misalignment of their actions sequentially and reciprocally. Through a variety of methods, such as presenting possible violent consequences, drawing boundaries and distances, and working together towards (and away from) a shift from verbal to physical conflict, the participants co-produce what can be understood as interactive trajectories of violence. These trajectories are communicative processes in which antagonists respond to each other's physical and verbal actions in order to project a direction for the interaction, which is then (re)tested in subsequent exchanges. Part of the work of violent encounters as a practical activity also rests on participants orienting themselves to aligned and misaligned temporalities, a way of making sense of and responding to the simultaneous or consecutive moves of opposing parties.

Applying ethnomethodological and conversation analytic tools, this paper shows how the analysis of such events video-recorded by mobile phone cameras allows us to gain better insights into how verbal and bodily exchanges project physical violence. The cases presented in this paper show how antagonists move the interaction towards violence by creating a meta-conflict that revolves around projecting a possible transition of the interaction into physical confrontation. That is, participants constantly contest the opposing parties' projection of violence. The analysis also raises questions about the adequacy of a radical local understanding of violent encounters framed by the camera.

It shows that participants orient themselves to actions not only in the real-time, moment-to-moment progression of the ongoing sequence, but also as embedded in the expectation of longer-term, trans-situational processes that constitute (and allow us to unpack) members' normative understandings of violence. Conflicting parties are observed to orient their action to third parties, who are not featured as a context, but as non-participating co-present others. These can applaud, intervene, etc., as well as later act as witnesses or even produce a mediatised record. Since the parties to the conflict are constantly orienting themselves towards them, their presence represents links of trans-situational embedding. Violent encounters are expected to produce future local interactions, such as subsequent police intervention or legal proceedings. This is part of the participants' orientation, which can already be shown in the attempts to produce the legitimacy of an initial physical blow.

Starting from an ethnomethodologically informed video analysis of violence, the paper explores a polycontextual structure of social action organised around multiple temporalities. In doing so, the paper extends the ethnomethodological paradigm by incorporating the sociology of knowledge and communicative constructivist frameworks.

Session 4. Future as local achievement. Synchronizing little and big futures as practical action
Presenter(s):
Hannes Krämer, University of Duisburg-Essen, hannes.kraemer@uni-due.de

Description
In presenting pitches for technological ideas at <u>hackathons</u>, members have to deal with different temporal horizons: the time of the pitch itself as well as 'little' and 'big' futures (the future of everyday life and larger societal issues, respectively). Members address this task by situated practices of 'synchronization work'.

Abstract
My contribution aims at understanding the practical ways in which members make sense of the "temporal mode" (Luhmann 1967) of the future (for an CA-oriented approach see Gibson 2011, Auer/Günthner 2015). I focus therefore on pitches of tech-oriented events like hackathons. Pitches on hackathons are short presentations of (technical) prototypes and ideas that are supposed to tackle important issues of the present like climate change, poverty, taxation imbalances among others. They are, like the Oxford learning Dictionary describes, ""[a] talk or arguments used by a person trying to sell things or persuade people to do something."" On hackathon's pitches people therefore are trying to present the potential of their ideas and the differences they would make for the future with the hope to get funding to pursue their ideas.

By doing so the members deal with different temporal horizons: First there is the time of the pitch itself with its specific time pressures and the need to work within this given timeframe. Second there are time references used that point to what Mike Michael (2017) called "little futures", that are futures related to the member's everyday life. At the same time there are „big futures" members constantly refer to, that are futures related to bigger societal issues (like global warming etc.). To deal with at least these three time dimensions members engage in some practical activities, that can be labeled synchronization work. By looking closely with an EMCA-lens on video and audio-data of the pitches in my presentation I am going to reconstruct the conversational and argumentative mechanisms members use to perform and accomplish such futures and to synchronize the different time modes of the future. In the data I can show forms of "referencing" (Enfield 2013), temporal scaling, and "relational pairing" (Sacks 1992) that all make synchronization work and contribute to the practical accomplishment of "time in action" (Goodwin 2002).

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Building Conversational Interface using Conversation Analysis in Korean

Panel Organizer
Yo-An Lee, Sogang University, yoanlee@sogang.ac.kr

Panel Abstract

Interactive chatbot systems are a significant area in NLP research, particularly in the development toward AGI. The recent developments of GPT-based interfaces have transformed the methodological approach to emulating human interaction. Nonetheless, developing interactive chatbots poses a challenge to engineers because conversational interactions are ever-changing in real-time (Sacks et al, 1974; Reeves, 2017) and involve contingent ties among utterances. Given the sequential ties and structural regularities by CA, it is worthwhile to explore the possibilities of applying CA's analytic precepts to HCI research.

Following the previous effort in this regard (Moore & Arar, 2019; Button et al, 1995; Luff et al, 1990), this panel has been organized to showcase some efforts in the Korean context. Funded by Korean National Research Foundation, the panel represents collaborative efforts between CA experts, a Korean language information scientist and computer engineers. The key focus of this presentation is managing the contingent and ever- changing properties of real-time interaction in building interactive interfaces.

The first presentation by Koo explores current developments in NLP research in the Korean language. As an experienced engineer in NLP in Korean, Koo explains the unique features in research in this area. Cho, Eunkyoung presents on the topic of chatbots that show empathy during interaction. Lah and Shin examines how repair and turn-taking are managed in GPT 4o and by humans. Lee's research elucidates the analytic attempts to incorporate sequential organization into interface development by developing tagging systems based on CA-type dialog acts and applying their statistical relationship, which might be practically useful in pre-training LLM or SLM modes.

The underlying question of this panel is whether and to what extent emulating human interactions is viable for NLP engineering, and what conceptual or technical contributions CA research can make in this rapidly changing field of AI development.

Session 1. The trend of Human-AI interaction for Korean in the age of LLMs

Presenter(s)
Myoung-Wan Koo, Sogang University, mwkoo@sogang.ac.kr

Abstract

In this talk, I would like to talk about the trend of human-AI Interaction for Korean in the era of LLM. At first, I would like to talk about history of interaction system in Korea. The first interactive system was ARS (Automatic Respose System) in telephone network. This system has been applied for many services, which are currently used in banking, insurance etc. The next interactive system was ARS II system based on VoiceXML(eXtensible Makeup Language), which simplifies the creation of personalized interactive voice response services on the Web, and allows voice and phone access to information on Web sites, call center databases. VoiceXML enables integration of voice services with data services using the

Automatic Speech Recognition (ASR) and Text-To-Speech (TTS) engines. The third interactive system was AI speaker which are Siri in Apple, Gene in KT, NUGO in SKT. The emerging interactive system will be based on LLM. I would like to explain how to build interactive system for Korean.

Session 2. Toward empathetic Chatbots: From ELIZA to training Korean Empathetic Large Corpus

Presenter(s)

EunKyoung Jo & Celik Adams, Sogang University, eunkyoung@sogang.ac.kr

Abstract

At one time, linguistic AI systems were likely based on expert systems like ELIZA in 1966, the very first chatbot meant to stand in as a psychotherapist that employed a linguistic script based on echo framing. Now, AI systems are much more likely to use chatbots with various personas trained on large language data, but they are still known to be limited in their capacity to show empathy in conversation. The main reason that ELIZA is still evoked in the current era of LLMs is that it showed empathy, even though it is now a fossil chatbot. Therefore, we take a look at a corpus from the Korean website AIHub to train chatbots capable of showing empathy particular to several emotional and social-relational factors important in Korean society. Furthermore, we use ChatGPT (GPT-4) to model the Korean Empathetic Corpus with few shot learning.

Session 3. Realizing sequential ties in human-computer interfaces: Leveraging real-time interaction in Korean

Presenter(s)

Yo-An Lee & Sihun Lee, Sogang University, yoanlee@sogang.ac.kr

Abstract

The study is designed to integrate CA focus on identifying acts within sequential ties during real-time interactions. Utilizing a database collected from Wizard of Oz experiments, this presentation reports on a study where purposeful human interaction, specifically in scheduling tasks, are tagged by dialog acts. Subsequentially, the probability and frequency of particular sequential ties among these acts are examined, including those acts that contain repairs. These findings may be used to pre-train language models and provide insights into how AI-based chatbots could be further studied through sequential analysis.

Session 4. Sequentiality of Human-Computer Interaction: A Comparative Study of Samsung Bixby and ChatGPT-4o
Presenter(s)

Jiyoung Lah & Yujin Shin, Sogang University, laney0410@sogang.ac.kr

Abstract

This presentation examines human interactions with voice assistants, comparing early models like Bixby and advanced systems like GPT-4o. First, we analyzed the turn-taking dynamics with Bixby,

highlighting challenges such as frequent interruptions and misunderstandings due to Bixby's inability to effectively manage sequential progression of the turn exchange. In managing these Chatbot systems, users are found to adapt, by reinitiating or clarifying their inputs without success in realizing their intent.

In contrast, GPT-4o show significant improvements in handling user's real-time interactions. Surely, GPT-4o demonstrates more advanced capabilities in managing interruptions and adapting to user's turn that is also evolving.

Despite these advancements, users still play a crucial role in structuring conversations. Through explicit instructions, users organize their turns while adapting to what GPT-4o can do. While this marks a shift towards more intuitive and responsive interactions, it also underscores the need for the user to manage and adapt to interactional details GPT-4o affords.

In conclusion, while the advancements demonstrated by GPT-4o are indeed impressive, it's important to note that it does not interact with users in the same way humans do. Sequential organization, a fundamental aspect of natural conversation, is still not fully replicated. The Instruct-Receipt pairs that structure human dialogue into clear, sequential exchanges are only partially mirrored by AI. By using conversational analysis, we can gain valuable insights into the specific gaps between human and machine dialogue performance. This is where CA's analytic precept might be a great help.

<h1 align="center">Multimodality and participation in children's interactions</h1>

Panel Organizers
Matthew Burdelski, Osaka University, mburdel@let.osaka-u.ac.jp
Asta Cekaite, Linköping University, asta.cekaite@liu.se
Discussant: Susan Danby, Queensland University of Technology, s.danby@qut.edu.au

Topic
Multimodality

Description
This panel focuses on multimodality and participation in children's interactions with adults and peers in classrooms and family households. It documents how children (ages 18 months to 13 years), both typical and atypical, use talk, material objects, and embodied resources to construct social actions and display stances in their lifeworlds.

Panel Abstract
Over the last few decades, EMCA research in various settings has demonstrated that human sociality is lodged within mundane and institutionally organized interactions in which parties participate (Goodwin & Goodwin, 2004)—that is, display their engagement in social situations—through the mobilization of a wide range of multimodal resources (e.g., talk, facial expressions, gestures, and material objects) to produce social action in contingently relevant ways (Goodwin, 2000; Heath, 1986; Keevallik, 2010, Mondada, 2016). This insight has been extended to investigate children's interactions with peers and adults (Bateman & Church, 2022; Goodwin, 1990; Lerner, Zimmerman & Kidwell, 2011; Wootton, 1998). We know, for instance, that children, even before they can speak, are adept as using gestures, gaze, and "response cries" (Goffman, 1981) to initiate and respond to social actions and display stances in consequential ways. Yet, much of the research on children, especially when it entails their interactions with adults, has tended to place the bulk of analytic attention on adults' practices, while backgrounding children's initiating actions and their responses (but see Danby, 2002; Fasulo et al., 2021,). In order to advance our understanding of children's sociality, there is a need to re-double our efforts at turning the analytical lens on children by asking: How do children—in their interactions with adults and peers/siblings—mobilize multimodal resources to participate in interaction in socially meaningful ways? The papers in this panel represent a cross-linguistic and cross-cultural attempt to address this concern. All the papers employ the methods of multimodal conversation analysis (Goodwin, 2000; Mondada, 2016), primarily in qualitative ways combined with ethnography, which includes audio-visual recordings and a deep understanding of the participants and their settings. The papers span a range of languages (Chinese, English, German, Japanese, and Swedish), ages of children (18 months to 13 years), settings (preschools, classrooms, households), and they include cases of typical and atypical interaction (here, a child with Autism). The panel argues that the tools of EMCA, focusing on multimodality and participation, are a means for empirically documenting children's interactional and social competences at moments in time, including how children use language and embodied resources to construct social actions and display stances within the activities and relationships that constitute their lifeworlds.

Panel structure:
4 paper presentations (15 min. each X 4 = 60 min.)
Discussant: Susan Danby (10 min.)
Q/A with audience (20 min.)

Session 1. Multimodal recruitments and offers of help in infant early childhood education mealtimes
Presenter(s)
Amanda Bateman, Birmingham City University, Amanda.Bateman@bcu.ac.uk
Amelia Church, University of Melbourne, achurch@unimelb.edu.au

Description
This presentation explores infant multimodality during mealtime interactions with their peers and teachers. The perspective of ethnomethodology and conversation analysis allows us to see how infants and teachers use their bodies and voices to enact agency and achieve social actions, such as requests and offers of assistance.

Abstract
This presentation explores children's multimodal development from the perspective of ethnomethodology and conversation analysis (EMCA), which allows us to see how children use their bodies and voices to achieve particular social actions. Building on prior work exploring the social and linguistic practices in infant eating interactions, we explore how mealtime interactions are managed as a collaborative, co-constructed activity between infants and early childhood teachers.
To illustrate how children achieve social actions – such as requests for assistance – we analyzed video data recently collected in an early childhood English-speaking setting in Mid-Wales. Our findings show that infant embodied displays of trouble communicate recruitment for assistance from the teacher, who responds with offers of assistance through gesture and by verbalising infant's actions, therefore modelling language use. Importantly the children's actions are contingent on the educator responding in alignment with the child's intention.
Micro-analyses of the video data illustrate how infants recruit help through embodied 'showing' of an item, which sets up a problem (as a first pair part) that needs a response from the teacher (as a second pair part), establishing joint attention. The teacher offers assistance in the shape of 'would you like me to [x]', and uses accompanying embodied gestures that uphold infant children's rights to choose, at their pace, when/if they want to receive help.
This presentation focuses on the interactional function of children's multimodality, how they use their bodies, gaze and gesture to enact agency and achieve particular social actions, such as requests. It also highlights teachers' multimodal scaffolding and reformulations. Implications for early childhood teacher practice and training, and the usefulness of an EMCA approach for analysing teacher-infant multimodal communication for future research will conclude the presentation.

Session 2. Children's multimodal orientations to institutional norms of space in preschool
Presenter(s)
Asta Cekaite, Linköping University, asta.cekaite@liu.se
Matthew Burdelski, Osaka University, mburdel@let.osaka-u.ac.jp

Description
This presentation analyzes how children in two preschools—Sweden and Japan—negotiate institutional norms of space during group activities. The findings show how children use talk, gestures, material objects, and touch in ways that reveal their understanding of bodies within the social and moral order of the institution.

Abstract
Research on EMCA has contributed to understanding that a central way in which social order is constituted is through social rules of behavior. As work in CA has suggested, however, maintaining and following such rules is not a pre-determined feature of the setting but an "interactional achievement" (Schegloff, 1982) or "local accomplishment" (Mondada & Peräkylä, 2023). Yet, while such rules do not often become an explicit focus of interaction, they can become so when they are breached. Such research on social rules has recently been extended to interactions involving young children in households and schools (Cobb-Moore, 2009; Kim & Fitzgerald, 2023; Nasi, 2022), suggesting that children orient in various ways to rules, especially when they not being followed by peers. For instance, children in classrooms use various embodied and material resources along with talk to articulate to their peers institutional rules that have been previously conveyed by teachers (Nasi, 2022).

This paper builds on this insight from a cross-linguistic and cross-cultural perspective. It analyzes how children in two preschools—located in Sweden and Japan—orient to, negotiate, and instantiate institutional norms of space within the walls of the preschool, specifically during group activities when children are expected to sit or stand in specific spaces that have been assigned by educators. Here space is conceived of both broadly as the "structural, geometrical qualities of a physical environment" (McIlvenny, Broth & Haddington, 2009: 1879) and specifically as material objects provided by the institution. Here, these material objects include circular mats and seating charts (Swedish preschool) and animal stickers on the floor marking where each child is expected to stand (Japanese preschool). Our findings show how children use talk as social action and stance, such as to issue directives or explicitly articulate rules (e.g., "You sit over there"). They also use gestures and material objects to attempt to relocate a peer from one space to another within the activity. When faced with resistance from the addressee, children may attempt to widen the participation framework by recruiting another peer or teacher to assist in relocating the child who has breached the rule. The findings also show how children may use interpersonal touch as forms of control (Cekaite & Mondada, 2021). We argue that these multimodal acts reveal children's dynamic and interactional understanding of bodies in relation to physical space that is made normatively meaningful within the social and moral order of the institution.

Session 3. Lexical knowledge display and negotiation of participation in sibling-parent interaction within a picture-labelling activity

Presenter(s)
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Description
This paper presents an analysis of sibling-parent interaction mediated by the activity of picture-labelling and shows how the two siblings (four- and seven-years old) negotiate their participation by mobilizing an array of multimodal resources as well as their lexical knowledge with an adult playing a pivotal role in the interaction.

Abstract
Picture-labelling from books is one of the most common multimodal activities of participation engaged by parents/carers and young children. While having received much research attention for its instructional function (Tarplee 2010), previous research has focused on dyadic interaction for the activity where one parent interacts with one child, typically producing a three-part sequential structure (display question – answer – evaluative receipt), albeit with some modification. However, when a parent or other adult is interacting with more than one child, whether siblings or cousins, a different interactional dynamic and participation framework is created. Based on video recordings of family interaction, the current study examines sequences where an adult is engaging with more than one child (7 and 4 years old) in a picture book labelling activity in the home. Our study focuses on a particular case where an asymmetry in participation between the two children are made visible and how it is seen as a problem by the adult, who attempts to balance the asymmetry by using a variety of techniques including selecting the next speaker and turning the labelling sequence into other types of pedagogical activity, e.g., an explanation. The elder child (7 years old) asserts his epistemic superiority by displaying his knowledge of lexicon via answering the adults' question as well as blocking the younger one's participation with his body movement. In an effort to secure her participation, the younger one (4 years old) uses an array of multimodal resources including repeating the elder child's response, singing, gestures and body movements, gaze, and persistent summoning. Notably, orienting to the elder child's assertion of his epistemic superiority relative to his younger partner, the adult manages to elicit the boy's participation in the sequence where the younger one is doing performance by inviting him as an assessor rather than as a co-performer, which was initially

proposed by the younger one. The study provides insight into the complexity of interactional dynamics and forms of participation generated in picture book labelling sequences in sibling-parent interaction in the home. Data was collected in a central province of China during the COVID period.

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Session 4. Autistic embodied engagement in classroom interaction
Presenter(s)
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Friederike Kern, Bielefeld University, friederike.kern@uni-bielefeld.de

Description
Building on Goodwin's (1981) notion of engagement, we use multimodal CA methodology to describe structures of embodied participation of autistic students in classroom interaction. The aim is to better understand how autistic children signal degrees of engagement through multimodal resources and how their interpretation contributes to participation in learning activities.

Abstract
Ethnographic and ethnomethodological research has shown that autistic children make atypical use of multimodal signals such as gaze or bodily orientation that may hinder participation in interaction (Dickerson et al. 2005; Yurkovic-Harding et al. 2022). While video-based studies of social interaction have exposed that participants continuously display their engagement through bundles of multimodal signals during a state of co-presence (cf. Goffman 1966; Kendon 1970; Goodwin 1981; Ruusovuori 2001), little is known about how autistic children may use and combine such signals to show their (non-)willingness to participate in learning activities in the classroom and how teachers and peers interpret atypical or incongruent   embodied behaviour .

Building on Goodwin's (1981) notion of engagement, we use multimodal CA methodology to describe structures of embodied participation of autistic students (aged 10 to 13 years). Drawing on video-recordings of interactions in various classrooms settings, the analysis focuses on how autistic children signal different degrees of engagement, ranging from unmitigated engagement over mere availability to disengagement, by multimodal signals such as orientation/movement of upper or lower body, facial expression, gaze, gesture or object manipulation, and how the associated changing participation status is taken up and managed by the (neurotypical) interactants. The aim is to get a better grasp of how autistic children signal different degrees of engagement and how the interpretation of these displays by the other classroom members contributes to their participation in learning activities.

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Studies of Policing: Ethnomethodological Lessons for Policing's 'New Visibility' I

Panel Organizers

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Michael Mair, University of Liverpool, Michael.mair@liverpool.ac.uk

Topic
Legal Interaction

Description
Policing; New Visibility; Accountability; Democracy; Interaction in Institutions;

Panel Abstract

Policing has proved a productive field for ethnomethodological inquiry. Occupational exigencies of strong adherence to legal order combined with significant individual discretion create perspicuous sites for considering how rules' meanings are derived from their use. Additionally, as policing has become more visible to both to ethnomethodologists and the public through video technology, new controversies have emerged in understanding what constitutes 'good' police work. The presenters on this panel will discuss how ethnomethodological approaches to inquiry can contribute to debates over policing and civilian police accountability. Panellists will draw on extensive experience of studying police training, police interrogation practice, police use-of-force inquiries, policing psychological crises, civilian police oversight reports, and inquiries into allegations of misconduct – including gender-based violence – against police officers. Panelists will consider moral and ethical concerns of studying police conduct, with a focus on Peter Manning's distinction between studies for police and studies of police.

Session 1. Distributing Culpability in Officer-Involved Shootings: EM insights on systemic issues in police accountability

Presenter(s)

Carmen Nave, University of Toronto, cnave@wlu.ca

Description
Police Violence; Criminal Trials; Culpability; Workplace Accidents

Abstract

In a study on the use of video evidence in trials of police officers charged in relation to on-duty shootings, we found that the outcomes of trials were unpredictable, and did not seem related to the video evidence in any clearcut ways. In three of our cases, videos which were largely interpreted by the public as evidence of problematic policing produced acquittals or hung juries. In this presentation, I suggest that one reason for this disconnect has to do with the fact that on the one hand, a trial is all about the individual: the particular circumstances of a singular event, and the knowledge and actions of an individual officer; but on the other hand, "policing" is an institution as well as an activity, and policing activities are often carried out by groups.

A trial's focus on the individual mean that systemic policing issues are difficult to address through a trial. When systemic issues do come up in legal arguments, they are frequently offered by the defense to excuse the individual officer rather than to implicate and change the system. In this presentation I describe several trials in which systemic problems were used to explain and (attempt to) excuse officer behavior. I will argue that not only are systemic problems difficult to account for critically in trials, but that common-sense understandings of group responsibility mean that lawyers are able to situate their clients within a dysfunctional system as a way of shifting responsibility away from the individual's actions and toward a distributed culpability. This distributed culpability is recognizable to jurors as limiting or eliminating individual responsibility, but is not legible to the court and therefore court cases can produce results where an acquittal according to the strict legal interpretation of the case does not satisfy the moral interpretation that something has gone wrong.

Session 2. Doing justifications: practical assemblies of perception, categorisation, and formalisation in police use of force training
Presenter(s)

Robin James Smith, Cardiff University, smithrj3@cardiff.ac.uk
Terry Au-Yeung, Cardiff University, au-yeungs1@cardiff.ac.uk

Description
Video Studies; Institutional Practices; Police Oversight; Training; Use-of-force

Abstract

This paper is concerned with describing institutional practices for the incorporation of formal models and schema into practical actions. Drawing from a broader study of police oversight and accountability in training and practice, this papers reports on instructional sequences in 'use of force' training concerned with 1) threat perception, assessment, and techniques for response 2) the organisation of those practices such as to provide for their viewing as professional and appropriate 3) a formal accounting schema that provides both for "decision making" and post-hoc justifications. Doing justifiable police actions involves producing actions ideally performed in such a way that demonstrates their appropriateness, proportionateness, and justifiability at all points (including in the face of scrutiny and criticism). This orientation provides the ground of publicly-available-professional conduct in a general sense (observable in other public facing services) and in police-specific formulations of a perception-action-recognition relation in doing professional police conduct.

Session 3. Holding Police Accountable? Complaints, Accounts, and Denials in Law Enforcement.
Presenter(s)

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Samuel Olds, UC Santa Barbara, abuscariolli@ucsb.edu

Description
Accountability; Oversight; Interaction Analysis; Procedural Justice

Abstract

In response to widely publicized cases of police brutality – particularly, the killing of Michael Brown in Ferguson, Missouri – the President's Task Force on 21st Century Policing (May 2015) points to the necessity of nurturing trust and legitimacy to improve officer-civilian relations. Likewise, questions concerning police legitimacy and public trust have long been featured in scholarly and policy discussions, mainly under procedural justice scholarship. However, whereas previous studies have discussed "Why people obey the law" – as in the title of Tyler's (1990) seminal book – this paper takes as its starting point instances where the public trust in the police has been breached, focusing on the formal and informal mechanisms through which the public and law enforcement agents manage issues about police accountability. Drawing from a dataset of documents from the Office of Police Accountability (OPA) of a Northwestern American City, this presentation examines the institutional procedures through which the police address complaints about police conduct. I use conversation analysis (CA) to examine the OPA internal interviews with complainants, witnesses, and officers involved in the incident to discuss how investigators share "subcultural" understandings regarding what constitutes exculpatory accounts for specific allegations. For example, how investigators design questions that anticipate (and oftentimes compel) particular answers ("Did you use pepper spray because you had no other option?"). I also analyze how police officers, in their narratives about incidents involving the use of force, maximize the threat civilians pose by ascribing a deliberative, collusive, or dispositional quality to it and minimize their agentic role while using force ("It [using pepper spray] was all I was capable of doing"). In so doing, the police department asserts its

legitimacy by selecting a small subset of complaints (taken as exceptions in an otherwise well-functioning, legitimate structure) to administer sanctions. There are two preliminary findings. First, more than simply addressing the public's concern, "doing accountability" involves reframing complaints according to the police vocabularies of motives (Mills 1940), thereby ratifying the police institutional reality. Second, talk-in-interaction comprises the locus of procedural justice, as different stakeholders rely on interactional practices to articulate notions of fairness, neutrality, and trustworthiness while responding to and making sense of each other's conduct.

New Directions in Membership Categorisation Analysis

Panel Organizers

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Robin James Smith, Cardiff University, Smithrj3@cardiff.ac.uk

Description

This panel brings together the cutting edge of MCA studies. Established and emerging scholars demonstrate the continued significance of the conceptual framing of 'culture-in-action' as a focal point for theoretical and methodological development and the description of categorisation practices in traditional and emerging forms and venues of naturally organised activities.

Panel Abstract

Membership Categorisation Analysis (MCA), as outlined by Hester and Eglin in *Culture in Action* (1997), was a refocusing of Sacks' original category work drawing on the then recently published *Lectures on Conversation* (Sacks 1992) to develop further Sacks' groundbreaking insights into membership categorisation practices as 'culture-in-action'. Since then, MCA has become a powerful form of ethnomethodologically grounded qualitative research approach across the social sciences and employed across a range of topics of study. The aim of this panel is to bring together cutting edge of MCA research in both phenomena and analysis. The focus of the panel is on innovation through analysis across a diverse range of settings including underrepresented languages and geographical regions, as well as innovations in topical focus and social categorial phenomena. A key focus of the panel is the consideration of new forms of interaction, enhanced forms of data capture and new and emerging empirical domains in which categorial practices are used. Across the three panels, contributors will place innovation in phenomena and analytic approach at the forefront of their presentations, providing a rich convergence for discussion and range of insights that further develop our understanding of categorial practices in new areas of analysis through an MCA lens. The panel will provide a focal point for new and innovative research on categorisation practices by those working in ethnomethodology, conversation analysis, and associated fields of inquiry.

Session 1. Membership Categorisation Analysis: Reflections and Directions
Presenter(s)

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William Housley, Cardiff University, HousleyW@cardiff.ac.uk
Robin James Smith, Cardiff University, Smithrj3@cardiff.ac.uk
Terry Au-Yeung, Cardiff University, Au-YeungS1@cardiff.ac.uk

Description

In this paper we critically reflect on the origins and analytic principles of MCA and examine how the approach has developed since the publication of Culture-in-Action, and how these central principles continue to inform MCA research into new directions in both topical analysis and methodological innovation.

Abstract

Membership Categorisation Analysis (MCA), as outlined by Hester and Eglin in Culture in Action: Studies in Membership Categorisation Analysis (1997), was a refocus on Sacks' original category work together with the then recently published Lectures on Conversation (Sacks 1992).
Hester and Eglin set out to critically engage with Sacks' original work on membership categorisation to develop an approach to the analysis of members category work under the conceptual frame of 'culture-in-action' with a key analytic principle that the intelligibility and recognisability of any interactional activity is a situated accomplishment (Hester 2016, p92). This analytic principle underpins an analytic attitude to analysis that has established MCA as a prominent

ethnomethodologically approach employed across the social sciences and across a range of topics. In this presentation we critically reflect on the origins and analytic principles of MCA before then examining how the approach has developed since the publication of Culture-in-Action. We begin by critically discussing Sacks' initial ground-breaking work on members category as well as other major contributions which were drawn upon by Hester and Eglin in developing the analytic principles of MCA, before then exploring how these central principles continue to inform MCA research into new directions in both topical analysis and methodological innovation.

Session 2. Toward a Gestaltist MCA: Revisiting and respecifying Sacks' tutorials
Presenter(s)

Terry Au-Yeung, Cardiff University, Au-YeungS1@cardiff.ac.uk
Robin James Smith, Cardiff University, Smithrj3@cardiff.ac.uk

Description
MCA is often regarded as a sub-field of EMCA focused on person categorisation. This narrow "ideological version" of MCA misses the potential of Sacks' approach; a *sociological* treatment of "culture/knowledge-in-action". This paper critically revisits Sacks' tutorial of membership categorisation, de-reifies categories by offering an ethnomethodological Gestaltist reading of categorisation practices.

Abstract
Sacks' analysis of the two sentences, "The baby cried. The mommy picked it up." has become canonical for demonstrating how categorical norms constitute Members' understandings of "possible descriptions". However, Sacks' (1972) initial emphasis on person description, 'bound' activities, and the organisation of categories in to collections plus rules of application in MCDs appears to have led to a treatment of MCA as a limited thematic inquiry within Ethnomethodology and/or Conversation Analysis, exclusively dealing with person identification in interaction. This includes the use of person identifiers, identifying the actor of an action, and the person relationships invoked through identification (See Schegloff 2007). This understanding, however, does not align with the early development and ethos of sociological, ethnomethodological, MCA; that is, Hester, Francis, and Eglin's (inter alia) *re-specification* of Sacks' MCD analysis. The narrow "ideological version" of MCA (Carlin, 2010) unfortunately overlooked the potential of studying "collectivity" in general,   as well as the structuring of "culture/knowledge-in-action". This misunderstanding appears to have produced an orthodoxy in descriptions of MCA and its limits. In this paper, we offer one means (responding to Watson's (2015) critique) to realise the full potential of MCA within ethnomethodology's program.

In recent years, we have observed two important "turns" in EMCA: a return to Sacks' original writings to recontextualise CA and MCA within Sacks' sociological pursuit, and a new interpretation of Gurwitsch's Gestalt Psychology as the foundation of a Wittgensteinian Ethnomethodology (Hutchinson, 2022). In this paper, we begin with a critique of the analytical philosophy tendency in Sacks' original formulations of "apparatus" of MCDA and proceed to offer a Gestaltist reading of membership categorisation *practices*. This reading prioritises participants' praxeological apprehension - in situ, here, and now - along with the constitutive categorisational structuring of Gestalt coherence. We argue this form of ethnomethodological MCA can re-orient researchers' inquiries via promoting a methodological indifference to specific "types" of categorisation practices, "aspects" of social order, or, indeed, multiply partitioned social order*s*. This disciplined, yet flexible, analytical attitude instead prioritises an internally coherent description of activity constituted by sequence(s) of kaleidoscopic vivid presents (Watson, 2015; Garfinkel, 2006) for the practical purposes of participants and settings. In this form of inquiry, no aspects of practical sense-making—action ascription, categorisation of collectivity, or the settingedness—would be prioritised or bracketed from the (re)construction of Members' vivid presents. The field of activity, thus (re)constructed, would allow a thematic Wittgensteinian reflection on the grammar of culture-in-action.

Session 3. Mundane Civics, Situated Digital Broadcast and Membership Categorisation
Presenter

William Housley, Cardiff University, HousleyW@cardiff.ac.uk
Patrick Dahl, Cardiff University, DahlPH@cardiff.ac.uk

Description

In this paper we consider the role of situated broadcast through social media practices and interaction. Through the examination of publicly available video uploads, via a variety of social media, we explore how membership categorisation practices feature in the generation of online controversy and attention in digital culture-in-action.

Abstract

During the course of this paper we consider the role of situated broadcast in and through social media prosumer practices and interaction. Through the examination of publicly available video uploads via a variety of social media, we explore how membership categorisation practices feature in the generation of online controversy and attention in relation to trending topics and events. We identify three key forms of situated broadcast that have received widespread publicity that have consequently been enrolled as key resources in political controversy and debate. We explore underline comments and threads that provide vernacular analysis of the content as a topic and resource, alongside the endogenous features of the video content as interaction in and of itself. As a consequence, we examine some of the recipient design features of recorded, and then subsequently uploaded, flows of offline happenings as situated and prospective broadcast where membership categorisation work figures prominently in tandem and in reflexive relation with the affordances of body proxemic networked technologies. Furthermore, we empirically document how this serves as an apparatus for further membership categorisation analysis, by members, through the display of laic commentary, through additional posts tied to the uploaded content, in high profile recognisably relevant networked 'digital public space'. In addition, we reflect on the rise of influencers who draw on these resources in order to generate attention, build audiences and project particular world views in and through the routine socio-technical resources and affordances of the 'digital street'. We demonstrate how membership categorisation analysis is an inexorable feature of these phenomena and therefore key to scoping and understanding the socio- technical organisation of contemporary digitally networked political cultures and controversy for both analysts and members-as-prosumers. Finally, we reflect on the current transposition of the workings of immortal everyday society onto rapidly evolving digital networks and its consequences for mundane civics and social solidarity as situated and socially ratified phenomena.

Studies of Policing: Ethnomethodological Lessons for Policing's 'New Visibility' II

Panel Organizers
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Patrick Watson, University of Toronto, patrick.watson@utoronto.ca

Topic
Legal Interaction

Description
Policing; oversight; interaction; accountability; gendered violence

Panel Abstract
Policing has proved a productive field for ethnomethodological inquiry. Occupational exigencies of strong adherence to legal order combined with significant individual discretion create perspicuous sites for considering how rules' meanings are derived from their use. Additionally, as policing has become more visible to both to ethnomethodologists and the public through video technology, new controversies have emerged in understanding what constitutes 'good' police work. The presenters on this panel will discuss how ethnomethodological approaches to inquiry can contribute to debates over policing and civilian police accountability. Panellists will draw on extensive experience of studying police training, police interrogation practice, police use-of-force inquiries, policing psychological crises, civilian police oversight reports, and inquiries into allegations of misconduct – including gender-based violence – against police officers. Panellists will consider moral and ethical concerns of studying police conduct, with a focus on Peter Manning's distinction between studies for police and studies of police.

Session 1. Legal and Practical Contingencies in the Practical Use of the Distinction between Expert and Common-Sense Knowledge: A study of Expert Witnesses in Police-Involved Shooting Trials

Presenter(s)
Miachael Lynch, Cornell University, mel27@cornell.edu

Description
Policing; oversight; interaction; accountability; trials; police-involved shootings; expert witnesses

Abstract
A question that came up in connection with the 1992 criminal trial of Los Angeles Police Department officers who were accused of using excessive force in the arrest of Rodney King concerned the defense's use of expert witnesses who were themselves police officers. Charles Goodwin's article, "Professional Vision" examined testimony by one such witness, Sergeant Charles Duke, who used frame-by-frame and graphically annotated displays of video evidence of the arrest to put forward a trained 'vision' that respecified the officers' apparent actions as entirely in accord with protocols for arresting a potentially violent suspect. The question about such testimony was why was Sgt. Duke accepted as an "expert" by the court? To qualify as an expert in US trials, a witness must demonstrate that, by virtue of their education or experience, they are prepared to instruct the court about relevant matters that most persons (particularly jurors) would not be expected to comprehend. A key consideration is whether the knowledge a purported expert is prepared to convey in testimony would otherwise be available through "common sense" reasoning about the evidence. In cases in which video evidence of relevant events is available, this question is especially acute, given the widely held assumption that video shows what 'anybody' can see and understand with their own eyes. This paper examines how experts in criminal trials of police officers attempt to establish facts and inferences that require 'technical' understanding of actions that are shown on video. This paper focuses on testimony

of two expert witnesses who testified for the defense in the trial of Chicago police officer Jason van Dyke, who was accused of murder in the shooting a 17-year-old African American, Laquan McDonald. The aim of the paper is to explicate a legally circumscribed use of a socio-philosophical distinction between expert and common-sense knowledge.

Session 2. Investigative Interviewing of Rape and Serious Sexual Offense Complaints: an ethnomethodological take on the video recorded interview
Presenter(s)

Emma Robinson, Loughborough University, e.richardson@lboro.ac.uk

Description

Policing; oversight; interaction; accountability; evidence; the video recorded interview; gender-based violence

Abstract

In the UK, complainants of Rape and Serious Sexual Offence (RASSO) are considered 'intimidated' witnesses (Section 17 of the Youth Justice and Criminal Evidence Act 1999) and are therefore entitled to a range of 'special measures'. Special measures are a suite of amendments to established court practices designed to enable witnesses to give their best evidence. The 'intimidated' status is relevant where the quality of evidence a witness gives is likely to be diminished due to fear or distress. One of these measures afforded to intimidated witnesses is to video record their investigative interview. To assist officers in planning and conducting interviews with 'vulnerable' and/or 'intimidated' witnesses, there is a guidance document titled Achieving Best Evidence in Criminal Proceedings (Ministry of Justice, 2022).

There are many pros and cons to video recording the interview. For example, where a witness is reluctant to appear in court due to fear or distress, an application can be made to the Crown Prosecution Service (CPS) for the video recorded interview to be played in court as 'evidence-in-chief.' However, if a video recording is made, the defence might ask for part of the video to be played in support of their case.

Most interesting to us is that once recorded, the interviewers conduct is available, and non-adherence to the guidance is accountable. In this paper, the interviewers practice observable in the videos is compared against the guidance documentation and consideration is given to whether this improves the complainants access to justice given the incredibly high prevalence, low reporting and low conviction rates for RASSO in the UK. Using conversation analysis, the video recordings offer us insight into the ways in which interviewing officers pose questions to complainants of RASSO and respond to their disclosures.

Session 3. Professional Vision or Discursive Strategy? Police's Reaction to Discussions on Police Brutality in Social Media
Presenter(s)

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Simon Egbert, University of Bielefeld, simon.egbert@uni-bielefeld.de

Description

Policing; oversight; interaction; accountability; evidence; video evidence; police brutality

Abstract

Video recordings have played an increasingly important role in the debate about the legality of police actions in recent years in Germany. Almost every citizen now has access to a smartphone with video capability. In addition, social media makes it possible to distribute these videos within a very short time. This leads to recordings of police brutality being discussed more frequently and intensively. The police have therefore developed a rhetorical strategy to respond to these discussions, accusing the

external observers of not correctly identifying what is actually seen in the videos, due to their lack of 'professional vision'. We will discuss this argument by analysing the debate about police pain grips in the context of climate protests, in which the police regularly try to explain that the observable actions of the police are not brutal but represent professional techniques that only lead to pain if the addressed persons resist.

New Directions in Membership Categorisation Analysis II

Panel Organizers
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Robin James Smith, Cardiff University, Smithrj3@cardiff.ac.uk

Description

This panel brings together the cutting edge of MCA studies. Established and emerging scholars demonstrate the continued significance of the conceptual framing of 'culture-in-action' as a focal point for theoretical and methodological development and the description of categorisation practices in traditional and emerging forms and venues of naturally organised activities.

Panel Abstract

Membership Categorisation Analysis (MCA), as outlined by Hester and Eglin in *Culture in Action* (1997), was a refocusing of Sacks' original category work drawing on the then recently published *Lectures on Conversation* (Sacks 1992) to develop further Sacks' groundbreaking insights into membership categorisation practices as 'culture-in-action'. Since then, MCA has become a powerful form of ethnomethodologically grounded qualitative research approach across the social sciences and employed across a range of topics of study. The aim of this panel is to bring together cutting edge of MCA research in both phenomena and analysis. The focus of the panel is on innovation through analysis across a diverse range of settings including underrepresented languages and geographical regions, as well as innovations in topical focus and social categorial phenomena. A key focus of the panel is the consideration of new forms of interaction, enhanced forms of data capture and new and emerging empirical domains in which categorial practices are used. Across the three panels, contributors will place innovation in phenomena and analytic approach at the forefront of their presentations, providing a rich convergence for discussion and range of insights that further develop our understanding of categorial practices in new areas of analysis through an MCA lens. The panel will provide a focal point for new and innovative research on categorisation practices by those working in ethnomethodology, conversation analysis, and associated fields of inquiry.

Session 1. Category partitioning events: communicating Astronomy as jointly produced achievements

Presenter(s)
Ricardo Moutinho, University of Macau, mountinho@um.edu.mo
Andrew P. Carlin, Ulster University, APCarlin@gmail.com
Joana B. V. Marques, University of Coimbra, joana.bvm@gmail.com

Description

This talk explores the categorical organisation of astronomical outreach events and describes how guides and visitors to observatories orient to each other through (what we call) turn-allocational categories, i.e, turn or activity distribution is not unidirectional but collaborative and/or self-administered.

Abstract

Recent research on astronomy outreach activities (Marques et al., 2022, 2021; Carlin et al. 2021) has explored the work that members jointly produce to make sense of objects and patterns seen through telescopes, and how these astronomical objects are discussed in settings such as observatories and planetariums. However, so far there are no dedicated explorations of how members (i.e., guides and visitors) shape their talk according to the categorial organisation of the interaction. In this paper, we argue that guides and visitors, even with different levels of astronomy competence, engage in activities that are dependent on each other's view of the same object under observation. We elaborate upon advances in MCA including "turn-informed categories" (Watson 2015) and "turn-allocated categories" (Moutinho and Carlin 2021), through participants' displays of knowledge. In so doing, we

look at astronomy outreach sessions as"category partitioning" events. Our data show that guides and visitors orient to each other through (what we call) turn-allocational categories, i.e. turn or activity distribution is not unidirectional (guide to visitors) but is collaborative and/or self-administered. Our data show a more refined notion of category pair; and this refinement takes into account the reflexivity of categorial and sequential aspects of the instruction.

Session 2. Digital competence and categorial shifts in the classroom: How reporting of an incomplete instruction unveils the delicacy of classroom order
Presenter(s)

Patricia Jimenez, Paderborn University and Cardiff University, JimenezP1@cardiff.ac.uk

Description
Whilst, in a primary school classroom, it is commonly observable the culturally recognisable actions of setting-appropriate categories (Jayyusi 1984) such as 'teacher' and 'pupil', the case discussed here focuses on the shifting and layering dynamic of the categorial landscape (Jimenez and Smith 2021) and the tensions that emerge from it.

Abstract

This session will present and discuss empirical data pertaining a classroom encounter. The aim is to examine an interaction in which "things go wrong" in a classroom setting and, further, how MCA as an analytical approach allows the interrogation of instances in which typicality is broken and repaired. It shows how members' distribution of knowledge regarding the topic of correct instructions for an ICT activity poses the threat of an undesired categorial shift: a teacher that is instructed and pupils that instruct, in a genuine way and not as a pedagogical strategy. It also shows the way categories and their predicates are not fixed even within an interaction, but ongoingly worked out. Thus, revealing the local and sequential delicacy of classroom categorial landscapes (Jimenez and Smith 2021). The session demonstrates how the categorial landscape of any given activity is dynamic and shifting both in terms of its categorial relevancies and just how those categories organise the production of the activity, but also how certain shifts are methodically avoided.
The data was collected as part of a doctoral project looking at the introduction of a curricular reform in Wales. The aim of the project was to produce insights into what is practically involved in the teaching of digital competence in early education. The study deals with the issue of digital competence as an issue of practice, i.e., it must only be studied in relation to actual cases of enactments. That is, instances in which digital competence is made 'visibly-rational-and- reportable-for-all-practical-purposes' (Garfinkel 1967, p. vii). Extended participant observation revealed that the enactment of the new framework often came with the design and delivery of ICT independent learning activities. The accomplishment of these activities relied on detailed and embodied instructions of the task at the beginning of a lesson. However, the case presented in this session shows a group of pupils reporting the incompleteness of a teacher's instruction, the negotiation of the situation, and the work done to repair such a breach of the "typical" classroom order. In considering how "typical actions" are locally and ongoingly worked out (Watson 1997; Lynch 2020), I examine how the problem between membership categories and their bounded predicates emerges through this encounter, whilst participants maintain a sensitivity to the omnirelevance of the category relationship pupil-teacher and its setting-specific asymmetry.
In Sacks' (1992) lectures, the analysis of omni-relevant category devices in a therapy session was used to demonstrate the 'reflexive co-determination' of actions and identities (Schegloff 2007). From this, research has tended to focus on omni-relevant devices invoked as appropriate to the sequential actions (Fitzgerald and Housley 2002; Schegloff 2007; Butler 2008), and in a smaller number, other research has examined instances where the lack of an action by an omni-relevant category is treated as a breach (e.g., Butler 2008; Moutinho 2019). The argument is that certain contingencies can produce a hitch in the unfolding of the interaction (Fitzgerald et al. 2009), i.e., people momentarily 'halt doing what they are doing' (Fitzgerald et al. 2009, p.62) and 'an operation of an omnirelevant category has to be restored so that the previous activity can be resumed' (Moutinho 2019, p. 582). This session is a contribution to this growing body of research, the data presented here examines the work members do

in restoring the teacher's and pupils' rights, entitlements, obligations, knowledge, attributes, and competencies. In this regard, it also contributes to studies of education and its intersections with digital technology as a matter of locally produce practice and competence.

Session 3. Assembling Gender Categories during Mealtime Conversations
Presenter

Hansun Zhang Waring, Teachers College, Columbia University, hz30@tc.columbia.edu
Nadja Tadic, Georgetown University, nadja.tadic@georgetown.edu
Elizabeth Reddington, Kean University, eredding@kean.edu

Description
We investigate how gender categories and their predicates are assembled during mealtime conversations between a female child and her parents and how these category-rich interactions contribute to her developing ideology of gender. Findings extend MCA (membership categorization analysis) research beyond the actions performed by categories towards the socialization of categories.

Abstract
Many MCA (membership categorization analysis) studies have focused on how categories are deployed to accomplish various social actions (e.g., Stokoe, 2004). The question of how category-based understanding is developed in the first place has remained largely uninvestigated.
In this talk, based on 19 hours of video-recorded mealtime conversations, we explore how gender categories and their predicates are assembled during mealtime conversations between a female child and her parents over time, and by extension, how these category-rich interactions may ultimately contribute to her developing ideology of gender. Our analysis shows that the participants often go categorical with gender terms in the course of producing accounts to explain or justify some sort of conduct or state of affairs. The gender categories that emerge in this process are multi-faceted, often in flux, and sometimes contradictory. While the parents rarely treat such categorizations as correctable or problematic, they also often reformulate and assess them in terms that reinforce heteronormative gender ideologies. Findings of this study extend MCA research beyond the actions performed by categories towards the socialization of categories.

Professional judges' action formation during deliberations in the Japanese lay judge system

Panel Organizers

Tomone KOMIYA, Tohoku Gakuin University, tmnkmy@mail.tohoku-gakuin.ac.jp

Ikuyo MORIMOTO, Kwansei Gakuin University, ikuyom@kwansei.ac.jp

Takanori KITAMURA, Tokai University, ken3282@keyaki.cc.u-tokai.ac.jp

Topic

Legal Interaction

Description

This panel explores the phenomena through which conversational practices allow professional judges to "do being a judge" in judicial deliberations, based on the conversation analysis of simulated deliberations. In particular, we focus on the action formation by professional judges in managing the multiple roles they play in the setting.

Panel Abstract

Fifty-five years ago, Harold Garfinkel drew attention to the phenomenon of procedures in which citizens "became jurors" by exhibiting an orientation toward legal decision-making (Garfinkel 1967). This attention is well known to have led him to coin the term "ethnomethodology." However, perhaps due to difficulties in obtaining data, whether research on judicial deliberation has subsequently accumulated within the EMCA literature is difficult to say despite a few exceptions, such as the works of Maynard and Manzo (1997) or Manzo (1994, 1996). This panel attempts to draw attention again to interactions during deliberations and the phenomena through which conversational practices allow professional judges to "become a judge" or "do being a judge" in deliberations, based on the conversation analysis of simulated deliberations.

In Japan, a new criminal justice system called the "Saiban-in (lay judge) system" was implemented in 2009. Its main difference from the Anglo-American jury system is that three professional judges and six lay judges deliberate together during not only the fact-finding phase but also the sentencing phase. Professional judges, therefore, play a complex role in deliberations, as they are obligated to explain legal concepts to lay judges while at the same time providing their own opinions as participants. We have been conducting simulated trials and deliberations in cooperation with legal professionals through research projects funded by the Japanese government for about ten years. The details of these cases are based on real cases, and the professional judges' roles are played by actual judges. The deliberations follow no script, and the participants discuss the case based on examinations and evidence presented at trials. (In this respect, the deliberations are a naturally occurring interaction even though they are simulated). The papers in this panel analyze the video recordings of these simulated deliberations with a focus on the professional judges' action formation.

The professional judges' actions are formed under several different orientations, such as their asymmetrical epistemic status vis-a-vis the lay judges, their asymmetrical deontic status as facilitators, etc. Professional judges make their actions intelligible by showing their orientations toward these elements when questioning lay judges, answering lay judges' questions, and formulating lay judges' opinions. Alternatively, they sometimes embed multiple orientations into a single action. Analyzing these practices provides insights into how professional judges' actions are constructed through the context-free procedure in which they "become judges" within a context-specific system.

Session 1. How professional judges manage a criminal deliberation through formulations and related practices.

Presenter(s)

Ikuyo MORIMOTO, Kwansei Gakuin University, ikuyom@kwansei.ac.jp

Description

This paper examines, based on a detailed analysis of a simulated deliberation, some aspects of how professional judges, through everyday practices such as summarizing and paraphrasing, manage criminal deliberations in the Lay-Judge System. These practices can be viewed as one solution to a dilemma faced by professional judges during deliberations.

Abstract
This paper examines, based on a detailed analysis of a simulated deliberation, some aspects of how professional judges, through everyday techniques such as summarizing and paraphrasing, manage criminal deliberations in the Lay-Judge System of Japan.

The Law on the Lay-Judge System stipulates that, on one hand, lay judges, randomly selected from the public, should express their opinions in the deliberation. On the other hand, professional judges are tasked with creating conversational environments that enable lay judges to freely express their opinions by providing suitable explanations of the pertinent laws, ultimately achieving 'substantive cooperation' in criminal trials involving lay judges. However, professional judges are not provided with a uniform model or specific instructions on how to conduct deliberations. This implies that professional judges are required, through their interactional skills and methods, to accomplish substantively cooperative discussions among all participants, and ultimately produce a legally sound verdict.

After examining the video-recorded deliberation data, it was found that professional judges' paraphrasing or summarizing the preceding speech of lay judges (or of other professional judges) plays a crucial role in their management of deliberation. These utterances of professional judges encompass what can be regarded as formulations and related interactional practices.

This paper, with a focus on these observed interactional practices during deliberation, aims to analyze how they contribute to the management or facilitation of the deliberation. These practices implicitly yet accountably guide the discussion towards legally relevant issues at specific points in the deliberation. These practices can be viewed as one solution to a dilemma faced by professional judges, namely, the conflicting demands of providing judges with ample opportunity to express their views while also maintaining the deliberation within the bounds of legally appropriate standards of evidence and proof. Examining specific aspects of these practices during deliberation may hold significant implications for achieving 'substantive cooperation' in criminal trials involving lay judges.

Session 2. Addressing an answer to all: A method by professional judges to manage the deliberation process

Presenter(s)
Tomone KOMIYA, Tohoku Gakuin University, tmnkmy@mail.tohoku-gakuin.ac.jp

Description
This study examines how professional judges provide legal expertise to lay judges in order to make the arguments in deliberations legally relevant. The analysis focuses on the ways in which the professional judge responds not only to the judge who asked the question, but also to all other judges.

Abstract
In the deliberation process of lay judge trials in Japan, professional judges must perform two tasks: to encourage lay judges to express their opinions and ask questions freely, and to guide the discussion and ensure that it remains focused on the relevant legal issues. It is seemingly challenging to strike a balance between these tasks, because the more strongly the discussion is guided, the less actively lay judges are likely to participate in the discussion. This study aims to elucidate what methods the professional judges employ to tackle the challenge, by investigating how professional judges provide legal expertise for lay judges without discouraging their active participation. The analysis focuses on the ways in which professional judges address their responses not only to the lay judge who asked them a question, but also to all the other lay judges as well.

The analysis revealed two types of addressing responses: 1) explicitly addressing all the lay judges, and 2) responding directly to the questioner, while addressing all the other lay judges implicitly. In the

former type, the professional judges look around at all the judges and say "I will explain it" while showing them a slide related to the question. Then, they finish their response by expressing their gratitude to the questioner. These make it recognizable that they are treating the question as pointing out something they should have explained beforehand. In addition, by doing so, they position themselves as 'beneficiary', expressing gratitude for the question, and the questioner as 'benefactor', while nevertheless also indexing their K+ status vis-à-vis the questioner through answering the question.

In the latter, in contrast, while the professional judges appear to directly address their response to the questioner, it is implicitly addressed to the rest of the lay judges as well, by using the Japanese word 'minasan (everyone)', as in "minasan no jooshiki de (using your common sense). This type suggests that the professional judges are oriented to the possibility that other lay judges may have the same question as well. It is difficult to estimate all the knowledge the lay judges lack, but some of it can be observed through their questions. The professional judges use the opportunity to answer them to provide the knowledge for the lay judges.

I argue that these methods indicate the professional judges' orientation to not highlighting the asymmetrical differences in expertise and positions between the lay judges and themselves.

Session 3. "Double-barreled" action formation in judicial deliberations
Presenter(s)

Takanori KITAMURA, Tokai University, ken3282@keyaki.cc.u-tokai.ac.jp

Description
Because professional judges and lay judges discuss together in the Japanese Saiban-in (lay judge) system, professional judges show their orientation toward multiple omni-relevant categories in the setting of deliberation. I will explicate how the possibilities for developing different kinds of action sequences are embedded in their action formation.

Abstract
In this paper, based on an analysis of mock deliberations in the Japanese lay judge (Saiban-in) system, I examine how the application of multiple omni-relevant membership categories to a professional judge shapes a distinctive trajectory of sequence organization in judicial deliberations. In the Saiban-in system, both professional judges and lay judges discuss together, and professional judges must play multiple roles during deliberation. That is, they must explain professional legal knowledge and concepts as experts, manage the discussion as facilitators, and express their opinions as participants. Professional judges show their orientation toward this complex situation in how they form their actions. On the one hand, they try to clarify which category their current action is connected to. On the other hand, this report focuses on the action formation that is performed in such a way that the action seems to be connected to more than one category. For example, professional judges sometimes ask questions that can be heard either as a check of lay judges' understanding of legal concepts by an expert or as a request for opinions by a facilitator. Such a question shapes different courses of action sequence, depending on how lay judges respond to it. In doing so, professional judges seem to be attempting to embed potential opportunities for commenting on legal knowledge in the course of discussion without sacrificing its progressivity.

The analysis of these phenomena provides the following insights. First, it shows a variation in "double-barreled" action formation (Schegloff 2007), in which a single utterance performs multiple actions. In contrast to cases in which one action is the "vehicle" for other actions, in which the question is at the same time an offer, there is another type of action formation in which the possibility of developing different types of action sequences connected to different membership categories is embedded in a single utterance. Second, professional judges utilize such an action formation to manage an interactional situation in which multiple omni-relevant membership categories are possible. During deliberation, there is always the possibility that the need to explain legal knowledge and concepts to lay judges will arise. Embedding an opportunity to manage this possibility in the

action sequence of discussion can be seen as a technique for making it accountable that the utterance is produced under multiple omni-relevant categories

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New Directions in Membership Categorisation Analysis III

Panel Organizers
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Description
This panel brings together the cutting edge of MCA studies. Established and emerging scholars demonstrate the continued significance of the conceptual framing of 'culture-in-action' as a focal point for theoretical and methodological development and the description of categorisation practices in traditional and emerging forms and venues of naturally organised activities.

Panel Abstract
Membership Categorisation Analysis (MCA), as outlined by Hester and Eglin in *Culture in Action* (1997), was a refocusing of Sacks' original category work drawing on the then recently published *Lectures on Conversation* (Sacks 1992) to develop further Sacks' groundbreaking insights into membership categorisation practices as 'culture-in-action'. Since then, MCA has become a powerful form of ethnomethodologically grounded qualitative research approach across the social sciences and employed across a range of topics of study. The aim of this panel is to bring together cutting edge of MCA research in both phenomena and analysis. The focus of the panel is on innovation through analysis across a diverse range of settings including underrepresented languages and geographical regions, as well as innovations in topical focus and social categorial phenomena. A key focus of the panel is the consideration of new forms of interaction, enhanced forms of data capture and new and emerging empirical domains in which categorial practices are used. Across the three panels, contributors will place innovation in phenomena and analytic approach at the forefront of their presentations, providing a rich convergence for discussion and range of insights that further develop our understanding of categorial practices in new areas of analysis through an MCA lens. The panel will provide a focal point for new and innovative research on categorisation practices by those working in ethnomethodology, conversation analysis, and associated fields of inquiry.

Session 1. The Pandemic Rationality Device in Governmental regulatory texts from Germany and Great Britain: An MCA Approach

Presenter(s)
Clara Terjung, Johannes Gutenberg University, Mainz, cterjung@uni-mainz.de

Description
In comparing Welsh (GB) and Bavarian (GER) COVID-19 regulatory texts we analyzed a Pandemic Rationality Device starting from the collection of Endangered/ Endangerers that became omnirelevant in everyday life. Taken-for-granted-knowledge about social categories, their category-bound-activities and their everyday life facilities have been made explicit for the matter of risk management.

Abstract
Being confronted with a hazardous health threat - the Coronavirus - the public space was emptied out, nearly all encounters got dangerous and peoples' orientation in everyday life was waving around the question: Who is dangerous for me and to whom am I dangerous? How was sense making possible, when at the beginning everyone was indifferently exposed to the danger of the pathogen and simultaneously an invisible threat? The governments (in this case study of Bavaria, Germany and Wales, Great Britain) quickly adapted medically informed categories to build a device we call pandemic rationality of protection as a collection of the two categories endangered/ endangerers. This medical bifurcation of bodies that are more likely to transport the virus without having own health risks and bodies that can be killed by it determined the search movements of the authorities, which

then closely link the categories to their category-bound-activities and to their everyday facilities. The authorities bind the movement of the pathogen to movements of specific human categories – some rather spread it, others rather receive it. Based on those at risk, (the category "in power", that has to be protected) everyday mobility is restricted explicitly for those being a risk which opened up asymmetrical categories: The authorities impose relational Mobility-Constraints and implicitly address third parties to bring the authorities texts to practical application. Therefore, governmental texts can be seen as a form of communication and for the pandemic as a crucial part of making sense of the social that resulted in a lens of surveillance and suspicion.

What we developed is a broader approach of the MCA focusing on documents and analytically taking activities being bound to facilities/ places into account, which results (for the pandemic) in the members method of ascribing categorial memberships (of being dangerous or endangered) to the usage of facilities/ places. Thus, the regulatory pandemic rationality is not just a set of rules of application in the documents, but rather a regulation for citizens when in public space or when using particular facilities. In comparing the official documents from Bavaria and Wales something we call Pandemic Rationality unfolds, although there is neither a given speech community nor social categories of culture and society. The pandemic as a global context can be traced by analyzing the local regulations: pandemically rational is a way of categorizing people, their activities and facilities in order of (self-)protection.

Session 2. Distinction between Implicit and Explicit Categorization as a Resource in Audiovisual Translation: Japanese Subtitles of Category-based Humor in American Sitcoms
Presenter(s)

Ryo Okazawa, Aichi Shukutoku University, boiledend0320@gmail.com

Description
By applying membership categorization analysis to an American sitcom series and its Japanese subtitles, this presentation investigates audiovisual translators' practices of letting potential Japanese audiences understand the category-based humor related to American culture (e.g., ethnic jokes based on Asian stereotypes in the United States).

Abstract
Audiovisual translation, such as dubbing and subtitles, allows us to enjoy fictional works initially produced in languages in which we are not competent enough. One challenging task for audiovisual translators is to let audiences understand the humor of these works based on different languages and cultures. The task becomes particularly difficult when such humor is related to membership categories. Since norms related to membership categories can differ across cultural contexts (Fitzgerald & Housley, 2015; Housley & Fitzgerald, 2002, 2009; Smith et al., 2021), humor based on membership categories (e.g., ethnic jokes) is hard to understand for people who do not share the cultural background.

By applying membership categorization analysis to an American sitcom series and its Japanese subtitles, this presentation aims to elucidate how audiovisual translators translate fictional conversations in English into Japanese subtitles to let potential audiences understand the category-based humor related to cultural norms in the United States. In so doing, the current study sheds light on how a cultural context serves as the restriction of and resource for membership categorization. The analysis illustrates two fundamental practices in which the translators show their orientations toward the cultural difference of humor. First, when fictional characters implicitly invoke membership categories, translators explicitly show these category terms in subtitles to clarify the category-based humor for potential audiences in Japan. Second, when fictional characters explicitly mention membership category terms with multiple meanings, translators omit these terms from subtitles to simplify the category-based humor. The findings suggest that the distinction between implicit and explicit categorization is a members' resource in the audiovisual translation of humor.

(Re)constructing Multi-layered Temporalities in Practical Activities_Part 1

Panel Organizers

Terry SH Au-Yeung, Cardiff University, au-yeungS1@cardiff.ac.uk
Yeji Lee, University of Basel, yeji.lee@unibas.ch

Topic
Methodology

Description
This two-part panel brings together works addressing the question, how is time achieved and accounted for as part of the structures of practical activities? In the first part, the four papers explore the methodology of (re)constructing and accounting for actions as the part of a layered temporality structure.

Panel Abstract

Garfinkel and Sacks (1970) marks a pivotal moment for a methodological turn in the programs of Ethnomethodology and Conversation Analysis, laying out the central topic of inquiry to be the formal structures of practical activities. For decades since, descriptions of the structures of activities, in the two offshoots from the joint proposal, Ethnomethodological Studies of Work and Science and Conversation Analysis, relied on the conception of a singular temporal course of action.

With the growing body of novel settings and activities, as well as advanced audio-visual technology, efforts have been made to revisit this notion of temporality (e.g., interactional histories, multi-activities). While distinct in their specific foci, they suggest that there are in fact multiple temporalities apprehensible by participants that ought to be considered as part of the structures of practical activities. Contributing to this end, this two-part panel zooms in on cases where multiple layers of temporalities are accountable and/or accounted by members, and their intertwined-ness, raising the question, what is the work of members constructing and reconstructing temporalities as part of their practical activities?

In this first part of the panel, the four papers explore social members' and analysts' methodic ways of (re)constructing and accounting for actions as the part of a layered temporality structure. Lee and Au-Yeung first show how participants in a language classroom co-construct the contexture of a series of talk, producing relevance between neighboring turns in and as the pedagogical activity. Matvienko examines how football players read passes as part of   multiple courses of action in order to coordinate the pass between teammates or disrupt that of the opposite team. Godarzani-Bakhtiari turns to how digital technology constitutes the ways members see and account for complex temporalities as they reconstruct a 'truth' of a debated event. Gubina and Deppermann analyze delayed responses due to contingencies in task-based activities, revisiting the methodological claim of an autonomous verbal interactional order.

The two-part panel is a collective endeavor that challenges us to reflect on what the work of us, analysts, is when we conduct our studies by (re)constructing practical activities or analyzing how (re)construction of activities are done. Are we describing members' version of the praxeological phenomenon, unearthing members' endogenous methods of grasping multiple temporalities in situ, elucidating seen but unnoticed social order, improving the formal understanding of a certain class of work/professional/scientific practice, or doing something else?

Session 1. The situated achievement of a fat time: A series of talk as a praxeological contexture

Presenter(s)

Yeji Lee, University of Basel, yeji.lee@unibas.ch
Terry SH Au-Yeung, Cardiff University, au-yeungS1@cardiff.ac.uk

Description
This paper describes the sequential organization of 'a series.' Using data from classroom interaction, it shows how the accountability of participants' conduct draws on its placement beyond the

concurrent turn/sequence but in the larger temporality of the series, namely whether it is a first, second, and so on.

Abstract

A radical thrust of Ethnomethodology and Conversation Analysis has been the meticulous treatment of the here-and-now, or the phenomenological vivid present (Garfinkel, 2006), explicating orderliness from within. The idea has been the point of departure for a sequential analysis of social interaction, where orderliness is accounted for in terms of how participants contribute timely and appropriate turns-at-talk, moment by moment. However, this has been misunderstood as EMCA undermining or ignoring any serious sense of 'context' in which members operate beyond the 'turn-taking time.' This paper suggests otherwise by describing how participants produce, orient to and account for multiple layers of temporalities as part of their practical activities, thus achieving a complex 'fat time.' Data come from audio- and video-recordings of classroom interactions, and the language of the data is English.

The case is made by analyzing how participants invoke the temporality of a 'series' as a sequential organization of talk for attending to an instructional activity. The teacher and students constantly account for their contributions within the series, such as by producing indexicals, "first/second/…/last." In so doing, they together construct a retrospective-prospective relevance of a current turn with its prior and next turns-at-talk. The indexicals, or 'lister items' (Sacks, 1992), demostrably account for the gestalt-contexture of a series, nowhere to be found but in each and every next move. The contexture is a thoroughly praxeological concern for participants as we observe how they mobilize the public accessibility of the temporal placement of each other's turns/actions within the series, e.g., that something is a first, a second, and so on, for the accountability of a conduct, its appropriateness, timing, instructiveness, competence and so on.

All conduct is inescapable from a singular non-stop natural flow of time. However, our paper shows how participants achieve a praxiological conception of time such that actions are encountered and experienced as part of a contexture, consisting of layers of temporalities, whether that be the temporalities of an ongoing turn, a sequence of turns, an activity, or its settingedness, for all practical purposes. The past and future are brought on to, assembled, and constitute a lived present for the participants. In this way, we move away from time as a singular, omnirelevant "bucket" (Goodwin & Heritage, 1990) of context, towards time as a contexture assembled in and through practical activities (Hutchinson, 2022; Watson, 2008).

Session 2. "Reading" the game: temporal deployment of action in playing association football

Presenter(s)

Roman Matvienko, The Chinese University of Hong Kong, r.matvienko@link.cuhk.edu.hk

Description

The paper examines the temporal organization of game situations in association football. It features the central role of projectability in the simultaneous deployment of multiple courses of action within a fast-paced, dynamic embodied activity.

Abstract

This paper examines passing the ball in association football as a perspicuous activity for the antagonistic interaction, where parties (teams) have the opposite practical objectives (i.e., succeed in every game situation to win the game in the end). It focuses on the temporal unfolding of multiple trajectories of actions to investigate how football players situate singular actions within larger courses under the continuing monitoring by other players (teammates and opponents). The study features projectability as the property of action that enables players to micro-adjust their actions to support efforts of their teammates and disrupt or destroy efforts of the opposition.

The data for the study consists of extracts drawn from televised professional football matches. The analysis suggests that the fast-paced, dynamic character of the sport requires players to anticipate the outcome of an ongoing action as it emerges and complement it with their own actions or

counteractions in a well-timed manner. Such a simultaneous deployment of multiple courses of action in the game by players without a clear awareness of "what comes next" creates grounds for misplays by either side that are not easily reducible to the lack of technical skill: a well-executed move or action may occur irrelevant in the ever-changing situation on the pitch.

The paper argues for the central role of action projectability in the temporal organization of game situations and discusses the conceptual treatment of action as a unit of sequential analysis in embodied interaction.

Session 3. Re_building events digitally: (Spatio-)temporal order in the digital reconstruction work of Forensic Architecture

Presenter(s)

Mina Godarzani-Bakhtiari, Technical University Berlin, m.godarzani-bakhtiari@campus.tu-berlin.de

Description

This paper explores how visual artifacts are assembled and arranged in Forensic Architecture's investigative video of an event. It shows the accountable 'work' of investigation, by constructing (spatio-)temporalities in recordings and a temporality of the investigative video. The layered temporalities together (re)present a 'true' version of the event.

Abstract

In the digital age, events of violence are captured and achieved through the use of visual recordings and members develop specific methods of using visual artifacts in order to (re)construct a 'true' course of action. Forensic Architecture, an organization at the intersection of art, science, and civil society, specializes in validating marginalized knowledge about events by analyzing (audio)visual artefacts using visual and spatial methods and presenting alternative interpretations as impactful evidence. Analyzing their work, this paper illustrates the specific professional vision (Goodwin, 1994) of members of the civil society, by tracing their methods of digitally (re-)constructing a bygone event as a meaningful case of state violation. Therefore, a video, created by members of Forensic Architecture, in which they present their making sense of the police investigation of a racist shooting in Hanau (Germany) in 2020, will be analyzed. The illustrative case enables us to shed light on the meaningful construction of the documentary methods (Garfinkel 1967), by which members of Forensic Architecture engage and present the practical reasoning of the (re-)constructive work and/of the event.

The focus of the analysis will be on the role of temporality in the reconstruction work of Forensic Architecture. This paper will show how temporality is multi-layered in the production of evidence in the video artefact by Forensic Architecture. In their artifacts, the temporal order is constructed as the temporal order not only of the event, but also of the processes of investigation. Moreover, the specific professional vision of Forensic Architecture is organized drawing on resources of spatial and temporal rationality: Evidence is established by creating a formal account in which the indexicality of the event is bridged through analyzing natural laws of time and space. Here the construction of time and space serves as abstract yet formal structuring principles of reality through which the 'truth' of the incident can be assessed.

I conclude by reflecting upon the methodological challenges for the analyst when reconstructing members (re-)construction of an event. Here special attention is paid to the tension between members' practices of sense-making and members' practices of (evidence) narration, and the challenges this holds for ethnomethodological analysis.

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Session 4. Delayed responses: How practical contingencies affect the timing of next verbal actions

Presenter(s)
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Description
We study the systematics of the delay of conditionally relevant responses emanating from contingencies of practical action. We distinguish two cases: Next actions that require some material preparation to be made first before they can be produced; delays of next actions due to more relevant or urgent interfering practical actions.

Abstract
In task-based practical activities, responses to verbal actions that create some conditional relevance (Schegloff 1968, 2007) are sometimes delayed because of material and embodied contingencies. There are two sources of such delays:

a) The conditionally relevant next action requires embodied, material preparation (Schmidt 2018). This is often the case with requests that can only be complied with after material preparations have been made, which provide for preconditions that the request can be fulfilled. Cases in point are moments when a technical device is asked for, but it first has to be searched and prepared for use, before it can be handed over to the requester; or when spatial arrangements have to be made, before some action that requires these arrangements can be performed (Mondada 2009).

b) Relevancies tied to the task-based order of the practical activity overrule the conditional relevance established by some (verbal) first pair-part. This is often the case in multi-activity settings (Haddington et al. 2014), when a more urgent or more relevant practical line of action interferes with the conditional relevance established by verbal interaction (e.g., Mondada 2012 for driving vs. talking). Cases in point are questions that are answered only with a delay, because the answerer-to-be is involved in some practical activity that requires primary attention.

In case a) there is a systematic task-based, material, and temporal relationship between the preparation and the delayed response. In case b), however, the delay is not dependent on the nature of the conditionally relevant action itself, but on competition between available resources for action on the part of the designated responder and the priorities of practical action that they follow. Both cases, however, show that delayed responses in many cases are motivated by the contingencies of practical action and do not index a dispreferred response (cf. Pomerantz 1984). Theoretically, this finding serves as a starting point for revisiting the claim of the autonomy of the verbal interaction order (cf. Goffman 1983, Schegloff 2006), pointing instead to the sensitivities and dependencies of verbally projected next actions on embodied, material task-based orders of activities within which verbal activities are embedded or which they compete with. Methodologically, this finding underscores the importance of working with video-data when analyzing co-present social interaction. The study builds on data from theater rehearsals, cooking, baking, and emergency drills. Data are in German.

(Re)constructing Multi-layered Temporalities in Practical Activities_Part 2

Panel Organizers
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Topic
Methodology

Description
This two-part panel brings together works addressing the question, how is time achieved and accounted for as part of the structures of practical activities? In the second part, the focus is on how participants orient to the temporal structures of institutional settings and activities for the accountability of moment-to-moment conduct.

Panel Abstract
Garfinkel and Sacks (1970) marks a pivotal moment for a methodological turn in the programs of Ethnomethodology and Conversation Analysis, laying out the central topic of inquiry to be the formal structures of practical activities. For decades since, descriptions of the structures of activities, in the two offshoots from the joint proposal, Ethnomethodological Studies of Work and Science and Conversation Analysis, relied on the conception of a singular temporal course of action.
With the growing body of novel settings and activities, as well as advanced audio-visual technology, efforts have been made to revisit this notion of temporality (e.g., interactional histories, multi-activities). While distinct in their specific foci, they suggest that there are in fact multiple temporalities apprehensible by participants that ought to be considered as part of the structures of practical activities. Contributing to this end, this two-part panel zooms in on cases where multiple layers of temporalities are accountable and/or accounted by members, and their intertwinedness, raising the question, what is the work of members constructing and reconstructing temporalities as part of their practical activities?
Composing the second part of the panel, the three papers examine how members orient to the situatedness of their practical activities in the larger temporality of institutional settings and activities in which they operate. Examining the emergency medical setting, Ikeya and Matsunaga show how participants make sense of certain tasks as located in a division of labor in an organized socio-technical system that spans across time and space. Tisserand discusses the temporality of the instructional activity unit, [simulation+debriefing], in a clinical training setting, showing how participants highlight moments during the simulation, then and there, such that they can be debriefed afterwards. Deppermann and Schmidt describe how the temporal order of task-based activities affects verbal interaction, where remote responses, not adjacent to the first action, are made conditionally relevant owing to the temporal progression of the task.
The two-part panel is a collective endeavor that challenges us to reflect on what the work of us, analysts, is when we conduct our studies by (re)constructing practical activities or analyzing how (re)construction of activities are done. Are we describing members' version of the praxeological phenomenon, unearthing members' endogenous methods of grasping multiple temporalities in situ, elucidating seen but unnoticed social order, improving the formal understanding of a certain class of work/professional/scientific practice, or doing something else?

Session 1. Working with orientation to activities at a distance: organizational collaboration in emergency medical setting

Presenter(s)
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Shintaro Matsunaga, Nagano University, shintaro-matsunaga@nagano.ac.jp

Description

Collaborative work in an <u>emergency medical setting</u> is examined to demonstrate how members are oriented to various layers of temporality in the same time and space, but also work of others distributed across an organizational landscape and socio-technical system that is designed to coordinate space for temporal efficiency.

Abstract
The concept of temporality has recently gained renewed attention in ethnomethodology and conversation analysis. Recent research has focused on the recognition that actions often exhibit multiple layers of temporality producing various sequences which may be parallel, ambivalent, or nested (Mondada 2021; Au-Yeung & Fitzgerald 2023). In extending these discussions on temporality, this paper addresses two issues that have received relatively little attention to date.
First, when members engage in actions, their orientation is not limited to what has just occurred earlier and what will subsequently occur in the same time and space. They also direct their attention towards actions that will take place in different times and spaces, especially in organizational settings. In these contexts, members are engaged in work under a division of labor that spans across both time and space. Consequently, members must constantly attend to the work of others distributed across "organizational landscape," the larger temporality of the entire process, and the progress of work may be held accountable to others involved in related tasks.
Second, for members to perceive the existence of multiple layers of temporality within the same activity, they must be able to view them as part of the ""documentary method"" (Garfinkel 1967) and recognize the ""underlying patterns"" that connect multiple actions. These ""underlying patterns"" may be constructed not only from what has been previously said but also from what is publicly known to members in the setting, often reinforced by an organized socio-technical system. This system is designed to reproduce a set of actions across different times and spaces, a concept Giddens refers to as ""space-time distantiation"" (Giddens 1984; Ikeya 2003).
To illustrate the multiple layers of temporality discussed above, this paper examines practices in an emergency medical setting, which is operated under an organized socio-technical system designed to coordinate space with an emphasis on temporal efficiency. This coordination ensures that immobilized patients, distributed in a contingent manner, receive timely transport and medical treatment.

Session 2. A highlighting practice in clinical simulation: the accountability of actions in a larger temporal structure

Presenter(s)
Lucien Tisserand, French National Centre for Scientific Research, <u>lucien.tisserand@ens-lyon.fr</u>

Description
In the context of a high-fidelity clinical simulation, this paper presents a member's practice that specifically orients towards multiple layers of temporalities for the accountability of health care professionals' activities. This paper shows that it consists of a highlighting practice that is useful for regular work and the simulation setting.

Abstract
This paper investigates a high-fidelity simulation in a clinical setting: in a fully equipped room where a piloted manikin acts as the patient, medical teams simulate their work practices. During the simulation, the trainees are being observed by their peers, and a debriefing follows hereafter. Each simulation course lasts for one day and is comprised of five consecutive simulation sessions. The data come from observations and recordings of five simulation courses in French, including the activities of briefing, simulation, observation and debriefing. In our data, trainees simulate for the first time.
In such a setting, participants may orient towards the two different activities as composing together a larger time/space unit, such as [a simulation and its debriefing]. What is it that makes the debriefing formulation practices specifically relevant after having observed this simulated work; and the other

way round, what is it that makes the trainees' simulated work specifically observed and produced for the debriefing purpose?

I present a CA analysis of one particular work practice that trainees make use of in order to make their simulative work interactions accountable and ""formulate-able"" beyond the ""temporality of talking together"" (Lynch 2019:194-195) here-and-now. More specifically, I analyze the production of specific actions indexed by a dedicated intonation pattern, an institutionalized practice only doctors may perform. In a multi-activity setting, these actions highlight and formulate asynchronously what is done/decided/known/ongoing as reportable tasks (Haddington et al. 2014:11). These highlighting practices orient towards the accountability of the observed simulated work, and hence the larger temporality of activities wherein the simulated clinical activity is part. Trainees may leave assessable traces (Sellberg 2018) for the debriefing thereafter, create a local contrast between trouble-prone events and their remedy, or address the manikin's pilot.

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Session 3. Remote responses: how task-based orders affect the timing of next actions
Presenter(s)
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Axel Schmidt, IDS Mannheim, axel.schmidt@ids-mannheim.de
Description
We study how participants' orientation to task-based orders of practical activities affects the sequential order of (verbal) interaction. We focus on remote responses that have been made conditionally relevant by requests, but do not occur adjacently, but only later when they are due relative to the progression of the task-execution.

Abstract
In task-based practical activities, participants seek for accomplishing a goal (cooking a meal, developing a theater performance, or helping patients to put on medical stockings, Mazeland 2019). Practical activities require bodily actions to perform the task. Language rather is used to coordinate practical activities only when necessary, e.g., for marking transitions between steps of the task (Bangerter/Clark 2003). Participants therefore orient to two different orders in coordinating their activities:
- a task-based order resulting from the practical needs for completing a task. Task-based orders unfold their own (serial, materially based) temporalities, e.g., in the case of preparing pasta together, the water must first boil before you can add the pasta.
- to a sequential order of (verbal) interaction, which is organized, e.g., by conditional relevance (Schegloff 1968, 2007).
In task-based activities, both orders are intertwined: The task is accomplished not only through manual actions, but also through sequential coordination, often with the help of language. This requires the implementation of a serial task-based order as sequentially organized interaction based on mutual expectations. In such contexts, conditionally relevant responses to verbal actions are sometimes not carried out immediately, but only when they are due with regard to the progress of task-accomplishment.
A case in point are theatre rehearsals. Directors instruct actors to incorporate certain elements into their performance (e.g., smiling when performing a certain text line). The actor's implementation of the instruction often does not occur immediately after the instruction, but later when it is due (up to 30 minutes in our data).

Unlike in topical talk, such remote conditionally relevant actions, which would be considered to be ""delayed"" or ""officially absent"" when looking at the next position (Sacks et al. 1974), are often appropriate, because the right moment for their execution depends on a task-related order, which can overrule sequential, action-type related expectations.

Our presentation focuses on such "remote responses" and asks how task-based order systematically impinges on sequential order. Our work contributes to rethinking the concept of sequence (developed on the basis of verbal interaction) and extending it to relationships beyond adjacency pairs and nextness (Schegloff 2007). Methodologically we discuss how analysts can warrant participants' orientation to remote responses and which role (ethnographic) knowledge plays for being able to recognize remote responses.

Our study builds on German data from theater rehearsals, cooking, and TV production.

Risk, Vulnerability, and Uncertainty: Mis/Trusting in Telephone Helplines & Social Work

Panel Organizers

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Ann Merrit Rikee Nielson, University of Copenhagen, rikke.nielsen@hum.ku.dk

Topic
Conversation Analysis in General

Description
This first part of a two-part panel explores interactional aspects of risk, vulnerability, uncertainty, potential harm, and other social phenomena that make relevant the local negotiation of mutual trust and trustworthiness in the institutional setting of telephone helplines.

Panel Abstract

This first part of a two-part panel explores interactional aspects of risk, vulnerability, uncertainty, potential harm, and other social phenomena that make relevant the local negotiation of mutual trust and trustworthiness in the institutional setting of telephone helplines.

Trust is generally recognized as essential for societal cohesion, successful collaboration and the general safety and wellbeing – and thus happiness – of members of communities and organizations. In formal trust research the concept is often studied in a context of risk, as a willingness to render oneself vulnerable, and linked to the belief that someone will act in ways that benefit us (Hardin, 2002; Rousseau et al., 1998). Trust is also linked to reduction of complexity in dealings with uncertainties of the future (Luhmann, 1999).

In EM/CA the interest in trust dates back to Garfinkel (1963) and links to the adherence to social norms which he saw as the foundation of all interaction. The term 'practical trust' introduced by González-Martínez' (2019) and further developed with Mlynář is described as "an observable practical phenomenon of order, continuously achieved in situ" (2019: 58). From this perspective trust is less connected to 'high risk situations', but rather "a presumptive element in all concerted action" and something to continuously negotiate in every encounter (Watson, 2009:484).

By bringing a conversation analytic mentality to the notion of mis/trusting, this panel aims to further develop what is known about social practices that constitute societal cohesion.

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Session 1. Self-descriptions and diagnostic categories: How 'vulnerability' is established as the basis for support in a housing helpline

Presenter(s)

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Elizabeth Stokoe, London School of Economics and Political Science, e.stokoe@lse.ac.uk

Description

In the UK housing sector, there is a greater prospect for receiving local council support if one is considered 'vulnerable'. However, what counts as 'vulnerable' is not straightforward. In this paper we identify, describe, and share how mental health concerns (e.g., depression, anxiety) become relevant to securing social support. Our corpora are audio recordings of 82 telephone calls from members of the public to a UK housing charity helpline. Using the combined analytic resources of discursive psychology and conversation analysis, we investigate the interactional practices through which callers and/or call-takers disclose or ask about callers' mental health and 'vulnerability'. Regarding callers, we found that they a) disclosed vulnerabilities to strengthen claims of entitlement to support, or b) self-ascribed mental health categories as part of the preamble before articulating their reason for calling (e.g., receiving an eviction notice). Call-takers asked about callers' mental health a) as part of a series of 'scripted' information-gathering questions and b) to scaffold and thus support the caller's entitlement to support. Our findings show that and how mental health and 'vulnerability' formulations are produced, organised, and negotiated at the interactional (and institutional) boundaries of subjective experience and 'formal' medical diagnosis. By approaching such formulations as situated, outcome-oriented discursive accomplishments, rather than objective medical categories, the actual practices involved in securing support can be better identified in ways that transform our understanding of a social psychological phenomenon.

Abstract

In the UK housing sector, there is a greater prospect for receiving local council support if one is considered 'vulnerable'. However, what counts as 'vulnerable' is not straightforward. In this paper we identify, describe, and share how mental health concerns (e.g., depression, anxiety) become relevant to securing social support. Our corpora are audio recordings of 82 telephone calls from members of the public to a UK housing charity helpline. Using the combined analytic resources of discursive psychology and conversation analysis, we investigate the interactional practices through which callers and/or call-takers disclose or ask about callers' mental health and 'vulnerability'. Regarding callers, we found that they a) disclosed vulnerabilities to strengthen claims of entitlement to support, or b) self-ascribed mental health categories as part of the preamble before articulating their reason for calling (e.g., receiving an eviction notice). Call-takers asked about callers' mental health a) as part of a series of 'scripted' information-gathering questions and b) to scaffold and thus support the caller's entitlement to support. Our findings show that and how mental health and 'vulnerability' formulations are produced, organised, and negotiated at the interactional (and institutional) boundaries of subjective experience and 'formal' medical diagnosis. By approaching such formulations as situated, outcome-oriented discursive accomplishments, rather than objective medical categories, the actual practices involved in securing support can be better identified in ways that transform our understanding of a social psychological phenomenon.

Session 2. Risk, vulnerability, and uncertainty in calls to the police during covid lockdown

Presenter(s)
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Ann Weatherall, University of Bedfordshire, Ann.Weatherall@beds.ac.uk

Description

In New Zealand, the early days of the pandemic were characterised by immense uncertainty but high trust in government. Despite strong public support, lockdowns radically reconfigured relations between individuals and institutions. We examine such relations in the context of family violence. Lockdowns reduce the risk of virus transmission but increase the risk of violence and make it more

difficult to seek help. We analyse what happens when people do seek help for family violence during lockdown. Our data are 100 calls to police emergency and non-emergency lines recorded in April 2020. Using conversation analysis, we identify how orientations to covid lockdown were demonstrably consequential for the interaction. Callers oriented to risks associated with help-seeking, such as calling when a perpetrator is present and call-takers oriented to risks associated with help-provision, such as the risk of infection to attending officers. Our analyses highlight how risk, harm, and uncertainty are negotiated in institutional interactions in times of crisis.

Abstract

In New Zealand, the early days of the pandemic were characterised by immense uncertainty but high trust in government. Despite strong public support, lockdowns radically reconfigured relations between individuals and institutions. We examine such relations in the context of family violence. Lockdowns reduce the risk of virus transmission but increase the risk of violence and make it more difficult to seek help. We analyse what happens when people do seek help for family violence during lockdown. Our data are 100 calls to police emergency and non-emergency lines recorded in April 2020. Using conversation analysis, we identify how orientations to covid lockdown were demonstrably consequential for the interaction. Callers oriented to risks associated with help-seeking, such as calling when a perpetrator is present and call-takers oriented to risks associated with help-provision, such as the risk of infection to attending officers. Our analyses highlight how risk, harm, and uncertainty are negotiated in institutional interactions in times of crisis.

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Session 3. "Risky Business" Exploring practical trust in talk about substance use, drinking and other risk behaviors

Presenter(s)
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Description

This paper investigates risk talk in encounters between people with dual diagnosis and social workers. Based on a large data corpus of audio recordings from a social psychiatric housing facility we explore interactional strategies and practices employed by social workers and citizens when talking about (potential) risks and risk behavior.

Abstract

This paper investigates risk talk in social work encounters. People with dual diagnosis (mental illness and a comorbid substance use disorder), often find themselves in vulnerable and marginalized positions in society and many regularly engage in what can conventionally be labelled 'risk behavior'. In this paper we explore the discursive construction of risk in encounters between people with dual diagnosis and the social workers tasked with supporting them, and how this underpins an ongoing negotiation and construction of practical trust (González-Martínez & Mlynář, 2019).

Data are from a large corpus of audio recordings of naturally occurring interactions at a municipal social psychiatric housing facility for people with dual diagnosis and are collected in the project Trust in (re)socializing interactions (#TIES). Using Conversation Analysis we explore the interactional strategies and practices employed by social workers and citizens when talking about risks and risk behavior. Previous studies have pointed to interactional strategies for managing risk such as uptake to troubles talk (Jefferson & Lee, 1981); mirroring (Ferrera, 1994; Lindwall, 2022) in talk about B-

events (Labov & Fanshel, 1977); and delivering advice as information to avoid advice giving in talk about risk (Silverman, 1997). However, the interactional work of upgrading, downgrading, and normalizing risk in social work talk about behavior and circumstances conventionally linked to risk is understudied.

In our data we show how interactants discuss, evaluate, and relativize the residents' risk behavior; what we in these interactions may infer about the vulnerability of the residents, and thus how an ongoing negotiation and in situ orientation to both individual trustworthiness(Nielsen & Nielsen, 2022) and mutual trust (Jørgensen, 2017, 2018) may be accomplished. We see participants normalize risk factors by means of itemized positive assessments, integrating high- and low-risk factors in interactional strategies such as lists and if-then construction, as well as absence of delicacy marking, addressing risk as merely a matter of inconvenience, financial challenge, or discomfort, and how explanation slots and accounts are deployed. Our findings contribute to the understanding of risk talk in social work settings as well as the interactional construction of practical trust.

Session 4. Trust(in) the future – future talk in social work settings
Presenter(s)

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Description
In this paper we explore how social workers and citizens talk about future actions, possibilities, and outcomes in social encounters in contexts of unpredictability and uncertainty. Based on audio/videotaped encounters we explore how the future is interactionally managed in social work encounters and discuss how trust as an observable interactional social phenomenon becomes relevant.

Abstract
This paper explores how social workers and clients talk about future actions, events, possibilities, and outcomes in their encounters. Unpredictability and uncertainty is an inherent part of social work practice (Smith, 2004). The social problems that form the basis of social work interventions are typically described as ""wicked problems"" characterized by high levels of ambiguity regarding the nature of the problem and unpredictable outcomes of interventions (Krogstrup, 2011; cf. Rittel & Webber, 1973). In social work encounters trust becomes particularly relevant when parties are dependent on the other's response to achieve a favorable future outcome or to reach institutional goals. In one common understanding, trust is seen as a way of managing risk and uncertainty in relation to the unknown (Giddens, 1991; Luhmann, 2017; Simmel, 1989, 1992). In this understanding, a core aspect of trust is predictability, strengthening people's tolerance for ambiguity by allowing them to act with positive expectations towards unknown future situations or people.

In this paper we explore how the contingent nature of the future is managed in interaction in order to discuss trust as an observable interactional social phenomenon. We base our analyses on audio/videotaped encounters between social work professionals and clients in various settings, including statutory child welfare, a psychiatric supported housing facility, and a church-based support organization for prisoners and ex-prisoners.

Using conversation analysis we analyze a collection of instances of interaction, where social workers and clients talk about future events or scenarios. These instances include 1) talk that outline favorable future scenarios, including the use of exposed or embedded if-then constructions (cf. Moore, 2013), hypotheticals, conditionals, and grammatical constructions of possible worlds, as well as assessments, promises, assurances or other expressions of positive outlooks on or predictions about the future; 2) talk that guides the other party through process steps aimed at establishing transparency, such as formulations (Heritage & Watson, 1979) and pre-enactments (Leyland, 2016) in talk about the future as "an imaginative and discursive practice" (Suchman, 2007: 13) to establish shared imaginary conditions of a potential future and enable clients to 'step into the future' (cf. Ochs, 1994); and, 3) talk that displays the speaker's good intentions and ability to put them into action and seem to be oriented towards mitigating potential negative outcomes   Many of these practices and actions may be

considered ""trust techniques"" as they may serve to create an impression of predictability, transparency and no hidden agendas (cf. Nielsen & Nielsen, 2022).

Touch, affect and embodiment in Healthcare: an EMCA perspective

Panel Organizers
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Topic
Multimodality

Description
The influence of touch, affect and embodiment in health care interactions from the EMCA and intercorporeal perspective

Panel Abstract
Touch-mediated interactions constitute the most fundamental, corporeal (and therefore easily overlooked) dimension of intersubjectivity and human sociality. Operating at the boundaries of bodies, touch isn't merely a symbolic gesture, but a body-to-body act directly influencing our embodied experience. Touch always entails a process of ""mutual incorporation", where lived bodies of both participants extend and merge, creating a shared intercorporeality (De Jaegher & Di Paolo, 2007: 486) and interaffectivity (Fuchs, 2017). Moreover, touch often involves a nuanced interplay between affect and control (Cekaite & Bergnehr 2018) and can shift between practical, instrumental functions and communicative, semiotic functions (Guo, Katila & Streeck 2020).

The multimodal EMCA approach to touch-in-interaction draws inspiration from Merleau-Ponty's (1962) phenomenological concept of intercorporeality, but it transcends the confine of the phenomenology of "the individual". Instead, it emphasizes touch as an interactively ordered and tacitly accomplished practice, one that we, as embodied subjects, normatively produce and orient to (Cekaite & Mondada, 2020).

While previous studies have underscored the significance of touch in healthcare settings (Kelly et al., 2018), it is only recently that touch has been systematically explored through EMCA approach. In healthcare practice, touch has been identified as a crucial professional resource for healthcare professionals to perform diagnostic investigations (Nishizaka, 2011; Ma et al., 2022), enable treatment procedures (Guo, Katila & Streeck, 2020), and offer care and comfort to their patients (Katila, et al., forthcoming). This recent focus on EMCA's empirical study of touch in healthcare settings sheds light on its multifaceted role, underlining its importance in the realm of medical practice and patient well-being.

This panel aims to bring together EMCA studies concerning the utilization of touch, affect and embodiment in healthcare. It will focus on (but will not be limited to) the following inquiries:

How do different forms of touch operate and get organized across diverse healthcare sectors?

What is their significance concerning the specific healthcare task at hand? Alternatively, how are the tactile and affective aspects of intercorporeality connected to the secure and patient-friendly completion of institutional tasks?

How does the utilization of touch intersect with other multimodal, multisensory practices within the embodied, linguistic-material, and social contexts of healthcare?

What role does affect and embodiment play in healthcare interactions? For instance, when negotiating important life-altering decisions about patient's treatment?

What insights can we derive in the general conceptualization of embodiment from studies of touch in healthcare, both theoretically and methodologically?

Session 1. Affect and embodiment in treatment plan negotiations of neurological consultations

Presenter(s)
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Johanna Ruusuvuori, Tampere University, johanna.ruusuvuori@tuni.fi

Description
Study explores how affect and embodiment take part in the decision making processes of treatment plans in neurological consultations, where patients diagnosed with MS-disease and epilepsy have to negotiate their future treatment plans with the neurologist.

Abstract
Patients in neurological consultations may sometimes face hard news and decisions that will influence them for the rest of their lives. Doctors, who are faced with delivering this information, must negotiate on the necessary treatment plans with the patient to achieve patient's best interest while trying to uphold the agency of the patient and furthermore act accordingly to the current medical knowledge and practice. Regarding the seriousness of the matter for the patient, these consultations pertain possible consequences to the patient's health and agency-in-action. While the consultations and decision making are mainly communicated verbally the influence of the body and affective dimensions of interaction in this cooperative decision making are widely unknown. Furthermore, decision making is something that is often seen to be in the realm of the rational and not emotional. In our study we aim to explore this aspect of decision making in neurological medical consultations (MS-disease and epilepsy) and show in what ways the embodied, non-verbal interaction and affective displays take part the interaction and decision-making in situ. Using multimodal EMCA and theory of intercorporeality, we focus on the sequences where patients and doctors discuss the diagnosis and possible treatment and observe how the embodied and affective actions line with the ongoing activity. We will explore how taking patients into consideration and negotiating treatment include potentially more hidden interactional phenomena that partake in the process. Our data consist of Finnish MS- and epilepsy neurological consultations with doctors and patients, where the patients get diagnosed and negotiate with the doctor for the treatment plan.

Session 2. Touching and description of time scales: Conversation analysis of physical assessment in medical acupuncture sessions

Presenter(s)
Eri Sakai, University of Tokyo, erisakai@l.u-tokyo.ac.jp

Description
Study shows how participants in acupuncture sessions use multimodal resources and the patient's body to describe different trajectories of illness. Using different resources, the professionals attempt to influence patients with pessimistic expectations of their illness to have a more positive outlook.

Abstract
Touch is one of our basic forms of compresence (Cekaite and Kvist 2017). Touch provides us with a haptically mediated environment around the same reference within the participants. This study proposes a multimodal approach to describe our shared experience, which not only establishes our affective relation to the concrete experience of the other, but also transform the other's expectation about the

trajectory of the illness. We analyze 16 videos of home visit medical massage and acupuncture sessions in Japan and explore how participants describe different trajectories of illness, using the patient's body as the same referent for the participants. In a clinical situation, encouraging patients who have pessimistic expectations and changing their minds with concrete evidence are important tasks for professionals. We collected data extracts and found that the therapists use multimodal resources to provide evidence for a positive evaluation: they ask the patient to try to move the paralyzed part, evaluate the movement positively and touch the moved part. This finding demonstrates the practice of illness trajectory modification in a touching environment. First, the therapists established the shared ground for evaluation by looking together at the movement of the paralyzed part. In this way, therapists seek to involve the patient in clinical reasoning; practitioners do not simply communicate their findings but invite the patient's perspective using the shared vision. Secondly, touching the moved part is a practice of establishing the certainty of the shared evidence. I have shown the excerpt in which the therapist re-touching the patient's body while giving encouragement. This study offers an analytical perspective that emphasizes the temporally unfolding interaction for describing our perceptual relationship. The reasons for describing optimistic time scales are articulated by the people who are involved in the situation.

Session 3. Touching Transformation: The interactive stims of two sensorially-contrastive non-speaking Autistic children

Presenter(s)

Rachel Chen, Nanyang Technological University, rachelchen@ntu.edu.sg

Description

The study explores how non-speaking autistic individuals during stimming are joined by their parents to the action with and other multimodal resources, creating an interactive sensory experience that brings pleasure to the autistic child.

Abstract

For the non-speaking, interpersonal touch can be a rich modality for exploring human connection beyond speech. However, those who are also autistic have unique sensory preferences that require mediation with great care. Autism is a neurocognitive disability that manifests in differences in sensory processing, cognition, communication, and daily living (DSM-5, 2013). Although clinically used as a counterexample to the human ability to empathize, a recent shift within scientific literature reframes the 'lack of social intent' associated with autism as the locus of the 'double empathy problem': "a disjuncture in reciprocity between two differently disposed social actors" (Milton, 2012: p. 884). Trevarthen and Delafield-Butt (2013) argue that these disjunctures in reciprocity are secondary consequences to primary sensorimotor and affective integration differences in Autistic individuals, some of which may involve touch, thus presenting a diverse array of sensory preferences across the Autism spectrum. In this talk, I ask if forefronting interpersonal touch—despite these differences in sensory preferences—can lay the foundation to meaningful communicative practices for non-speaking autistic individuals.

I examine two non-speaking autistic individuals with contrastive touch preferences—one who tends to avoid interpersonal touch, and another who seeks out interpersonal touch in his everyday life—as they navigate social interaction on floormats that map interpersonal touch to musical sounds. These floormats are brought into their homes, and each child is invited to interact in their new environment with their mother. The phenomenon of repetitive self-stimulatory behavior—stimming—becomes a locus of joint attention for both dyads. Stimming, an "intrinsically motivating sensory event", is a core facet of the Autistic experience (Nolan & McBride, 2015), a core diagnostic criterion of autism, and closely aligned with the sensory preferences of the autistic individual. In this study, forefronting interpersonal touch surfaces the particular stimming practices of each child which do not usually involve others. Parents facilitate and join in these practices, submerged in a sensory experience that brings pleasure to the autistic child. The disjuncture in reciprocity becomes instead a practice of inter-

affectivity and double empathy despite the clinical status of stimming. Rather than accommodate to their parents' communicative practice of speech, the stims of Matt and Nate become an interactional resource for new practices which they build with their parents co-operatively Goodwin, 2018). This talk unearths the diverse ways in which Autistic individuals explore new materiality, their desire to connect, as well as their co-creation of new sensory practices with others.

Session 4. Accountability in Touching a Distressed Patient in Pediatric Dentistry

Presenter(s)
Enhua Guo, Ocean University of China, 657648920@qq.com
Julia Katila, Tampere University, julia.katila@tuni.fi

Description
Presentation explores the accounting practice of the pediatric dentist who is performing procedure to the child patient and inadvertently sometimes hurting them in the process. The study shows how touch and other multimodal resources work as a prominent resource in these situations.

Abstract
Dental fear is widespread among pediatric patients. When children experience fear, pain, or discomfort, their bodily reactions are not entirely under control. This not only creates a challenging situation for the children, but disrupts the dental care providers' management of the ongoing dental procedures. To navigate these challenges, both dental care providers and patient companions (typically their caregivers), need to mobilize multimodal resources to alleviate the child patients' distress while ensuring the completion of the dental treatment. Touch emerges as a prominent resource in these situations.

Adopting EMCA as our research methodology and using as data video recordings from real visits to pediatric dental clinics, this study focuses on the accountability (both tacit and explicit) on part of the dental care providers and the patient companions when they touch pediatric dental patients who show signs of resistance, distress, and fear. More specifically, we examine the organization of three major types of touch in pediatric dentistry, that is, comforting touch (Cekaite & Kvist Holm 2017), controlling touch (Cekaite, 2015) and procedural touch (Cocksedge et al., 2013), looking into how they are accounted for in situ, respectively. Our findings will show that (1) dental care providers and patient companions do not touch the patients' body randomly; rather, they touch at moments that are conditionally or procedurally relevant. (2) Also, touch for different purposes are given accounts by making the actions they are implementing observable, reportable, and interpretable. For example, procedural touch is often anticipated and therefore accounted for by the dental care providers explicitly stating the incipient or current step required to complete the overall dental procedure. (3) Furthermore, the ways accounts of touch are given reflects normative expectations and orientations to different rights and obligations pertinent to different parties involved in pediatric dental procedures.

What is the "Craft" of Ethnomethodology?

Panel Organizers
Iuliia Avgustis, University of Oulu, Finland, iuliia.avgustis@oulu.fi
Francesca Williamson, University of Michigan, frwillam@umich.edu
Phil Hutchinson, Manchester Metropolitan University, p.hutchinson@mmu.ac.uk

Topic
Ethnomethodology in General

Description
This panel explores aspects of the "craft" of ethnomethodology. Rather than promoting a singular or definitive stance on what constitutes the craft, panelists will reverse engineer their existing or ongoing studies to provide insights into their methodologies, decision-making processes, and underlying principles for conducting studies.

Panel Abstract
Despite its broad application across disciplines and geographic regions, ethnomethodology is often perceived as challenging to grasp, especially for newcomers to the field. Compounding the difficulty, ethnomethodology is frequently defined by negation: it is neither a method nor a theory. Guidebooks on conducting ethnomethodological studies are noticeably absent, aligning with Garfinkel's assertion that reading about ethnomethodology serves little purpose; instead, one must actively engage in conducting studies. Consequently, it appears that gaining an ethnomethodological perspective is best facilitated by immersing oneself within one of the ethnomethodological hubs (e.g., UCLA, University of Manchester). However, recognizing that direct learning from experienced mentors may not always be feasible or practical, this panel aims to investigate a valuable alternative. The contributors to this panel will reverse engineer their existing or ongoing studies, providing invaluable insights into their methodologies, decision-making processes, and underlying principles. Thus, the panel aims to bridge the gap and bring the craft of ethnomethodology to the new generation of researchers, fostering a deeper understanding of its intricacies.

The term ""craft"" emphasizes the absence of a singular, definitive method, data, or approach in ethnomethodological studies. Ethnomethodologists make choices based on the specific context and phenomena of interest, which may evolve throughout the study. The craft of ethnomethodology entails adaptability and the ability to select appropriate methods in situ. This panel does not aim to provide a definitive answer on what ethnomethodology is or how an ethnomethodological study should be conducted. Instead, it showcases ethnomethodology as a living tradition and illustrates various approaches to conducting an ethnomethodological study. It emphasizes the diversity within the field and offers insights into the different ways in which researchers engage with ethnomethodology. Each contributor will tackle one of the stages (""before"", ""during"", and ""after"") in their ethnomethodological investigations, and Robin James Smith (Cardiff University) will take on the role of discussant.

Session 1. Negotiating "Access" to Research Sites
Presenter(s)
Francesca Williamson, University of Michigan, frwillam@umich.edu
Description
"Access" is a core aspect of the "craft" of ethnomethodology to consider before conducting a study. Drawing upon multiple examples from research in learning environments, this paper describes various practices and modes of access as an occasioned craft of initiating studies.

Abstract
"Access" to a worksite is a critical prerequisite for field-based ethnomethodological studies. Access within and to spaces, groups, learning, and data, among other entry points, enables researchers to

witness, participate in, and carefully describe the ordinary and specialised reasoning, practices, and actions of people in their everyday lives and projects (Button et al., 2022). Since ethnomethodology (EM) often depends upon intimate forms of access—via unique adequacy— (Garfinkel, 2002), the practices tied to "access" are central to the "craft" of the discipline. The early years of ethnomethodology are marked by varied approaches to access, with one extreme being many years spent learning a new skill (e.g., Livingston, 1986; Sudnow, 2001) and, on the opposite end, recording conversations with or without permission (see Lynch, 2012). Such practices, though fruitful, may not be feasible for academic researchers to conduct studies and meet the requirements for continued employment. Moreover, ethics boards and organisations have adopted policies and procedures to mitigate harm and exploitation in studies, further defining and delimiting access. The ongoing impact of the Covid-19 pandemic further compounds these issues, derailing and transforming many aspects of field-based studies and prompting shifts to online and more readily accessible sites and data sources (Roberts et al., 2021). Still, unique adequacy remains an essential mode through which ethnomethodologists gain and negotiate "access" (Smith, 2022). However, unique adequacy does not guarantee willingness, interest, or maintenance of the work required to initiate a study. Rather than relying upon enthusiastic yeses (or strong nos) from potential collaborators before a project begins, it is important to understand "access" as an ongoing, constantly negotiated process of re-initiating and maintaining the (im)possibility of study in a particular site. Drawing upon examples in multiple learning environments, I share accounts of negotiated and failed attempts to access research sites. My goal is to demonstrate the expansiveness of practices for and modes of access as part of the occasioned craft of initiating studies. These examples are not recipes for success or fool-proof strategies for access. Instead, I highlight multiple scenes– of luck, relationships, mutual interests, bureaucracy, and conflicts—through which collaborators and I coordinated our efforts to make sites (available) for initiating studies.

Session 2. During [fieldwork]: Gathering "data" in phenomenal fields

Presenter(s)

Mlynář, Jakub, HES-SO Valais-Wallis University of Applied Sciences and Arts Western Switzerland, jakub.mlynar@hes-so.ch

Description

The paper will focus on what goes on during fieldwork, highlighting that "adequate data" is always setting-specific. Rather than being the actual matter of EM, ethnographic fields are vehicles to access phenomenal fields. This underlines the importance of locating and apprehending the identifying features in and of the investigated "field".

Abstract

The notion of "fieldwork" is part of the ethnographic legacy of EM (e.g., Meier zu Verl et al. 2020; Engert 2022; Rawls & Lynch 2022), and of the early conception of CA as a "natural observational science" (Sacks 1989: 29; see also Lynch & Bogen 1994). It implies a researcher's venture into the wild, a faraway place, gathering materials for later processing and inspection back home. Yet such "field specimens" are transformed in the process of collection and preservation, as Barker and Wright (1951: 1) put it: "... parts of the original have been altered and other parts have been lost ... A pressed flower in an herbarium is not the same as a flower in bloom." For instance – to reflect on a ubiquitous practice in current EM/CA – obtaining "video data" is itself an "embodied proto-analysis" (Mondada 2014: 58), and video recording "reflexively contributes to achieving the local configuration of the interactional order it documents" (Mondada 2009: 68).

Focusing on what is going on "during fieldwork" allows us to topicalize the records of "field circumstances as constituent features of those circumstances" (Garfinkel & Sacks 1970: 364). My contribution is based on the proposal that in crafting EM studies, ethnographic fields are not the actual matter of investigation but rather vehicles to gain access to phenomenal fields (Garfinkel 2021) which make recognizable orderly scenes of social activities available. At the same time, [fieldwork], in and as its uniquely adequate production (Smith 2022; Liberman 1999), is aligned with but tangential to the

phenomenal field of the studied setting. While "collecting data", researchers are haunted by the inevitable only-once-ness of all social life: there's so much to be potentially missed, and there is no possibility of going back. Moreover, EM/CA's focus on details of practical actions as "unmotivated observables" (Garfinkel 2022: 42–43; Sacks 1984) leads to the realization that during fieldwork, one is paradoxically tasked with gathering materials to obtain answers for questions that haven't yet been formulated. Therefore, rather than following pre-established and reified methodological procedures for "data collection", it is crucial to locate the identifying features in and of the "field". What counts as "data" is always setting-specific (see Schwartz 1979/2002), the assembled materials functioning as competently graspable "elaborate reminders of mundane phenomena" (Coulter 1983: 374) for a later reconstruction and reproduction of the activities under investigation.

Session 3. Working in the afterlife: What to do with the craft of EM's 'results'
Presenter(s)

Stuart Reeves, University of Nottingham, stuart.reeves@nottingham.ac.uk

Description
This paper offers an account of how the legacy of the hybrid studies programme in EM – in this specific case as encounters between EM and technology design oriented communities like human-computer interaction – intersects with challenges inherent in 'leaving the field'.

Abstract
Livingston gives us a lot to go on for understanding his particular 'craft' of EM in Ethnographies of Reason (2008), such as his methods of building "the stack" (largely of paper notes) in the course of making sense of the "doing of things", whether it is drafts/checkers, jigsaws, crosswords or trigonometry. But we don't learn much about what happens after the doing of those things, i.e., how the things done are then worked on and worked up into the ethnomethodological account presented in a book like Ethnographies of Reason, and indeed are done so in a way that guards against readers' loss of the phenomenon ("Tutorials do not reveal phenomenal fields with the same clarity if they are only read. Garfinkel urges the reader to actually try the exercise and believes that reading the text without doing the exercises is another way to lose the phenomenon." (Rawls, in Garfinkel 2002, p. 33)). As the examination of recorded conversations between Garfinkel and Sacks (Lynch 2017) shows – captured in the midst of the working on and working up the Formal Structures paper – re-running and re-flecting upon the ethno-methods employed in / as constructing adequate 'results' (and for whom they count as 'results'), can in turn re-cast the sense of what those outcomes—the book, the paper, etc.—are or might be. Such questions return us to the ultimate adequacy of those results as pointers to / indices of sets of practices of interest.
In this paper I want to discuss this 'after' and what it might mean as a matter of ethnomethodological interest itself. This discussion will focus on how 'data' reemerges as 'findings', and how the findings are found for the particular circumstances you want to present them in, what are adequate ways of presenting those findings, and how community-disciplinary memberships come into play. As a focus I will present the case of EM studies in Human-Computer Interaction (HCI) communities and cognate fields of research, which reflect my own particular set of competencies and immersions. The talk will touch on the legacies of the hybrid programme and its problems (and tensions) in ways both general and specific to HCI's past, and surface how matters like the handling and presentation of audiovisual materials, cultures of writing, and engagement with research community practices and membership come into relevance as we deal with the many 'afters' of EM's craft practices.

Critical Studies and EMCA

Panel Organizers
Phil Hutchinson, Manchester Metropolitan University, p.hutchinson@mmu.ac.uk
Francesca A. Williamson, University of Michigan, frwillam@umich.edu

Topic
Other

Description
In this panel we will hear from four panellists and respondent about the way in which they conceive of and conduct critical studies which are informed by, draw on or are ethnomethodology. We hope that this will stimulate wider discussion about the prospects for ethnomethodological approaches to critical research.

Panel Abstract
Recent years have witnessed an emergence to prominence of critical approaches to research, which seek to draw attention to and fill a gap in traditional approaches to research in the human sciences. Examples of such approaches, might be Critical Disability Studies and Critical Race Studies. This has led to parallel developments in existing approaches to research; for example, recent years have seen a number of publications on critical phenomenology, and contemporary introduction to phenomenology will now often include a chapter on critical phenomenology.
In this panel we want to explore the extent to which Ethnomethodology might embrace a critical modality and if so, how this might look and work in the way studies are designed and conducted.

Session 1. Ethnomethodological Approaches to Disability Justice and Child-Centered Care in Neurodevelopmental Disability Clinics

Presenter(s)
Darcy E Furlong, Indiana University, dfurlong@iu.edu

Description
Drawing upon EMCA and committing to disability justice frameworks, this dissertation studies communication practices in clinical settings with children and youth who have neurodevelopmental disabilities. Specifically, EMCA is used to study how children receive adaptive and patient centered communication care across clinical interactions, specifically during diagnostic conversations.

Abstract
Accessing healthcare services – including communicating within these systems – creates a barrier for people with disabilities (Gibson & O'Connor, 2010). As such, there have been ongoing calls for critically informed communication research and practice that centers diverse bodyminds across methodological and clinical realms (O'Reilly et al., 2017; Lester & Nusbaum, 2021). Responding to these calls while steeped in a critical lens that challenges taken for granted notions of what it means to be human (Wynter, 2015), this dissertation draws upon ethnomethodology and conversation analysis (EMCA), in addition to the ongoing disability justice work led by grassroot activists and scholars (e.g., Berne, 2015; Invalid, 2017; Schalk, 2022) to study communication practices in clinical settings with children/youth who have neurodevelopmental disabilities. To date, there has been little work that integrates EMCA alongside commitments to disability justice, described as both a framework and practice that "…pushes forward the disability movement beyond a single-issue discourse centred on rights to promote an intersectional movement led by those most impacted by ableism and historical systemic oppression." (Invalid, 2017, p. 149). While some researchers have explored similar contexts, for instance leveraging CA to study doctor-patient interactions with children who have neurodevelopmental disabilities (e.g., Solomon et al., 2016; Garcia, 2012), and other scholars have linked these methods to the social construction of disability as always in the making (O'Reilly & Lester, 2017), this research does not specifically incorporate critical disability justice perspectives into how ethnomethodology is conceived and practiced. The goal, then, is to explore how commitments to

disability justice informs the use of EMCA to practice child-centered communication care – specifically, a care that is not constructed around normative conceptions of how children's bodyminds should (not) be.

Drawing upon 20 to 30 hours of clinical data with physicians at a neurodevelopmental disability clinic, this study focuses on the diagnostic interview process with children/youth and their caregivers. Diagnostic interactions are important given the high-stake nature; for instance, access to resources is connected to diagnosis. While criteria such as the DSM-5 guides physicians in the diagnostic decision-making process, discursive research suggests diagnosis is an interpretive act that occurs interactionally (Maynard & Heritage, 2005). Reflexively grounded in commitments to disability justice, I illustrate how children with disabilities are centered or de-centered through interactional practices in these diagnostic conversations, and conclude by speaking to the implications of attending to children as "half members" of society (O'Reilly et al., 2016).

Session 2. EMCA, ordinariness, and inequality: The discursive construction of misinformation as 'ordinary' in viral YouTube videos
Presenter(s)

Natasha Shrikant, University of Colorado Boulder, natasha.shrikant@colorado.edu

Description
In this presentation, I explore how the construction and understanding of 'ordinariness' is connected to inequality. I analyze YouTube videos identified by community fact-checking organizations as viral sources of 'misinformation'. I draw connections between the EMCA notion of "ordinariness" and critical research concerns with reproduction of or resistance to inequality.

Abstract
In this presentation, I explore how the construction and understanding of 'ordinariness' is connected to issues of inequality. To do so, I analyze YouTube videos identified by community fact-checking organizations as viral sources of 'misinformation' among Asian American and Pacific Islander communities. The data presented is drawn from a corpus of 20 videos, ranging from 20 minutes to 2 hours each, created by popular figures in Chinese, Filipino, Vietnamese, and Indian contexts. These popular figures, who I am calling 'misinformation influencers', create content that spreads false information about topics like covid, politics, and racism and design this misinformation for their diasporic communities. They are recognized as 'misinformation spreaders' or 'conspiracy theorists' by government officials, members of the medical community, and/or the public. However, in their videos they use discursive strategies to construct their own arguments and themselves as 'ordinary and reasonable' and construct various 'others' as unreasonable and out of the ordinary. In the presentation, I analyze the discursive strategies that constitute 'ordinariness' in these misinformation discourses and show how influencers draw on a variety of linguistic, cultural, political, and rhetorical resources when doing 'being ordinary' for their audiences. I then discuss the implications of this construction of 'ordinariness' for the maintenance of racial, health, and other inequities and, more generally, reflect on the connections between EMCA's concern with 'doing being ordinary' and critical orientations to inequality.

This presentation draws connections between the EMCA notion of "ordinariness" and critical research concerns with reproduction of or resistance to inequality. Sacks's (1984) discussion of doing "being ordinary" outlines ways that everyday conversation display's participants' orientation to (a) constructing themselves as 'ordinary' people and (b) constructing the kinds of people, qualities and practices that count as 'ordinary' (taken for granted, unremarkable, 'normal') or not. This general concern with 'ordinariness' as an organizing notion of everyday interaction is also evidenced in Garfinkel's (1967) discussion of breach experiments, where he asked students to disrupt 'ordinariness' and record others' reactions, and Goffman's (1983) notion of interaction order, which argues that people orient to the maintenance of a normative way of interacting through (a) interacting in ways that uphold interaction order and (b) actively restoring interaction order in the event of any

breaches. Across these works is an orientation to 'ordinariness' as achieved in different ways, to certain degrees, and as subject to the evaluation of members themselves.

Session 3. Ethnomethodology, Critique and Indifference
Presenter(s)
Michael Mair, University of Liverpool, michael.mair@liverpool.ac.uk

Description
Drawing on my own studies of governmental failure in a UK housing estate and airstrikes which killed large numbers of civilians without sanction, in this presentation I will examine how the tension between critique and description is encountered in the course of doing studies in ethnomethodology and navigated through them.

Abstract
The issues crystallised in Bruno Latour's polemical article (2004) 'Why Has Critique Run Out of Steam?' – namely, how if at all to reconcile 'the critical impulse' with studies of the world that seek to take it and the practices which constitute it seriously in their own terms – continue to exercise researchers in the social sciences and arts and humanities twenty years after its publication (see, e.g., Love 2017, Celikates 2019, Schmidgen 2023). Informed by ethnomethodology and echoing Dorothy Smith's (1974) breakdown of recipes for making both ideological and social scientific accounts alike, Latour's central charge is that 'the critical spirit' is insensitive to – indeed un- and disinterested in – the nature of the practices and settings it sets itself up in critical opposition to. Rather than seeking understanding, critique, for Latour, projects pre-established moral, political, theoretical and methodological understandings onto the world. In so doing, it privileges the critical observer at the expense of the observed, in ways that 'dope' them, to adapt Garfinkel (1967), at several interlinked levels at once; members not only know not what they do, the understandings they do have are false and self or system-serving and need to be exposed as such. Attempts to break with or tame critique following Latour's 'intervention' have, interestingly, been approached methodologically and, within that, ethnomethodology, with its 'indifferent' approach to description (Garfinkel & Sacks 1970), has attracted renewed interest as a model to learn from (Mair, Brooker, Dutton and Sormani 2021). Yet ethnomethodology too broaches and foregrounds 'the critical', directly and indirectly, and thus also finds itself entangled in the fields of social, cultural and political contestation that Latour points to. Drawing on my own ethnomethodological studies of governmental failure in a UK housing estate and airstrikes in which large numbers of civilians were killed without sanction by Western allied militaries alongside responses to those studies, in this presentation I want to examine how such issues are encountered in the course of doing studies in ethnomethodology but also how they might be navigated through them. One suggestion I want to work through, in dialogue with Button, Lynch and Sharrock (2022), is that critical studies within ethnomethodology can only be made viable when the work of description is approached indifferently in Garfinkel and Sacks's terms.

Session 4. Where is Race in the Totality of Circumstances? On Analyzing Absent Presences with Ethnomethodological Indifference
Presenter(s)
Patrick G. Watson, University of Toronto, patrick.watson@utoronto.ca

Description
How do ethnomethodologists speak about Race when Race isn't explicitly addressed in situated interaction? Following Sacks, I propose Race is omni-relevant to police trials, especially when the victim is racialized. I argue that ethnomethodology uniquely facilitates capacities to meet Alexander's call to critique court processes used to produce colour-blind outcomes.

Abstract

My contribution to this panel draws on my studies of criminal trials for police officers charged in on-duty shooting incidents where video served as key evidence. Videos of police violence, particularly violence enacted upon Racialized people, have drawn police conduct into serious contention and critique, with deeply polarized reactions to the 'necessity' for officers to resort to lethal force. Videos also can, and often do, make the racialized elements of these incidents self-evident. While race is often explicitly topicalized, albeit in a speculative manner, through public discourse surrounding these incidents, it is rarely included as an element of the 'totality of circumstances' when these cases come before the court. This is frustrating for ethnomethodologists who want to speak about these racialized dynamics but are hamstrung by the court-imposed prohibitions on mooting Race as an element of the alleged crime. How do ethnomethodologists, adhering to the indifference principle forwarded by Garfinkel, speak about Race when Race is not explicitly addressed in interactions endogenous to the setting of inquiry? I will proceed through this problem by arguing that Race is omni-relevant to police trials, especially when the victim is a racialized person. When Sacks introduced the notion of omni-relevant categories, he noted that such categories are not necessarily invoked, but remain constantly invoke-able. Various organizational factors prevent this in the court, but this does not mean that Race is not an ongoing achievement and concern through proceedings. Here, I will discuss how ethnomethodologists can conceptualize Race, and also critique the 'absent presence' of Race as a form of racial colour-blinding. My argument will be that ethnomethodology uniquely facilitates capacities to meet Michelle Alexander's (2011) call for examining and critiquing the processes used by courts to produce colour-blind outcomes.

Title
Emphasizing Instructional Points with 'Honh' in Taiwan Mandarin Interaction

Presenters
Ann Tai Choe (Hawai'i Pacific University)
Shu-Yu Huang (Wake Forest University)

Description
This paper examines the interactional import of honh, a Taiwan Mandarin particle, as an emphatic device in instructional settings. Findings revealed that such instances of honh are used to underscore procedural knowledge and mark pedagogically significant moments, often accompanied by embodied conduct and recycled elements from prior turns.

Abstract
Honh is a perspicuous particle in everyday Taiwan Mandarin interaction. Similar to other Chinese particles (e.g., ba, a, ne), honh occurs in various interactional settings, and its functions are elusive, presenting challenges for analysis (Kendrick 2018; Li & Thompson 1981). While prior research has identified the pragmatic function of honh as "signaling negotiation invitation" in Taiwanese Southern Min (Li 1999, p. 90), which can be found in a variety of positions, the specific interactional imports of honh across different activity settings remain underexplored. Furthermore, interactional research on Chinese particles was mostly based on audio-recorded ordinary conversations. Little is known about how Mandarin-speaking participants use particles with multimodal resources to accomplish institutional business.

To begin to fill this lacuna, this paper explores the interactional imports of honh in Taiwan Mandarin instructional settings. Data consist of 15.5 hours of video-recorded instructional interaction at two instructional settings: (a) a self-discovery art facilitator training workshop, and (b) a cooking class for foreign cuisine. Using multimodal conversation analysis (CA) and interactional linguistics, we identified 199 cases of honh used by the instructors. Among the many functions of honh explored in the corpus, in this paper, we focus on honh as an interactional device for emphasizing an instructional point (37 cases).

Findings revealed that the teachers predominantly deploy honh to emphasize the procedural knowledge or techniques for carrying out instructed actions (31 cases; e.g., "starting from left to right, honh."), which reflects the embodied nature of the activities being imparted in the two examined settings. This type of honh most commonly occurs in the turn-final position. Sequentially, about one-third of the honh-attached turns are positioned at activity transition points (e.g., transiting to the next activity or next step in a demonstration), thus functioning as a "recap" of the prior instructional point. To accomplish this, the teachers recycle elements from prior turns and insert honh primarily after the recycled items (e.g., "White peppers are spicier than black peppers … white peppers are spicier, honh."). The teachers' accompanied embodiment—for example, raising eyebrows, lifting the chin, gazing at the students, and pointing to relevant objects—also contributes to highlighting the honh-marked instructional points as pedagogically significant. Our findings contribute to the limited literature on Taiwan Mandarin particles by zooming in on honh as an emphatic device in instructional activities involving the transfer of procedural knowledge and techniques, the process of making "something," and manipulations of various activity-relevant objects.

Title
Interactional Functions of 'to'-ending formulations in Japanese conversation

Presenters
Li Chen (Kanda University of International Studies)
Daisuke Yokomori (Kyoto University)

Description

This article provides a conversation analytic description of interactional functions of 'to'-ending formulations of others' talk in Japanese conversation based on their sequential positions and constitutive features. The article shows that 'to'-ending formulations are used for preemptive completions, to display understanding, or as a vehicle to perform other actions.

Abstract

'To' is a quotative particle in Japanese, typically followed by its predicate (e.g., the verb 'yuu', meaning 'to say') in terms of canonical grammar. However, it has been observed that many utterances in spoken Japanese also end with 'to'. Previous literature indicates that utterances ending with 'to' are frequently employed in speeches to provide explanations (Maruyama et al., 2006). Additionally, they can be used to quote or report speech fragments, the content of thoughts, or even report situations, both actual and hypothetical (Hayashi, 1997). While Hayashi (1997) demonstrates that 'to'-ending utterances can be used as a responsibility-distributing device to give an interpretation of the preceding utterance, the interactional functions of 'to'-ending utterances vary and depend on the local context of their deployment. This study aims to present a descriptive analysis of 'to'-ending formulations (Heritage & Watson, 1979) of others' talk that occur in different sequential contexts.

By adopting conversation analytic methods, the current study explores the interactional functions of 'to'-ending formulations of others' talk and demonstrates how the placement and compositions of these formulations relate to their interactional import. The data were collected from a Japanese conversation corpus (CEJC). Examining 'to'-ending formulations recurring in various sequential contexts, I outline their interactional roles as follows:

(1) Before the preceding turn is possibly complete, 'to'-ending formulations can be deployed preemptively by producing an utterance that is grammatically fitted to the ongoing trajectory of another participant's utterance-in-progress. Preemptive formulations of this sort are a type of 'anticipatory completions' (Lerner, 1991, 1996), which show a high degree of certainty and understanding on the part of the speaker.

(2) At a possible completion of the preceding talk, 'to'-ending formulations are frequently used to provide a summary or give a gist of the preceding turn by repeating or paraphrasing what has been said. Furthermore, some 'to'-ending formulations can also be used to introduce something new from the speaker's own perspective and oblige the other participant to deal with it. 'To'-ending formulations of this sort are used as a vehicle to perform other actions, such as teasing (Drew, 1978) rather than displaying understanding.

Title

Volition displays in interaction: The Italian format "(non) voglio X" / "I (don't) want X'

Presenters

Elwys De Stefani (University of Heidelberg)

Description

This paper examines the Italian resource "(non) voglio X" / 'I (don't) want X' as documented in a video-recorded corpus of over 100 hours of ordinary, institutional and service interaction. The analysis uses conversation analysis and interactional linguistics and proposes a multimodal study of the target resource.

Abstract

This paper examines the Italian resource "(non) voglio X" / 'I (don't) want X' as documented in a video-recorded corpus of over 100 hours of ordinary, institutional and service interaction. The analysis uses conversation analysis and interactional linguistics and proposes a multimodal study of the target resource. To date, verbs of volition have attracted little interest from a conversation analytic perspective. Some authors have described practices of intention ascription through formats such as

'you want X', 'she wants X', etc. (Broth et al. 2019, Deppermann & Kaiser 2022). The use of verbs of volition in the first-person singular has been tackled less frequently (but see Childs 2012, Ke 2022).

In this paper, I examine the resource "(non) voglio X" / 'I (don't) want X' in initiating actions (i.e., not as an answer to a question like 'do you want X?'). I show that the resource may be used for argumentative purposes in collective decision-making, e.g., to take sides with an interactional party or a specific proposal, for accounting, especially with regard to one's own (possibly dispreferred) actions, and for imparting instructions, e.g., in a didactic setting.

The analyses show that the resource occurs in different turn-constructional environments. For instance, the two-part structure "voglio X - non voglio Y" / 'I want X - I don't want Y' displays argumentative reasoning, whereas the negative format "non voglio X" / 'I don't want X' is often used to implement an instruction. More generally, this study shows that speakers may use the format (in its situated variations) a) to account for their own action, especially when co-interactants orient to that action as undesirable, or, on the contrary, b) to intimate a co-interactant not to carry out an action that would be possible but that is undesirable from the speaker's perspective.

Title
Understanding enough: a hearer's procedure to induce the next step in storytellings in Japanese

Presenters
Yasuyuki   Usuda (Shizuoka Institute of Science and Technology)

Haruka Amatani (Kanagawa Institute of Technology)

Description
This study investigates an action of the hearer to induce the further steps in the storytelling. The utterances of the hearer in the data hhaere can be seen as a practice of inducing the progress of the tellling that the hearers display the understanding of the topic or objects.

Abstract
This study investigates an action of the hearer to induce the further steps in the storytelling. A large number of studies have worked on the utterance of the hearer during the storytelling (Sacks 1974, Jefferson 1978, Mandelbaum 1987, Lerner 1992, Goodwin 1984, 1986, Stivers 2008). Some studies have investigated the way how the hearers lead the progress of the storytellings (Kushida 2009, Chen 2016) such as backchannels. As a similar procedure, we found a few actions used in similar environments that have not been examined enough.

The data is from the Corpus of Everyday Japanese Conversation (CEJC, Koiso et al. 2022). A few conversation excerpts in which one or more participants are telling stories are manually selected. The result is as follows. In the excerpt below participant A is telling a story about the parent of a friend of her kid.

```
15 A:  ue  no  ko    ga- (.)  a   mannaka ga  shooroku            ↑de↓:,
       top GEN child NOM       INJ middle  NOM primary-school.six COP-TE
       the oldest- the middle one is in the sixth grade, and
16       (0.8)
17     de  shita  ga (.) shooichi            nano      kamoshinnai nda kedo::
       and bottom NOM    primary-school.first COP       probably    COP but
       and the youngest might be at the first grade in primary school, though.
18 B:  demo::: mattaku shiranai yoona  myooji        demo nakute=
       but     totally know-NEG  like   family-name COP   not-TE
       But their family name is not totally unfamiliar, so
19      =nanka   kiitakotoari[soo na (.) kimosuru kedo.
       sort-of hear-EXP-seem      COP      feel    but
       I might have heard it, though.
20 A:                        [soo  su:go:i  ii  hito  de::  sa=
```

right extremely good person COP-TE FP
(She is) an extremely good person

At the lines 15 and 17 A is showing uncertainty about the person's kids referred; 'the oldest- the middle one' and 'might be,' which is continuing from the earlier lines. The lines 18 and 19 by the hearer display the minimal understanding of what the teller say; 'not totally unfamiliar' and 'I might have heard it.' The lines 18 and 19 contribute to the progress of the telling as the hearer deals with the teller's problem of uncertainty. Thus, it can be seen as a practice of inducing the progress of the tellling that the hearers display the understanding of the topic or objects.

Title
Recipe telling with style upshifts in Japanese conversation

Presenters
Haruka Amatani (Kanagawa Institute of Technology)

Description
For conversational recipe telling, the speaker switches from narratives using some linguistic properties. I inquire these in Japanese. One possibility is using honorifics and another avoiding a final particle. In the cooking data, honorific expressions were used slightly more with recipe telling while final particle appearance did not lesson.

Abstract
        When making a conversational recipe telling, the speaker switches from narrative discourse with use of some linguistic properties (Norrick 2011). In English, second-person imperatives are often used for recipe telling. In this study, linguistic features of recipe telling in Japanese conversation will be inquired. One way of shifting can be honorifics. Upshifting from background discourse can make a salience. For instance, joke telling in Japanese utilises honorific forms (Otsu 2007). Also, spoken recipe is said to follow the style of written recipe. What distingushes spoken and written Japanese greatly is that the written text does not basically include sentence final particles, such as ne or yo, which frequently appear in conversation. If conversational recipe telling replicates written recipe's style, it may not carry a final particle at the end of each clause. Final particles can be associated with both honorific and non-honorific forms. Therefore, these features can be independent from each other.
        The data employed here is from CEJC (Koiso et al. 2018). Two sessions, 30 minutes for each, were chosen in which last two people are cooking and talking together. One of the participants is more familiar than the other with the recipe so that they take a role of recipe teller though not a professional. Clauses were annotated if they have honorific forms at the end of the clause, if they involved sentence-final particles or not, and if they are related to recipe or not.
        There were 321 honorific expressions and 1838 non-honorific ones. Honorific expressions used were mainly desu/masu appearing at the end of a clause. While the proportion of recipe related clauses was 77.99% in the whole discourse, honorific expressions used in recipe related clauses was 87.22%. This indicates slightly more frequent use of honorific ones for recipe telling compared to background narratives. The first assumption was seemingly the case here. For the second assumption of using less final particles for recipe telling, there were 321 verbs and auxiliaries at the end of a clause without a final particle for recipe related utterances. The proportion of verbs and auxiliaries without a final particle in recipe telling was 76.06%, which shows no tendency toward or against the second assumption here.
        This preliminary analysis on Japanese conversational recipe telling suggested that recipe telling tends to be done with honorific forms while verbs and auxiliaries were not necessarily without final particles, which is a style of written recipe.

Title
Japanese tara doo desu ka: a canonical advice form. Or is it?

Presenters
Ayana Hatsuda (Akita International University)

Description
This paper examines a Japanese set expression, tara doo desu ka 'why don't you X,' and argues that, although it is generally known as an advice form, when analyzed from interactional perspectives, it tends to be used in contexts where advice is not necessarily relevant.

Abstract
        This study examines a Japanese formulaic expression, tara doo desu ka 'why don't you X," in advice-giving contexts, focusing on what it does or does not in interaction. The expression tara doo desu ka is often introduced as a canonical advice expression in Japanese language textbooks and grammar books. For example, Genki II, a widely-used textbook for learners of Japanese, explains that "[tara doo desu ka] after a verb conveys advice or recommendation" (p.54). In another textbook, Nakama II, tara doo desu ka is introduced with another formulaic expression, hoo ga ii desu 'had better do X,' as follows: "the expressions [tara doo desu ka] and [hoo ga ii desu] are used for making suggestions or giving advice. [hoo ga ii desu] is stronger than [tara doo desu ka]" (p.53). These descriptions lack interactional evidence, however, because the expression has mostly been analyzed using written texts or constructed sentences (e.g., Miyazaki et al., 2002; Nihongo Kijutsu Bunpō Kenkyūkai, 2003).
        Using approximately 105 hours of two-party conversations as data, this study shows that, despite its status as a canonical advice form, tara doo desu ka is rarely used by interactants to offer advice, when advice is defined as follows: sequences in which someone describes, recommends, or otherwise forwards a preferred course of future action, which they believe will benefit the interlocutor, when there is some trouble, problem, or complaint (drawing on Heritage & Sefi, 1992; Thompson & Couper-Kuhlen, 2020). In the rare occurrences of tara doo desu ka, participants are quoting their own or someone else's speech or suggesting new approaches in situations where problem or complaint is absent. That is, tara doo desu ka does not seem to implement actions that directly solve the recipient's problems. This pattern is observed with the informal variants, tara doo and tara, too.
        This observation highlights the importance of studying how grammar is used in interaction, not in isolated sentences. It also presents an interesting contrast to the English why don't you X construction, which the speaker uses to forward a solution for what is treated as a problem for the interlocutor in problem or complaint contexts (Thompson & Couper-Kuhlen, 2020). The findings have implications for language pedagogy as well.

Title
An analysis of turn-final 'yes' in Korean talk-in-interaction

Presenters
Sue Yoon (Columbia University)

Description
Adopting the methods of interactional linguistic frameworks, this study examines the occurrences of turn-final 'yes' preceded by a full unit of talk (e.g., reformulation, repetition, or elaboration of prior talk).

Abstract
Several studies have examined the responsive use of 'yes' (e.g., honorific ney/yey and non-honorific ung/e) in Korean conversation. For instance, 'yes' has been described as a resource for encouraging the prior speaker to continue talking (e.g., ung/e in intra-turn unit boundaries, Kim, 1999), acknowledging the prior talk (e.g., 'yes' in third position, Pyun & Yoon, K-E., 2022), or claiming epistemic authority (e.g., ee, Yoon, S. Y., 2023). Most of the prior studies analyzed 'yes' tokens

appearing turn-initially or occupying a turn alone; however, their turn-final use has received very little attention. To fill the gap, by adopting the methods of interactional linguistic frameworks, this study examines the occurrences of turn-final 'yes' in 30 hours of naturally occurring talk. The analyzed data contained a total of 98 instances of 'yes' preceded by a full unit of talk (e.g., reformulation, repetition, or elaboration of prior talk). In Excerpt 1, Ara and Suzy are starting to engage in a route-giving activity, as Suzy plans to visit Ara's house. As Ara initiates the activity, Suzy produces ung in overlap and adds the departure (i.e., SoHo) unmentioned in Ara's prior turn. However, the additional ung token produced turn-finally leads Ara to continue with the activity in progress.

Excerpt 1. From SoHo
```
01  Ara:   >wuli cip-ulo  on-un        pang[pep-un,<
              our   home-to come-RL way-TOP
              'How to get to my place,'
02  Suz:                                          [ung, soho-eyse    ung.

                        yes   SoHo-from yes
                        'UNG from SoHo UNG.'
03  Ara:     'So- from Soho you drive north.'
```
In Excerpt 2, the pediatric psychologist Eunyoung provides a series of possible psychological interpretations of a child's drawing. Although not requested, the child's mother volunteers to confirm Eunyoung's interpretation and finishes her turn with ney. Her intervening talk is treated as disruptive to the main activity (i.e., drawing interpretation), as indicated by Eunyoung's attempt to continue giving interpretations. However, the production of turn-final ney signals that Eunyoung should go on, and Eunyoung resumes the ongoing activity.

Excerpt 2. Being Cautious
```
01  Eun:   'Lightly shaded drawing is typically associated with a lack of self-confidence,'
02           'Or it could be being overly cautious,'
03           [cokum-                      a.little
04  Mom: [cosimsulewu-n ke-n        iss-[eyo    ney.
            cautious-RL         NMZ-TOP exist-POL   yes
            '(My daughter) tends to be cautious NEY.'
05  Eun:                              [ney pwulan-
                                       yes anxiety
06           'A little anxious, maybe,'
```
As demonstrated in the above excerpts, the turn-final 'yes' producer supports the progressivity of the main activity by clearly marking the end of an intervening turn.

Title
Commenting on what was said: Self-repair through 'noun + NE' construction by Japanese L2 speaker

Presenters
Takeshi Fukuda (University of Tokyo)

Description
The 'noun + NE' chunk is frequently used by Japanese L2 speakers, unlike L1 speakers. This study analyzes how this chunk implements self-repair in a socially organized way. It reveals that, when used meaningfully in interaction, non-standard expressions contribute to L2 speakers being perceived as competent as L1 speakers.

Abstract
        In Japanese, various particles serve interpersonal functions, and among them, NE stands out as one of the most frequently used particles by Japanese L1 speakers. The usage of this particle by L1 speakers has been researched in both theoretical linguistics (Kinsui & Takubo 1998; Nakamura 2005) and conversation analysis (Tanaka 2000; Morita 2015). While many studies have explored NE produced by Japanese L2 speakers, investigating its linguistic environment and function (Sawyer

1992; Ishida 2009; Masuda 2011; Park & Yokoyama 2021), most of these focus on the developmental process of NE acquisition.

However, the unconventional use of words does not necessarily hinder successful interaction. Expressions deviating from prescriptive grammar, when used in human communication, still can convey socially meaningful actions. This study investigates the characteristic use of NE in L2 speakers to understand their role in conversations with L1 speakers.

A brief examination of a Japanese L2 speaker corpus (Sakoda et al. 2020) reveals a tendency among L2 speakers to more frequently employ the 'noun + NE' construction (18 times by 50 L1 speakers and 103 times by 50 Japanese learners in a natural environment, all within interviews conducted using the same procedure). The data used in the present study comes from a 100-minute interview about working in Japan with an L2 speaker residing in the country for over 20 years, conducted almost entirely in Japanese. Using Conversation Analysis as a method, this study observes the use of the 'noun + NE' chunk by the L2 speaker. The examination includes assessing how even an unusual expression contributes to establishing interaction with L1 speakers, considering the interview content.

As a result, it was observed that the 'noun + NE' chunk used by the L2 speaker served as a self-repair mechanism. It simultaneously commented on and added information to previous statements as a "second-order operation" (Schegloff 2013). In terms of the L2 speaker's awareness of the conversational situation, she commented that, as she acquired proficiency in Japanese, L1 speakers became less cooperative towards her.

The repeated appearance of the 'noun + NE' chunk without causing any disruption during the interview leads to the conclusion that even non-standard usage contributes to establishing socially organized interaction (Garfinkel 1967). Building on the L2 speaker's experience, this study emphasizes that recognizing someone as 'non-native' is not inherently robust in talk-in-interaction with L2 speakers (Wong & Olsher 2000).

Title
Competitive points in Mandarin-speaking multiparty interaction

Presenters
Jessie Chen (Macquarie University, Australia)

Description
This study investigates the incoming speaker's points at the current speaker when the current speaker's turn is in-progress. It illustrates that the incoming speakers use these points to facilitate self-selection for speakership. The turn introduced by the point also conveys competition in epistemic authority and addresses the prior turn's problems.

Abstract
This study explores the use of hand points in competitive environments in Mandarin-speaking multiparty daily interaction. It employs multimodal conversation-analytic method to analyse 334 minutes of triadic interaction. The data are conducted by native Mandarin speakers, collected in Australia and China. 40 points directed at the current speaker by the incoming speaker competes for not only speakership but also epistemic authority.

The incoming speaker points at the current speaker, with talk and other multimodal resources, e.g., gaze at the current speaker, shows an orientation toward speaking next or facilitates an immediate start to speak before the current speaker's turn arrives its completion. The point, as a visual-gestural resource which constitutively structures the multimodal gestalt, projects a bid to self-select (Jefferson, 2004; Vatanen et al., 2021). Incoming speakers use these points to project turn entry at the next TRP or facilitate immediate turn entry, showing that their next move will have some relationship with the current line of talk (Yasui, 2023).

The points are also suggestive of epistemic authority on the matter at hand, which supports the self-selecting party's bid for speakership. Although the current speaker's turn-in-progress, by virtue of its first-ness, indexes a more knowledgeable stance on the matter at hand (Heritage 2012a,

2012b; Stevanovic & Peräkylä, 2014), the turn introduced by the incoming speaker's point positions them as similarly knowledgeable about this particular issue as well as makes salient problems with the design of the immediately prior turn.

Human-Machine Interaction

Title
Designing with Functional Significance in Mind: Integrating Ethnomethodological Analysis with Observational UX Data

Presenters
Maximilon Baddeley (NZQA)

Description
The paper investigates the integration of UX tools, notably Hotjar, with ethnomethodological analysis. It explores translating real-time user behavior insights into UX solutions, emphasizing collaboration. Grounded in ethnomethodology, it uncovers nuanced user behavior understanding. Hybrid studies combining ethnomethodology with UX data offer unique insights for enhancing digital product conception, emphasizing a holistic approach to user experience in the digital landscape.

Abstract
This paper delves into the symbiotic relationship between tools employed by UX professionals to record real-time user behavior and the potential convergence of their analyses with ethnomethodological research practices. The primary focus is on understanding user behavior through UX observational tools, specifically Hotjar—a covert, real-time screen recording software that developers can install on their digital products to capture user interaction. The study partly examines the iterative workflow of translating user behavior research into UX design and engineering solutions, culminating in the implementation of these designs for ongoing observation and continuous refinement of a digital product.

Grounded in ethnomethodology, the paper investigates how users' constitutive acts within online spaces provide rich material for detailed descriptive analysis, revealing insights not readily apparent through traditional UX research methods. By emphasizing the collaborative potential of UX tools and ethnomethodological approaches, this exploration of 'functional significances', offers a nuanced understanding of user behavior in the digital realm. It provides UX designers with valuable perspectives for informed decision-making, and ethnomethodologists with evidence that the respecification of user data, alongside the utility of noticing the ordinary is valuable for digital teams that develop online interactive experiences.

Hybrid studies, combining ethnomethodological analysis with traditional UX research data, can contribute alternative approaches that enhance the ways in which digital products are conceived and built. The infusion of ethnomethodological perspectives into UX research approaches opens new avenues for design exploration, offering contemporary ways to understand and improve user experiences within the digital landscape.

Title
Affordances in Action: Theoretical Insights from an AI Experiment

Presenters
Nils Llowait (Paderborn University)
Maria Erofeeva (Free University of Brussels)
Patricia Jimenez (Paderborn University)

Description

Through a multimodal conversational analysis of video-recorded interaction between humans and artificial intelligence, we explore the place of affordance theory in EMCA. By distinguishing instrumental and structural affordances in situ, our analysis aims to develop a granular vocabulary to address the renewed interest in affordance theory and its alternatives.

Abstract

Affordances—a term denoting action possibilities which open up in a particular environment—are one way of conceptualizing the relationship between participant and context. Ethnomethodology and conversation analysis (EMCA) has recently been re-exposed to affordance-theoretical concerns from three primary sources: the multimodal turn, the rise of ubiquitous telemediation (e.g. videoconferencing), and the surge of conversational agents (e.g. ChatGPT). Each of these developments posed questions which can be summarized as 'how to assess the interactional relevance of various technological environments?'.

In EMCA, affordances have been given a place similar to any other institutional order: they do not perform a 'bucketing of context'; instead, they are available in a situation as possibly orientable by—but not determining—participant actions.   These 'instrumental' affordances are situational, emerging dynamically from the context of specific interactions (Hutchby's communicative affordances being a prominent example). This interpretation, while more consistent with EMCA, seems to deprive affordance theory of its capability to say anything specific about the power of the interactional ecology to influence an emerging interaction. 'Structural' affordances, whereby we denote the classical Gibsonian interpretation, represent a commitment to inherent capabilities offered by objects, irrespective of their actual use or recognition by individuals. Thus, they may be 'unseen and unnoticed' but bear interactional relevance, such as latency in videocalls.

To investigate the interplay between these two forms of affordances, we draw on multimodal videographic data collected during the 'AI explains AI' project, where our team created a custom technological interactional environment within which telemediated and in-person participants interact with an artificial intelligence. This project features a dual AI system: a primary AI, designed with complex, non-transparent functions (explanandum), and a secondary AI (based on GPT-4), tasked with interpreting and explaining the primary AI's operations.

Our research identifies structural phenomena within these interactions that illuminate the relationship between structural and instrumental affordances. Through a detailed examination of user engagements with the AI system, we analyze how affordances intersect with established interactional machineries, such as turn-taking, repair, and epistemics. Through this analysis, we seek to understand how the relevancy of structural affordances are accomplished in interaction, i.e. transform into instrumental affordances available to participants. We embed the discussion of affordances not only in concrete multimodal videographic material but will also discuss alternative vocabularies to make sense of the effect of the interactional ecology on and the role of conversational agents in locally unfolding action.

Title

Offers as reason for the encounter in human-robot interaction

Presenters

Kristian Mortensen (University of Southern Denmark)

Description

This paper investigates human-robot interaction, and looks at a Wizard-of-Oz setup in which the robot approaches a human participant and offers a glass of water. The paper analysed the social practices used for normalising the situation.

Abstract

Openings in face-to-face interaction provide a fascinating, recurrent, and highly systematic aspect of human social life; It is where participants first establish a social relationship as they

transition from co-present individuals to co-participants (Goffman, 1963). Opening an encounter between strangers is accountable and participants display an orientation to the reason for the encounter – what Sacks (1992) calls a ticket. In public space, this is typically a request such as asking for direction (Mondada, 2009). In this paper, I look at openings between social robots and human participants where the reason for the encounter is an offer (Curl, 2006; Kendrick & Drew, 2016) of water made by the robot. The paper focuses on openings that are initiated by the robot and describe their sequential structure, how meaning-making resources are mobilized to do so (Gehle et al., 2017) and how the offer is produced and responded to by the human participant (Kärkkäinen & Keisanen, 2012).

The data come from a research project on social robots for the health sector. The presentation draws on approximately 200 encounters from a Wizard-of-Oz setup in which the robot navigates social space and offers water to human participants. The robot's verbal actions are pre-recorded and enacted by the Wizard at a distance and are thus "delivered" as ready-made packages of (verbal) action that is not sensitive to the emerging progression of participants' actions. The paper argues that the human participants treat the encounter as a breach and describe the social practices in which they achieve a "normalization" of the situation.

Title
Shaping Digital Citizenship Education: Integrating Machine Translation and Generative AI with Conversation Analysis

Presenters
Yukio Ideno (Tokiwa University)
Teppei Terashima (Tokiwa University)
Yoko Sakanoto (Hakuoh University)
Takshiro Mitsumata (Tokiwa University)

Description
In this presentation, we propose foreign language education that using machine translation tools with the aim of "learning and using a foreign language". We will present conversational analysis of "conversations with machine translation" conducted in this foreign language education.

Abstract
Xinjie Deng & Zhonggen Yu(2022) presents "a systematic review of literature on MT-assisted language learning, focusing on main users, theoretical frameworks, users' attitudes, and the ways in which MT tools are integrated with language teaching and learning." We also support this idea and use machine translation to develop lessons to make them more fruitful.
Conversation Analysis provides insights into the structure and sequential organization of conversation. This knowledge can be instrumental in improving machine translation systems to not only translate the words but also maintain the conversational flow and adherence to conversational norms in different cultures. General foreign language education in Japan is based on the idea of "learn a foreign language, then use a foreign language." However, despite the fact that foreign language education from elementary school to high school has been focused on English, foreign language education has not achieved outstanding results. For example, according to a survey by the Ministry of Education, Culture, Sports, Science and Technology, the combined percentage of "very useful" and "useful" for "the ability to use a foreign language" is 30%. Therefore, the authors propose the introduction of machine translation into the classroom in order to implement foreign language education based on the idea of "learning a foreign language" and "using a foreign language" at the same time. The advantage of introducing machine translation is that it enables lessons to be conducted assuming situations that learners may encounter (e.g., reading academic books and papers written in foreign languages at universities).
In our investigation, we're adopting principles of Conversation Analysis to explore how integrating machine translation tools and immersive language experiences might foster learner

autonomy in foreign language acquisition. Through this approach, we recognize the dynamic nature of language as it unfolds in real-time interactions, where meaning is collaboratively constructed by participants. Our presentation, drawing from our survey findings, seeks to unravel how these interactional dimensions contribute to shaping digital citizenship education. We aim to delve into the intricacies of conversational exchanges and the role of machine assistance in them, discussing implications and envisioning future pathways for language education in a digitally interconnected world.

Title
From Charming to Challenging: Unpacking Human-Robot Interactions in the City

Presenters
Jonas Ivarsson (University of Gothenburg)
Oskar Lindwall (University of Gothenburg)

Description
The study explores the dynamics of human interactions with mobile robots in urban environments. This presence of robots in public spaces is relatively new, and the study examines how people perceive and interact with these robots, underscoring the complexity of integrating robots into shared public spaces.

Abstract
The introduction of autonomous vehicles necessitates their adept navigation within environments already occupied by humans and other modes of transportation. This necessity extends to the increasing use of cart-sized delivery robots, which must navigate amidst pedestrians, animals, bicycles, and vehicles, all while avoiding a variety of stationary obstacles. For urban inhabitants, the presence of these robots is still a relatively new and somewhat unfamiliar phenomenon. The challenge extends beyond simple coordination and movement, posing larger questions about how robots integrate into shared public spaces. This research investigates documented interactions between people and various mobile robots, examining the commentary and dialogue that surround these encounters. Utilizing Membership Categorization Analysis (MCA) and Member Action Category Analysis (MACA), the study probes the practical sociological reasoning that individuals employ when encountering these new entities in urban settings.

The perceptions of robots are often influenced by their design, intended to elicit feelings of friendliness and likability. This intention is reflected in descriptors like "endearing," "enchanting," and "adorable." However, there are instances where unexpected robot behaviors or gestures are viewed as unsettling. A notable example is the heightened sense of uncertainty or apprehension towards robot dogs. In contrast to more straightforward designs, such as automated shopping carts with pronounced eyes, robot dogs possess an inherent ambiguity. This ambiguity persists even when these robots are accompanied by a human, leading to a diverse array of descriptions and physical reactions, from delight to unease.

Another aspect of characterization revolves around the 'competence' of the robots. Promotional events introducing delivery robots often highlight their intelligence and social awareness as key features. They are advertised as being adept at maneuvering through busy environments and communicating intentions non-verbally. However, this portrayal is sometimes challenged by individuals who post videos online ridiculing the robots' capabilities, thereby casting doubt on their effectiveness and undermining the promoted narrative of competence.

In summary, the analyzed commentaries reveal a dynamic involvement of members in addressing and normalizing discrepancies. This effort is directed toward identifying categories and definitions that can reestablish balance in unexpected circumstances. The study focuses on the evolving aesthetic qualities of urban landscapes. Assessments of urban scenes now populated with "minion-like robots" reveal a dual perspective. On one side, there is an appreciation for the cool,

futuristic atmosphere these robots introduce. Conversely, there exists a sentiment of irritation owing to their perceived encroachment on communal spaces.

Title
Experiments with trust in human-robot interactions

Presenters
Silvia Kunitz (Linköping University)
Ali Reza Majlesi (Stockholm University)
Gustav Lymer (Stockholm University)
Pablo Gonzalez Oliveras (KTH Royal Institute of Technology)
Olov Engvall (KTH Royal Institute of Technology)

Description
This study explores how students react to a robot's incorrect suggestions as they collaboratively solve a mathematical problem. Specifically, we analyze the students' affective stance, their management of accountability in relation to mathematical knowledge, and their orientation to the robot's epistemic and social identity.

Abstract
In "A conception of, and experiments with 'trust' as a condition of stable concerted actions", Garfinkel (1963) discusses the introduction of "anomic features" into social interactions, which breach background expectancies and trust, highlighting among other things the sense-making procedures and "judgmental work" with which situations of confusion and doubt are managed. In this study, based on a collaboration between a team of engineers working with social robots and a team of EMCA researchers, we address issues of trust in the context of human-robot interaction. The data consist of 22 one-to-one conversations between a student (attending the first year in the technical program of a vocational upper secondary school) and a social robot, collaborating in solving a two-part mathematical problem.

The problem is solvable through combining two mathematical rules that should be well-known to the students. The robot is programmed to suggest the correct solution to the first part of the problem but to provide incorrect hints to solve the second part. From a programming perspective, the first part of the problem is set up to build trust in the robot, whereas the second part is set up to challenge this trust and introduce doubt regarding how to solve the mathematical problem. In this study, we focus on the unfolding of the second part of the problem-solving interaction, as the robot starts scaffolding the student in the wrong direction. In the data, 16 students align with the robot's incorrect reasoning, while 6 students maintain their epistemic ground and resist the robot's suggestions.

Our aim is thus to explore the human participants' reactions by focusing on how aligning and disaligning responses to the robot's incorrect suggestions are produced. More specifically, we are interested in: (a) the students' observable display of their affective stance (which becomes manifest through marked vocalizations and embodied conduct – e.g., facial expressions), (b) their management of accountability in relation to mathematical knowledge (e.g., through explanation requests); and (c) their orientation to the robot's epistemic and social identity (i.e., with the robot being oriented to as more or less knowledgeable and his role being interpreted as that of a peer or a teacher). Overall, the intention is to explore how the human participants orient towards and manage the disjuncture produced by the robot's incorrect reasoning, in relation to trust-related and epistemic aspects in human-robot interaction.

Title
The Use of Imagined Insurance Brochures for Training Novice Insurance Agents

Presenters
Koyuki Mitani (University of Hawai'i at Moana)

Description
This study explicates how trainers at an insurance company construct and utilize imagined insurance brochures to train novices. The trainers deploy imagined insurance brochures to offer negative assessment and corrections of trainees' roleplay training performances. In addition, they also employ imagined objects to explain insurance-related objects unfamiliar to trainees.

Abstract
Imagined objects are "objects that are entirely constituted in and through interaction without ever materialising" (Keevallik, 2014). Interactants employ different kinds of depictive gestures (Streeck, 2009) to construct imagined objects including drawing a shape of an object in the air, and enacting manual handling of an object that can be easily recognizable (e.g., putting a seatbelt on). As Murphy (2005) noted, imagination is "a goal-oriented activity", and interactants deploy imagined objects to accomplish social actions in various settings, such as university lecture (Szatrowski, 2010), dance lesson (Keevallik, 2014), museum tour (Fukuda & Burdelski, 2019) and cooking class (Lilja & Piirainen-Marsh, 2022).

While a growing number of EMCA studies explore imagined objects, research on imagined inscribed objects is extremely limited. Inscribed objects have two distinct properties that interactants may use as interactional resources - material aspect (i.e., physical features) and textual aspect (i.e., inscribed content) (Day & Mortensen, 2017). As such, how interactants draw on the different aspects of inscribed objects to construct imagined objects is an important empirical question.

This study adopts multimodal Conversation Analysis (Mondada, 2018) to examine how inscribed objects are depicted in roleplay training sessions for novice insurance agents. The data come from 33 hours of video recorded training sessions at a Japanese insurance company. A pair of a trainer and trainee roleplays customer-agent interactions where the trainer plays a customer. After the roleplay, trainers commonly offer negative assessments and corrections of trainees' roleplay performances, and they frequently depict imagined inscribed objects (e.g., insurance brochures) to demonstrate alternative actions for the trainees to perform in future real-life customer encounters. Moreover, trainers deploy imagined inscribed objects to explain insurance-related objects (e.g., other companies' brochures) unfamiliar to the trainees. The deployment of the imagined objects are done to bring about objects that are slightly different from the objects at hand. For example, a trainer may depict an imagined insurance brochure that includes an additional insurance plan which the insurance brochure on the table does not show. The trainers make these imagined objects understandable by incorporating structural configurations of the inscribed contents of the objects at hand through gestures. That is, they use the layouts of the brochures on site as substrates (Goodwin, 2013) to create the imagined objects intelligible for the trainees. The study advances our understanding of the use of imagined objects by revealing how these objects are formulated and utilized to achieve the specific institutional activity.

Title
The coordinated expertise of eating with chopsticks: exchanging turns and exhibiting social order.

Presenters
Raquel Abi-Samara (University of Macau)
Ricardo Moutinho (University of Macau)
Richard Fitzgerald (University of Macau)

Description
This study describes how members exhibit and orient to a social order while eating with chopsticks. It explores how practical norms are produced and followed on-the-go and how a turn taking system arises through participants' concerted orientation to these norms.

Abstract

This paper explores participants' mundane expertise and the locally-produced practical methods of eating with chopsticks in a social gathering among Southeast Chinese diners. Eating with chopsticks is a coordinated practice that involves a high degree of social competence and practical reasoning. This reasoning is visible in our data, where diners seated around a table exchange turns while picking up food from a shared set of bowls placed at the centre. The table layout allows participants to monitor and project each other's actions; this becomes a resource for orienting turns and turn actions within an emergent and contingent turn-taking system, comprised of practical norms, followed and adapted on-the-go.

Our analysis focuses on three actions and observable norms. The first is turn-taker waiting, observable when diners hold chopsticks in different positions between turns, when they are about to take a turn, and when they temporarily withdraw (i.e. not taking food from a bowl) from the turn system. The second is proximity, when reaching for and taking food that is close or distant from the person taking the turn. And the third is repair, when participants reach for the same item or when food is dropped during a turn. Moreover, we also observe double turns, when participants, after having reached for food, hold the food with their chopsticks while waiting for a chance to dip it into the pot of sauce, also placed at the centre of the table. Our analysis highlights the complex coordination and organisation of turn taking when people eat together with chopsticks. This study contributes to an understanding of how social order and mundane expertise are produced and depicted as members' practically concerted actions.

Title

Guiding the activity and directing attention: Using computer mouse for accomplishing activity shifts in workshops

Presenters

Esa Lehtinen (University of Jyväskylä)
Piia Mikkola (University of Jyväskylä)
Elina Salomaa (University of Jyväskylä)

Description

In this presentation, we focus on using a computer mouse in face-to-face workshops where the agenda is projected on a screen. We aim to investigate, firstly, how the mouse is used in initiating and anticipating activity shifts and, secondly, how the affordances of the mouse are utilized for these purposes.

Abstract

Earlier workplace studies have demonstrated that written documents have a central role in meetings, especially during activity shifts (e.g. Svennevig, 2012). In 21st century work, documents typically take a digital form, and they may be projected on a screen during meetings. In such instances, participants may orient to them using a computer mouse (see, Olbertz-Siitonen & Piirainen-Marsh, 2021). In this presentation, we focus on the usage of a mouse in face-to-face workshops, specifically during phases where the participants move forward in the agenda of the workshop. The agenda is highly contingent on digital materials, such as memos and PowerPoint presentations, that are located on a digital platform called Howspace. The platform is projected on a publicly visible screen from the laptop of the workshop facilitator. We aim to investigate, firstly, how the mouse is used in initiating and anticipating activity shifts and, secondly, how the affordances of the mouse are utilized for these purposes.

Drawing on multimodal conversation analysis, we show that the activity shifts can be divided into two categories. Firstly, the shifts take place during the facilitator's talk. In these cases, digital affordances of the mouse – scrolling and clicking – turn out to be central. The use of the mouse is associated with topicalizing the next item, moving on the platform and directing the attention of the participants.

Secondly, activity shifts take place during or right after other participants' turns.. In these cases, negotiation is often needed to achieve the shift. Our results show that in addition to the digital affordances, the facilitator uses embodied affordances of the mouse, such as placing her hand on the mouse. The use of the mouse is connected to guiding the activities of the group.

Our study contributes to discussions that have pointed out that the actual usage of technological tools may divert from the intended functions of the tools (e.g., Olbertz-Siitonen & Piirainen-Marsh 2021). In our data, the mouse is, on the one hand, used in intended ways, such as opening links and navigating menus. On the other hand, however, it is used creatively to direct attention and guide the activities of the group.

Title
Gestalt Principles, Functional Significance and Rule Following: From Gestalt Psychology to EMCA's Praxeological Gestalts

Presenters
Phill Hutchinson (Manchester Metropolitan University)

Description
This talk traces the development of Gestaltism from the Berlin School Gestalt psychologists, through Aron Gurwitsch's writing on Gestaltism, to Garfinkel's respecification in his praxeological Gestalts. The move is from establishing principles, to identifying functional significance, to disclosing the functional significations produced by the members of Gestalt contextures.

Abstract
This talk traces the Gestalt heritage of ethnomethodology (and by extension, CA) and identifies some key differences between the project pursued by the Berlin School Gestalt psychologists (Max Wertheimer, Kurt Koffka, and Wolfgang Kohler) and Garfinkel's praxeological respecification of Gestaltism, which he inherits via the work of his friend and one-time mentor Aron Gurwitsch.

What I seek to bring out in the talk is that where the Gestalt psychologists saw their project as in part that of establishing the principles of Gestalt, Garfinkel first inherits Gurwitsch's reformulation, whereby the search for principles is exchanged the identification of the functional significance of constituents or members of Gestalt wholes. This is then developed by being further reformulated in ethnomethodology as the identification of the more active or productive formulation: functional significations. In the praxeological Gestalts of EM, the functional significance of constituents or members of Gestalts as found in Gurwitsch's constitutive phenomenology becomes the active "functional significations". I will argue that fieldwork in EM then becomes the identification of the rules or grammar of Gestalt contextures, which are produced by members in interaction. It will be argued that this transition from establishing principles to disclosing the Gestalt-productive work of members provides EMCA with its distinctive orientation to the lifeworld.

I will conclude by contrasting Garfinkel's account with the Gestalt psychologist Kurt Koffka's discussions of the behavioural environment and molar behaviour and provide some examples of how the differences cash-out in the study of situated action.

Title
Calibrating mutual sensorial access in micro-sequential adjustments

Presenters
Lorenza Mondana (University of Basel)

Description

Grounded on multimodal EMCA, this paper deals with micro-sequential adjustments, i.e. responses continuously adjusting to a previous action while at the same time shaping this very action's trajectory. It focuses on what makes them possible: the mutual constant monitoring and sensorial access participants sustain towards each other.

Abstract

Micro-sequential adjustments are responses to ongoing actions that continuously adjust to a previously initiated action while at the same time shaping this very action's trajectory, which also reflexively adjusts to them (Mondada 2016, 2018, in press). While micro-sequentiality has been described for early responses to e.g. directives (the responding action beginning when the previous action is still emerging, and impacting its emergent trajectory) (Mondada 2021, Deppermann & Schmidt 2021), it also characterizes reciprocal embodied actions like walking towards each other (Mondada 2022) or hugging and kissing each other (Mondada, Monteiro, Tekin 2020, Mondada, Tekin, Monteiro 2024) and more generally intercorporeal actions based on close haptic configurations (Cekaite & Mondada 2020). In these actions, all co-participants mutually adjust to each other in a continuous way, their action shaping and being shaped by the other's action, in a way that is sequentially organized, although implicating forms of simultaneous conducts.

Grounded on multimodal EMCA studies of video data, this paper discusses the temporal embodied organization of these particular forms of sequentiality. It focuses on a particular fundamental aspect that makes them possible: the mutual constant monitoring—and more generally sensorial access—the participants sustain towards each other. Indeed, these micro-sequential adjustments are achieved through what we call inter-sensorial practices (Mondada, in prep) through which the co-participants secure their mutual access, availability, projectability and responsivity. This includes visual practices of monitoring each other's actions and their projectable trajectories, as well as haptic practices, through which participants can feel each other's bodies.

The paper discusses the relations between vision and touch in calibrating and achieving mutual access, and their specific affordances and limitations (e.g. vision enabling forms of remote monitoring, while touch enabling forms of haptic monitoring often excluding sight)—as well as their consequences for the sequential organization of actions in interaction.

Title
How latency in communication over computer networks affects conversation

Presenters

Hosoma Hiromichi (Waseda University)

Description
In the interaction analysis of computer network such as zoom or skype, it is important how to deal with latency. In this presentation, we discussed how latency can lead to cognitive misalignments between each participant and affect turn allocation.

Abstract

In the examination of telecommunication interactions, the management of latency (delay) assumes significance. Within this presentation, a distinction is drawn between absolute time series, where all participants are simultaneously observed without the aid of equipment, and relative time series, wherein each participant is observed from an individual perspective. The investigation delves into the impact of latency on each participant on both ends by scrutinizing several aspects: the interval between singular events, synchronization gaps, the perceived disparity in inter-speech silence, the confluence of multiple listeners initiating speech simultaneously as the next speaker, and the overlap when several listeners concurrently commence speaking as the next speaker.

Generally, when synchronization of utterances or actions is attained, these actions are executed concurrently subsequent to a signal from a designated participant, projecting the synchronization timing immediately before its occurrence. However, in the presence of latency, the

actions of the recipients seem delayed by twice the latency from the sender's perspective, despite the recipients' belief that they are attempting simultaneous action. Moreover, in scenarios involving multiple receivers, the actions of other recipients appear delayed by the latency duration, as perceived by one particular receiver.

A parallel issue manifests in the perception of the preceding speaker's speech turn. Even if the subsequent speaker initiates speech promptly from the vantage point of the the transition relevant place, the timing is delayed by twice the latency, causing a lag behind other participants by the latency duration.

The phenomenon of others' actions and responses to one's speech and actions being delayed by twice the latency also influences the intervals between utterances and turn allocation. For the preceding speaker, the subsequent speaker's response experiences more than usual delay, consequently prolonging the inter-speech time duration. This elongation increases the likelihood of overlap, as the preceding speaker is more prone to selecting a continuation utterance while the subsequent speaker is inclined to self-select utterances.

Based on the above considerations, we analyzed a case study of speech and video recordings for each participant in a network with delay to demonstrate the divergence in timing and time sequences of speech and actions experienced by each participant. This analysis aims to elucidate how the phenomena of synchronization achievement, next speaker selection, and overlap are perceived differentially by each participant.

Title
The omni-availability of teachers to respond to student initiated inquires

Presenters
Kreeta Niemi (University of Jyväskylä)

Description
This video-ethnographic study takes an EMCA-multimodal approach to investigate the methods and resources teachers use to establish instructional interaction in peer learning contexts. Of particular interest is how teachers display availability and responsiveness to students' inquiries through different modalities (talk, gestures, embodiments and bodily proximity, tactility).

Abstract
Recent changes in pedagogy and learning spaces as well as greater reliance on digital tools affect teachers' and students' activities in classrooms. Whereas a decade ago teachers typically offered highly similar instruction to all their students in a classroom, currently teachers are asked to facilitate and scaffold students' autonomous exploration of learning materials independently or in peer groups utilizing diverse learning spaces and smart technologies. Thus far we lack information on how teachers orchestrate learning interaction multiple ongoing engagements when students are working independently in peer groups. This study redefines classroom interaction in light of mobile settings where both the teacher and students can rearrange their learning space, move, and take up various group and body positions in a variety of places.

This paper takes an EMCA multimodal approach (e.g. Mondada 2019) to investigate the methods and resources teachers use to establish instructional interaction when moving in the space where peer teaching is taking place. Of particular interest is how teachers display availability and responsiveness to students' inquiries and needs through different modalities (i.e., talk, gestures, embodiments and bodily proximity, tactility) and how students' participation and self- and co-regulation of learning are manifested and supported. The video-ethnographic data consisting of 80 hours classroom interaction are collected in relatively large Finnish primary school classrooms (up to 60 students) featuring open and flexible learning spaces. These spaces require flexible grouping in learning activities, teachers teach in teams, and instruction relies greatly on digital tools.

Specific attention is paid to how teachers' instruction is interactionally coordinated with the contingencies of action (Goodwin 2000), and how it is based on the interplay of different i)

configurations of inhabiting the space ii) forms of participation frameworks and iii) keyings of (re)framing the action with positive expectations or humor (see Goffman 1981) and iv) manipulating the material resources (Goodwin 2018). The paper will show how the deployment of these different resources can be harnessed to serve individual and cooperative learning and teacher-student relationships. It also discusses the omni-availability of teachers to respond to student initiated inquires.

Membership Categorization Analysis

Title
Dealing with Issues of Generalizing: A Case Study on Generalizing about being "Asian"

Presenters
Tianhao Zhang (University of North Carolina, Chapel Hill)

Description
At its current form, the paper mainly describes interactional practices adopted by participants to deal with potential interactional and moral troubles that may come with the act of generalizing. Moving forward, I plan to incorporate Jayyusi's (1984) discussion on the category-generated features and category-tied features into the analysis.

Abstract
        This paper examines how participants orient to and manage the potential difficulties that come with the act of generalizing when constructing commonalities among members of a racial category that they themselves fall under. Specifically, I explicate participants' practices involved in constructing common experiences and attributes of being "Asian" in interactions on Podcasts that are self-advised as about "Asian American" experiences. I show that a range of practices are adopted by participants:
        1) to insert an explicit disclaimer (Similar to disclaimers against racism in racial discourse, these disclaimers often assume a negative format, such as "not to generalize," followed with an explicit or implicit "but" and the generalizing statement. Therefore, these disclaimers do not block the production of the generalizing statement. Rather, they can be seen as displaying participants' orientation towards the potential negative inferences of their statement.);
        2) to qualify the generalization to be about one's own experience (This practice regularly takes the format of "an initiation or a completion of a generalization about 'Asian' category + an explicit mitigation of the generalization by limiting it to one's own experience." By doing so, the speaker attends to the possibility that other members of the "Asian" category, which include their co-participants and their listeners, may not have the same experience, while still implying that the generalization could possibly be true.);
        3) to solicit confirmation and have the claim collaboratively constructed by co-participants (Co-participants' confirmation can be solicited explicitly with questions/tag questions or tacitly by suggesting one's lack of certainty about the generalization. In adopting such a practice, the speaker can avoid being seen as being solely responsible for the generalization and whatever its implications and consequences. However, sometimes the speaker has to abandon the generalization when their co-participants do not affiliate.);
        4) to work on the target category of the generalization (Participants can deal with risks of both over-generalizing and under-generalizing at once by transforming "Asian" category both ways: by turning "Asian" category into both a category belonging to a collection and a collection of more categories and generalizing on both levels.).
        I demonstrate how these different practices deals with the potential factual and moral difficulties of generalizing about being "Asian" in different ways. I discuss how the study contributes to a better understanding of the general interactional phenomenon at the intersection of generalizing, constructing common experiences, and pursuing affiliation among co-participants.

Title
Recommending Distant Child's Involvement in Elderly Parent Care: Partitioning the Population into "Family" and Outsiders

Presenters

Atsushi Nakagawa (Utsunomiya University)

Description
When care professionals make an elderly caregiving involvement recommendation to a distant child, they should legitimize it. The practice of partitioning the population into "family" and outsiders is used to do this, and reflects the culture of allocating caregiving responsibilities between family and Care Professionals in contemporary Japan.

Abstract
The purpose of this paper is to elucidate the practice that establishes the legitimacy of recommendations done by care professionals (CPs) regarding distant children's involvement during community care meetings, and to provide insight into the culture of allocating caregiving responsibilities between family and CPs in contemporary Japan.
At this meeting, CPs who usually deal with the elderly parents, discuss cases that are difficult to solve, and a distant child (DC), that is one who lives apart from their parents sometimes participates in this meeting.
In this meeting, CPs may face the following challenges. While it is true that Long-term care insurance, which systematically supports care for the elderly in Japan, has advanced the "de-familization of care" it also assumes care by family members. Therefore, in this meeting, CPs often need to make recommendations for DC's involvement, but if DC shows hesitation or resistance to these activities, CPs need to establish the legitimacy of their recommendations. How is the legitimacy of such recommendations established?
The data analyzed in this paper are video recordings of a meeting held in 2013 which included a DC and six CPs, and lasted approximately one hour. At this meeting, CPs make recommendations for involvement in future activities that contribute to the care of the elderly, in which DC is expected to take responsibility. I have created a collection of 18 cases that can be considered as "caregiving involvement recommendations". CA methodology was used to examine the sequences in which they appear, and it was found that in three of the recommendations, the Membership Categorization Device (MCD) of "family" was used, partitioning the population into the "family" and the outsiders.
This "partitioning of the population" is confirmed by the introduction of MCD of "family" when it is necessary to establish the legitimacy of the "caregiving involvement recommendation", such as the position after resistance to the recommendation or after hesitation. This practice of "partitioning" is used by CPs to legitimize and at the same time attempt to avoid conflict. These findings are not only transferable to the field as a professional technique for CPs, but also shed light on a part of the "culture" of caregiving task allocation between family and CPs in contemporary Japan.

Title
Negotiation of membership and epistemics in Japanese extended family conversation

Presenters
Tomoko Endo (The University of Tokyo)

Description
This study uses videotaped natural conversations between members of extended families and explores how family membership and epistemic status are negotiated. Three patterns will be reported: reciprocal and symmetric relationship as "parents" generation, asymmetric relation between "grandmother" and "mother", and indirect targeting of "grandmother" to modulate parents' epistemic primacy.

Abstract
In conversations between in-laws, young children are often chosen as a topic because they are a common subject within extended families. Typically, the child's parents have greater access to the

child, which guarantees them a higher epistemic status than other people (cf. Heritage and Raymond 2005). For the speakers of Japanese, this situation may create tension because positioning themselves as superior could be perceived as impolite, while the grammatical marking of epistemic stance is nearly obligatory (Kamio 1997). This study uses the videotaped natural conversations collected in the Corpus of Everyday Japanese Conversation (Koiso et al. 2022) and explores how family membership and epistemic status are negotiated in conversation between members of extended families.

The analysis reveals three patterns. First, in a conversation between two couples, participants adopt dual roles as parents (mother/father) of their children and as relatives (aunt/uncle) of the other couple's children. These roles become evident when they notice the growth of the other couple's children; When a non-parent participant says, 'X has become big,' the utterance ends with a sentence-final particle ne, indicating the speaker's less knowledgeable (K-) status (cf. Hayano 2011). In response, the parent of the child agrees and comments from a more knowledgeable (K+) standpoint. This K-/K+ dynamics is reciprocal and can reverse depending on whose child is the topic. Such reciprocity establishes a symmetric relationship within the extended family, i.e., parents of the youngest generation.   In a two-party conversation between a grandmother and a mother, the asymmetry in their relationship is consistently maintained throughout the conversation. When they discuss a child, the grandmother asks questions, and the mother provides answers.

These questions index the grandmother's K- status and the mother's K+ status regarding the child (cf. Heritage 2012). Notably, when the grandmother offers advice regarding child-raising, she prefaces the advice with statements like 'Speaking from the position of senior in child-raising' or refers to herself as 'grandmother,' explicitly indicating the membership category to which she belongs.

A highly delicate behavior is observed in a multi-party conversation involving a grandmother and the parents of a child. When the mother talks about the child, she directs her utterances to her husband. While the parents have a privileged access to their child, they tactfully refrain from explicitly asserting their epistemic primacy over the grandmother. By framing her as an indirect recipient, the parents convey new and pertinent information without threatening the grandmother's face.

Title
Use of Scales for Assessing Personal Appearance in Korean Variety Shows

Presenters
Ann Tai Choe (Hawaiʻi Pacific University)
Jia Kang (University of Hawaiʻi at Mānoa)

Description
This study investigates the assessment of personal appearance as a multimodal and scalar achievement in Korean variety shows. It identifies three scales—pre-existing, contingent, and interactive—used in guest introductions, demonstrating how these practices create humor and memorable impressions of the guests for the benefit of the audience.

Abstract
Assessing someone's personal appearance is a delicate matter. In the context of Korean variety shows, such assessments are not uncommon to create a humorous or memorable introduction of the guests. While prior research on compliments has touched upon the assessment of personal appearance in talk-in-interaction (e.g., "You're looking very good. You've lost weight," Manes, 1983, p. 98; see also Holmes, 1988; Keisanen & Kärkkäinen, 2014; Pomerantz, 1978, 1984), scant attention has been paid to understanding personal appearance as an assessable object and how such assessments are multimodally achieved. The current study addresses this gap by examining the assessment of personal appearance as a multimodal accomplishment.

Applying the concept of regrading (Bilmes, 2019), we illustrate how various scales (Izumi, 2019; Prior & Hauser, 2019) are used to perform measurements of personal appearance within the

institutional activity. Data include seven episodes from three Korean variety talk shows: Happy Together, Abnormal Summit, and Guesthouse Daughters (approx. 12 hours in total). These variety shows generally involve a few regular hosts and visiting guests who come on the show to promote their work or speak on a particular topic. This study focuses specifically on the introductory phase in which the guests are first introduced to the audience.

Findings revealed three types of scales for assessing personal appearance, all of which involve categorization and comparisons between a guest and a host: (1) pre-existing scales (Izumi, 2019), the use of measuring instruments (e.g., a measuring tape) and participants' knowledge of conventional measurement systems (e.g., 21 inches vs. 24 inches) to arrive at a shared understanding toward the assessable (e.g., waist size); (2) contingent scales, locally-constructed scales involving participants' juxtaposition of bodies (e.g., standing side-by-side) to invoke a visual comparison that highlights the assessable (e.g., height); and (3) interactive scales, a sequential combination of pre-existing and contingent scales to compare multiple scalar properties of the assessable (e.g., height and face-height ratio). These assessment practices shape the categorization of participants' physical traits. Together, these findings suggest that assessing personal appearance in Korean variety shows is a multimodal and scalar phenomenon involving diverse resources (e.g., mobility, bodies, measuring instruments), and that the practice of assessment is directly related to the object being assessed. In this particular institutional setting, we argue that such assessments serve the dual purpose of invoking humor and establishing a memorable impression of the guests for the benefit of the audience.

Title
"Speaking as your mother": Okaasan as a non-pronominal self-reference term in Japanese-language mother-child complaint sequences

Presenters
Drew Spain (University of Tsukuba)
Haruka Abe (University of Tsukuba)

Description
This presentation investigates the usage of the non-pronominal self-reference term okaasan in Japanese-language complaint sequences occurring between mother and child. It identifies two features of the term, contrast and the ability to evoke responsibilities vis-à-vis the child, that contribute to framing the complaint as one from mother to child.

Abstract
Self-reference in Japanese may be accomplished by a variety of forms from which the speaker may choose. These include an abundance of first-person pronouns, as well as several non-pronominal forms such as names, position terms, and kinship terms, each of which may be used to index gender, social status, or other membership categories in addition to their deictic function. Research on Japanese self-referential practices, however, has tended to skew toward focusing on speakers' choice of first-person pronouns, leaving the interactional intricacies of non-pronominal self-reference practices largely unexplored.

This study aims to begin filling that gap by investigating one context in which interlocutors refer to themselves using the kinship terms for mother: okaasan and mama. In an analysis of naturally occurring conversational data between mother and child, we employ a combination of Conversation Analysis and Membership Category Analysis to examine several sequences in which the mother embeds one of the above self-referential kinship terms in a conversational turn as part of the act of "doing a complaint." We identify two properties of the self-referential usage of okaasan/mama that contribute to framing the utterance in which they are embedded as a certain type of complaint. The first relates to the marked nature of self-reference in Japanese. As first-person pronouns are overwhelmingly omitted from speech, their overt usage often functions to emphasize the subject's subjectivity or mark them in contrast to some other(s). Within complaint sequences in which the

speaker refers to herself as okaasan/mama, the act of self-reference marks the mother in contrast to her child.

This contrast works in tandem with the second property—one related to membership category—to transform the utterance further into a specific type of complaint. Following Sacks (1972), the categories "mother" and "child" form a Standardized Relational Pair (SRP), or a pair of categories which hold mutual rights and responsibilities to each other. In our data, embedding okaasan/mama into the utterance evokes these rights and responsibilities, and in particular highlights the ways in which the child has increased the burden of these responsibilities on the mother or failed to meet her behavioral expectations, thus transforming the utterance into a hearable complaint along those lines. Taking all of this into account, we consider this self-referential use of okaasan/mama to frame complaint sequences as one produced from a mother to her child as one practice of "doing motherhood."

Title
"I'd never get anything done for myself": First-time mothers' accounts of everyday mobile phone use

Presenters
Philippa Amery, Susan Danby, Margot Bereton (Queensland University of Technology and the Australian Research Council Centre of Excellence for the Digital Child)

Description
In this presentation we examine first-time mothers' interview talk about their everyday digital practices through the lens of feminist Ethnomethodology and Membership Categorization Analysis. This lens enables mothers' category and device use to be examined, giving insight into how mothering identities and motherhood are produced.

Abstract
Mothers' everyday digital practices have been widely critiqued as "bad" mothering within some public and academic arenas, with mothers experiencing increasing pressures to conform to social constructions of "good" mothering. One instance is the ideology of 'intensive mothering' that constructs "good" mothers as always being emotionally, physically, and mentally available, putting the needs of her children above her own.

In this presentation we investigate this moral positioning, and explore how mothers maintain, resist, or reject intensive mothering discourses in their accounts of their everyday digital practices. Using video-recorded semi-structured interview data generated with three first-time mothers, we analyse their accounts of their everyday digital experiences and practices of mobile phone use. For this presentation, interviewing is recognised as an interactional practice where members draw on their cultural knowledge. The researcher's interview questions are not viewed as neutral but rather shape how members respond through category work.

Using feminist Ethnomethodology and Membership Categorization Analysis (Baker; 1997; Stokoe, 2006), we explore how moral expectations and obligations of mothering and digital device use are invoked, resisted, and rejected in the mothers' interview accounts. This approach recognises that interviewees' accounts display their work as a member of a category, in this instance, the category of mothers. We show how mothers' accounts of digital practices in the interview talk reveal moral constructions of shame, guilt, or anxiety about using mobile phones while with their infants. Furthermore, their accounts show their agentic actions in managing the social and moral tensions of attending to their infants and using mobile phones. Examining interview talk through the lens of Membership Categorization Analysis enables mothers' category and device use to be examined, giving insight into how mothering identities and motherhood are produced. Investigating mothers' everyday digital practices through a feminist Ethnomethodology and Membership Categorization Analysis framing illuminates and contributes more nuanced understandings of moral panic and assumptions about mothering and mobile device use.

Title
Natural Seeing in Unnatural Data

Presenters
Iuliia Avgustis (University of Oulu, Finland)
Rachel Chen (Nanyang Technological University)
Terry Au-Yeung (Cardiff University)

Description
This paper discusses the concept of naturalistic data in EMCA. It argues that natural occurrences are constructed by analysts, highlighting three data sets where participants and researchers orient to producing good quality data. It suggests that natural seeing, prioritizing intuitive seeing from participants' perspectives, is key to understanding research interactions.

Abstract
Since Garfinkel and Sacks (1986) and Sacks, Schegloff and Jefferson (1974), naturalistic research has been upheld as one of the glosses for the methodology of EMCA despite multiple versions of what it means. There have been several extensive discussions surrounding its definition: debates initiated by Speer (2002), Kendrick's (2017) special issue on laboratory observations and controlled experiments, and Katila et al.'s (2021) discussion on the researchers' various participation roles. Potter and Hepburn's (2022) proposed criteria for naturalistic data— the 'sick social scientist test' and the 'recovery of action test'—serve as key references justifying the preference to use real-time recordings of naturally occurring interactions as data. Despite participants' occasional orientations to the recording equipment, debate continues within the field that cameras are not 'omni-relevant' for participants (Mondada 2012).

This paper argues that, in contemporary ethical and tech-laden research, naturally occurring can only be an analysts' phenomenon constructed through suspending the participants' presumed natural attitude and bracketing the data of interest out of its indigenous space-time. We demonstrate our point by examining three 'boundary' cases in distinct collections of data where researchers and research participants competently orient to their categories in the devices of [researching] and [doing-what-is-being-researched] to deal with practical contingency. In the first data set, participants were equipped with wearable cameras for the duration of the encounter. This led them to occasionally 'help the researcher' by adjusting camera positions and checking their functionality. In the second data set, the researcher introduced a new artifact into the participants' material environment: floormats that map interpersonal touch to sound. As a result, participants occasionally 'forced' the use of the mat in order to contribute good data for the project. The third set involved a workshop organized and recorded for study purposes, during which participants occasionally sought guidance on proper procedures from the researcher.

Despite their apparent unnaturalness, these cases share a common thread. That is—researchers' and participants' orientation to 'producing good quality data for research' when invoking the researcher-researched categorisation device, whether ensuring recording quality, engaging with a specific artifact, or seeking clarification on procedures. We contend that these methods, including being naturalistic, are not at the same methodological order as the natural seeing that rendered these members' methods of research accountable. Through natural seeing, which prioritises the researchers' intuitive seeing from the participants' perspective, researching is just another taken-for-granted integral layer of the haecceity of participants-interacting-on-camera-for-research.

Title
Invoking Time Limits for Managing Responses in US Senate Judiciary Committee Lower Court Nomination Hearings

Presenters
Kristella Montiegel (University of Colorado, Boulder)

Description
I use Conversation Analysis to explore interaction in US Senate Judiciary Committee lower court nomination hearings, focusing on the ways Senators strategically invoke the hearing's time limits while questioning judicial nominees. Data is drawn from 13.36 hours of Q&A rounds across 12 hearings during 2020 and 2022.

Abstract
This paper investigates a strategic interactional practice in US Senate Judiciary Committee (SJC) lower court nomination hearings. Using the method of Conversation Analysis and drawing from approximately 13 hr and 36 min of data from question-answer rounds across 12 SJC hearings during 2020 and 2022, I document how Senators' invocations of the hearing's time limits function as an interactional practice for managing judicial nominees' responses to their questions.

I examine Senators' time invocations (TIs) in two main sequential areas: (1) When designing questions to nominees, and (2) when pursuing or challenging nominees' responses. As a feature of question design, TIs help Senators 'move things along' during their relatively brief floor time, as well as pin nominees to respond in ways that are preferable to the question. As a feature of pursuits or challenges, TIs help Senators manage nominees' off-topic, evasive, or otherwise unsound responses, thus ascribing different levels of accountability onto both nominees (for their insufficient responses to Senators' initial questions) and Senators themselves (for the sequential and affiliative consequences associated with 'doing' pursuing/challenging). 6 extracts are presented from a larger collection of 82 cases of TIs.

Findings reveal how time limits, as a structurally organizing feature of SJC hearings, can be manipulated by Senators to advance various goals in this highly constrained and institutionalized context, including exhibiting and implicitly legitimizing partisan bias while questioning judicial nominees.

Title
Multimodal Resources for Pursuing a Preferred Response in the Face of Resistance

Presenters
Reihaneh Afshari Saleh (Ulster University)

Description
This study explores multimodal resources that participants may use in pursuing an interactional outcome.

Abstract
This study is on pursuing an interactional outcome in the face of a co-interactant's resistance. It contributes to research on pursuits in social interaction (Pomerantz, 1984b) by taking a multimodal approach to pursuit sequences in which one participant issues an imperative and directs another to perform an action, but the coparticipant resists against the directed action. While previous research on directive sequences studied factors such as facing formation and temporal ordering of actions within communicative projects (e.g., Goodwin, 2006), this study is focused on the simultaneous coordination among various resources while pursuing a preferred response and also on the implication that the employment of these resources has for the trajectory of the interaction towards escalation or de-escalation.

Drawing on 140 pursuit sequences in interaction between Persian adult family members, the research shows a hitherto less explored phenomenon called multimodal gradation: a temporally coordinated up- or downgrading of a multitude of resources that are simultaneously used in formatting a social action. Borrowing Mondada's terms (2014), the whole "multimodal Gestalt" by which the pursuit turn is delivered is up- or downgraded. The findings show that multimodal upgrading of a pursuit turn projects further expansions to the sequence, and it can escalate an initial clash. On the other hand, multimodal downgrading projects a contingent sequence closure and de-escalation. Here is an excerpt of an extract:

```
->    01              +(0.5)
            far     +holds hand with a fig stretched toward AMI-->
      02    AMI    n((click))emikhâm
                   n((click)) I don't want
->    03    FAR    bo[kho.
                   eat.
      04    AMI     [m-      a-
                     m-   a-((incomplete words))
      05    AMI    anji nemikhâm
                   I don't want a fig
      06              (0.2)
->    07    FAR       +<<f,h>bokhor.>+   ((talks louder and higher))
                              eat.
                 -->+strtch more---+
      09    AMI    +((click))+[anji dust nadâram
                     ((click))   I don't like figs
->    10    FAR    +          +[<<ff, hh> bo-khor.>+((talks louder and higher))
                                        eat.
            far    +holds----+strtch more---------+
```

The findings have implications for our understanding of sequence organization, action formation, fine relationship between multimodal resources, and agency in social interaction.

Title
The situated order of service in district markets.

Presenters
Burak S. Tekin (Ankara Yıldırım Beyazıt University)

Description
This paper examines the openings of market interactions, concentrating on how and whether clients and sellers initiate encounters. It considers the distinctions between unfocused and focused interactions in markets and provides insights to reflect on the organizational properties of market interactions, as well as on participation, membership categorization and multiactivity.

Abstract
There is a growing interest in service/shop encounters in EMCA studies (see among others Fox, Mondada & Sorjonen, 2022; Lindström, Norrby, Wide & Nilsson, 2017; Mondada, 2021). Using video recordings collected in markets in which participants speak Turkish (around 10h), this paper paper contributes to this line of research by examining the sequential and temporal organization of market interactions. In particular, it deals with the openings of market interactions, concentrating on how and whether clients and sellers initiate encounters.

Previous studies have acknowledged that when an encounter is initiated might be controversial and open to discussion. Adopting a multimodal perspective, these studies show that persons engage in monitoring one another way before they formulate their requests (D'Antoni & De Stefani, 2022; Harjunpaa, Mondada & Svinhufvud, 2018). This study investigates how sellers and clients in markets orient to, inspect, see and recognize one another, especially prior to initiating an

encounter in which they engage in shopping. Sellers often look around and monitor the approaching passers-by, and sometimes produce some announcements, together with some generic and collective address terms, indicating the price of their products or some of their peculiar qualities (i.e., freshness, taste, etc.). Their announcements/invitations might be picked up by those passers-by, which reflexively work to transform them into prospective clients (Hochuli, 2019). Yet, these announcements might also remain unattended without leading to focused encounters (Goffman, 1963).

On the other hand, clients while they walk along the markets continuously inspect the products around themselves. They usually stop near the products and establish mutual gaze with the sellers who might be serving to other clients. Only after they build a mutual interactional space with sellers, they address their questions or requests to the sellers, in which they topicalize the price or the origin of the products. Given that both sellers and clients constantly monitor the passers-by or inspect the products, it is relevant to characterize these moments as potentially emerging encounters or incipient pre-openings. This study considers the distinctions between unfocused and focused interactions in markets and provides insights to reflect on the organizational properties of market interactions, as well as on participation, membership categorization and multiactivity.

Service Encounters

Title
The Assistance Inside Taxis: Collaboration between Passengers and Drivers

Presenters
Yani Liu (The Chinese University of Hong Kong)

Description
This study investigates collaborative interactions between passengers and drivers through assistance. Blurred service boundaries and shared journey spaces present unique challenges. Naturally occurring video data reveal how passengers and drivers deal with non-driving related difficulties, shedding light on the cooperative organization through social intricacies of assistance in service encounters.

Abstract
Assistance is integral to our daily lives, where individuals frequently encounter challenges and seek or provide help (Kendrick & Drew 2016). Under service encounters, service providers naturally bear the responsibility and duty to help customers because service requests and their fulfilment form the primary purpose and goal of interaction (Merritt 1976). Various Ethnomethodology and Conversation Analysis (EMCA) studies have explored requests and assistance in different service settings. For instance, research has examined how agents manage unfulfillable customer requests in airline service calls (Lee 2011) or the grammatical variations in requesting forms at a shoe repair store (Hox & Heinemann 2016).

This paper focuses on assistance dynamics within the distinctive context of taxi-hailing. Two key features make assistance intriguing and complex in this service encounter. Firstly, the blurred service boundaries within platform taxis create challenges in describing and measuring the extent of assistance provided. It is commonly known that passengers pay for the service of transporting them from pick-up locations to destinations, but passengers often seek help for non-driving-related issues. Secondly, the symbiotic relationship between drivers and passengers in a shared space during the journey blurs the lines between "beneficiaries" and "benefactors" (Couper-Kuhlen 2014; Clayman and Heritage 2014). Because they share the space inside the car together along the journey, passengers as beneficiaries are undeniable. What if drivers can be "beneficiaries" and "benefactors" at the same time? As a result, cooperation becomes particularly crucial in this shared space compared to other service encounters.

The data I used in this study are drawn from video recordings of naturally occurring interactions between drivers and passengers during approximately 300 rides. Two GoPro cameras and one 360-degree camera were installed in the car. While GoPro recorded interactions within the car, the 360-degree camera also captured the outside view, enhancing our understanding of drivers' resources and engagements when assisting passengers. Although driving is the primary service, the study specifically examines instances where drivers provide more assistance than driving. The analysis delves into how passengers express difficulties verbally and non-verbally, how drivers respond, and how passengers and drivers negotiate challenges with limited visibility and body movements in tackling difficulties together. By exploring the meaning of assistance as a social action within the service encounter, this research contributes to our comprehension of cooperative organization in interaction dynamics.

Title
A practice for rightfully obstructing petitioners' complaints in Mandarin citizen-official encounters

Presenters
Zebui Weng (Northeastern University at Qinhuangdao, China)

Description
This study examines how Chinese officials use the directive "You listen to me say" to interrupt citizens' complaints, shifting from complaint to resolution phases in citizen-official interactions. Analyzing 21 hours of video, it reveals officials' strategies to manage and redirect discussions, highlighting the interactional dynamics of authority and compliance.

Abstract
This conversation-analytic study explores a particular practice deployed by government officials in obstructing citizens' prolonged complaints in citizen-official encounters. That is, at a certain moment in interaction, the officials preempt or obstruct the citizens' projected or actual continuation of a complaint with a directive ni ting wo shuo 'You listen to me say' (henceforth, NTWS), and once receiving compliance, they standardly preface their ensuing turn(s) with a reference to the citizens' overall petition, zhe(ge) shir '(Regarding) this matter'. Such a practice appears to occur at a contested transition from a complaint phase to a resolution phase, where the petitioners project a continuation of the complaint and the officials move to the resolution despite the projection of continuation.

The dataset consists of 21 hours of video recordings of naturally occurring talk during pre-scheduled appointments by citizens to a local Bureau for Letters and Visits (i.e., Xin Fang Ju) in China. A typical petition-receiving encounter involves (a) citizen(s), a subordinate official, and a lead official. The paper first investigates NTWS from the aspects of sequence organization and rights to the speakership. It then examines the practice NTWS + [zhe(ge) shir '(Regarding) this matter'] with regard to overall structural organization and the officials' orientation to the accountability of their obstructing actions. We conclude by discussing the interactional significance of this practice. Data are in Mandarin Chinese.

Title
"I will tell/ask him": Action Ascription in Remote Foreign Language Interpretation Services in Japan

Presenters
Mika Ishino (Doshisha University)
Makoto Hayashi (Nagoya University)

Description
This study examines how participants ascribe actions to a particular type of utterance, an announcement of future action, "I will tell/ask him," observed in an interpretation service encounter. Discussing several sources of ambiguities in the service institutional interaction, we contribute to the ongoing debates on ambiguities in action ascription.

Abstract
This study aims to extend the current research on 'action ascription' (e.g., Deppermann & Haugh, 2022) by examining how participants ascribe actions to a particular type of utterance observed in a rather unique kind of service encounter. We analyze data from a foreign language interpretation service provided remotely for tourism industry (e.g., railroad companies) in Japan. In this service, an interpreter stationed at a call center speaks to an English-speaking visitor through an iPad-mediated video call system on behalf of a non-English-speaking service staff who is copresent with the visitor. This setting poses distinctive constraints on how the participants manage shifts in the participation framework among themselves: while the interpreter needs to speak with both the visitor and the service staff to perform her translation service, she can speak with only one of them at a time via iPad because the video call system only affords dyadic interaction. Thus, in order for the interpreter to switch her interlocutor from one to the other, she needs to have the current interlocutor turn the iPad around so that it faces the next interlocutor. We focus on moments when the interpreter manages shifts from her interaction with the visitor to the service staff.
We found that, when a shift in the participation framework becomes relevant, the interpreter recurrently produces utterances that announce her future action in the form of "I will ask/tell him (=the staff)." Typically, the visitor responds to these announcements by stepping back from the iPad, thereby enabling the staff to face the interpreter to start an interaction. In other words, the visitors understand that the interpreter's announcement of future action as a call for a change of interlocutors. When they step back from the iPad, those visitors also display a particular stance towards the announcement (e.g., thanking the interpreter as a beneficiary).
In contrast, some visitors produce no verbal or bodily response to the interpreter's announcement of future action, nor do they display any stance towards the interpreter's announcement. The lack of response is taken to be problematic by the interpreter, who proceeds to make an explicit request like "Can I speak to him?" This indicates that the interpreter's announcement poses ambiguities to the visitors regarding what actions to ascribe to it. We discuss several sources of such ambiguities and contribute to the ongoing debates on ambiguities in action ascription (Stivers, et al., 2022) from the perspective of service encounters.

Technology & Interview/Focus Group

Title
From Acceptance to Reflection: Ethnomethodology in the Age of Generative AI Education

Presenters
Keirah Comstock (University of Rochester)

Description
This study explores the impact of Generative AI, particularly ChatGPT, on pedagogy, using ethnomethodology and conversation analysis in Upstate New York, USA. It introduces the ChatGPT

Teaching Model's five phases and analyzes how educators incorporate AI into teaching, reshaping educational interactions and informing curriculum integration.

Abstract

In the dynamic realm of educational technology, the influence of Generative Artificial Intelligence (GenAI), including the Chat Generative Pre-Trained Transformer (ChatGPT), has had varied impacts on educators, both challenging and enhancing pedagogical approaches. This study examines how faculty members communicate and collaborate with students during this GenAI era, employing ethnomethodology and conversation analysis (EMCA) as the primary investigative frameworks. Conducted through a mixed-methods approach in Upstate New York, the research offers a refined methodology in line with pedagogical principles, emphasizing the application of EMCA to understand and document the interactions. The findings tailored to faculty needs, investigates how educators adapt to and assimilate new AI technologies into their teaching repertoire and comprehend the ensuing pedagogical shifts. The analysis, through the EMCA lens, reveals how routine educational exchanges are reshaped by AI integration, situating the study at the intersection of technological advancement and pedagogical innovation. Moreover, the study has initiated ChatGPT Teaching Model is delineated into five pivotal phases—Accessibility, Acceptance, Exploratory, Thinking Partner, and Reflection—each essential to evaluate the pedagogical impact and outcomes of AI in education. These stages facilitate educators' reflections on ChatGPT's efficacy and inform their planning for its curricular integration. Data collection for this study spanned observations, interviews, surveys, and the examination of artifacts, providing a comprehensive understanding of the model's implementation and its effects on teaching and learning. The study's location in Upstate New York, provides a unique yet globally representative context.

Title

Managing Membership Categories Affecting Interaction in Research Interviews Between Adult Interviewers and Teenage Interviewees

Presenters

Yuri Nunokawa (Takasaki University of Health and Welfare)

Description

Analyzing research interviews in Japan between adult interviewers and high school students, this presentation reveals how identities not directly related to the interview topic can become relevant and affect the ongoing trajectory of interaction. It also explores how participants manage these situations using their knowledge of membership categories.

Abstract

Ethnomethodological and conversation analytic research on interaction in research interviews has focused on how membership categories are relevant and consequent to the forms of interaction (e.g., Baker 2004; Roulston 2006; Widdicombe 2011). Specifically, investigations into interviews between adult interviewers and teenage interviewees have uncovered the construction of identities through question-answer exchanges, intertwined with cultural knowledge about membership categories (Baker 1984; Roulston 2006). While previous studies have shed light on how the "adults-children/adolescence" categories influence interview interactions, their focus has predominantly centered on interviews where the interviewee's identity is the primary research topic. In this presentation, through the analysis of interaction in research interviews between adult interviewers and high school students in Japan, I focus on how their identities which are not the topic of interview can become relevant and affect the ongoing trajectory of interaction. The presentation also explores how participants manage these situations by leveraging their knowledge of categories and modifying their discourse.

The data were collected from two research projects in 2008 and 2019, both centered on the same Japanese high school with a focus on vocational education. In both projects, interviews were

conducted with students nearing graduation to explore their school experiences and any shifts in their career aspirations during their high school years. The dataset comprises 18 cases from the former projects (including nine individual interviews and nine small group interviews) and 10 cases from the latter project (solely individual interviews).

An analysis of these interviews reveals that both interviewers and interviewees show their orientations toward asymmetrical authority regarding evaluation of the students' career plans. The interviewers, who are university researchers or graduate students from a prestigious Japanese university, can be in a position to evaluate students' career plans or academic abilities, introducing a discrepancy brought by the cultural knowledge attached to their category. Given the discrepancy among participants, students not only downplay their abilities or career plans but also assert that interviewers would assess them similarly through expressions such as the Japanese final particle 'yone,' which indicates a speaker has a certain view previously and independently (Hayano 2017).

Interviewers, in turn, navigate this students' response by acknowledging their limited knowledge and skills in the students' domain, positioning themselves as laymen in vocational education. Through this analysis, this presentation contributes to the existing body of research on interviews and membership categories by illustrating the methods employed by participants to address these complexities.

Title
Becoming Americanized: The generational shift of Chinese Americans' orientations to their ethnic categories

Presenters
Ruey-Ying Liu (National Chengchi University, Taiwan)

Description
This study examines how Chinese Americans orient to their ethnic categories in focus group discussions. The analysis reveals that Foreign-born Chinese Americans tend to portray Chinese people as a homogeneous entity, whereas their US-born counterparts consistently highlight personal perspectives, orienting to group heterogeneity. This distinction suggests a generational shift within the Chinese-American community. Data are in English and Mandarin.

Abstract
Ethnicity is widely understood as a social construct in contemporary social science research, yet how the collective meaning and boundary of a given ethnic group are constructed in social interaction remains underexplored. Taking a conversation analytic approach, this study explores how Chinese Americans invoke and orient to their ethnic categories in focus group discussions.

This study utilizes data collected for a focus group study investigating the perspectives of older Chinese Americans on clinical trial participation. Twelve in-person and virtual focus groups were conducted among both foreign-born and US-born Chinese Americans, half in English and half in Mandarin. Through a secondary analysis of the corpus of spoken data, this study examines the formulation of expressions related to Chinese ethnicity, identifying 179 cases of expressions of cultural values, beliefs, and practices in the current dataset.

The analysis reveals a compelling divergence: Foreign-born Chinese Americans tend to portray Chinese people as a homogeneous entity, whereas their US-born counterparts consistently frame their expressions through personal perspectives, orienting to the heterogeneity within the group. For instance, when talking about the perceived aversion to risk among Chinese Americans, a foreign-born participant presents it as a universal fact:

```
1   women hua      ren     jiu shi buhui um you   xin de    dongxi
    1PL    Chinese people INT COP NEG         exist new ASSO thing
2    bu   yuanyi jieshou.
     NEG willing accept
```
We Chinese people simply are not um, when there is a new thing, not willing to accept.

In contrast, a US-born participant, while addressing the same trait, highlights his personal background and perspective rather than generalizing to the entire group:

```
1    Well, my understanding fr- from growing up in San Francisco Chinatown,
2    I- I think a lot of Chine:se u:hm: they're not willing to really
3    take their chance of maybe trying something that's new.=that's kinda
4    risk taking.
((seven lines omitted))
12   So I think that's one of the- one of my reasons I think, would be
13   my reluctance to not do it.=I think the Chinese are maybe that way.
14   Maybe not.
```

This distinction in orientations toward homogeneity versus heterogeneity suggests a generational shift in how members of the Chinese-American community perceive the meanings associated with their ethnic category. I argue that this shift illustrates what being Americanized entails in interaction. The findings also provide methodological implications in how secondary analysis affords insights into interactional research, which traditionally relies on primary data analysis.

Conversation Analysis in General

Title
Audience Members as Language Brokers in a Live Streamed Gaming Session

Presenters
Naoki Itakura (University of Hawaiʻi at Mānoa)

Description
Extending previous studies of digital interaction, this study aims to examine the role of audience participation in resolving an L2 speaker's lack of competency in online gaming live streaming. Findings show that live chat messages play a role in language brokering and resolving linguistic gaps in situ.

Abstract
Live streaming gaming services have been on the rise for the last decades. These services typically involve live streamers playing a game live while their audience watches and participates in the stream via the textual chat function. Extending digital interactions providing different types of synchronicity (e.g., synchronous or asynchronous) and modality (e.g., written or oral) (Jenks, 2014) as well as previous studies of participation framework in gaming interaction (Piirainen-Marsh, 2012), this study aims to examine the role of audience participation in resolving an L2 speaker's lack of competency in online gaming live streaming.

Data come from a gaming session live-streamed on Twitch (approximately 3h), a popular streaming platform, where minimally proficient L1 and L2 Japanese speakers played an internationally well-known shooting game, APEX LEGENDS. Using multimodal conversation analysis (Mondada, 2018) and the concept of language brokering (Bolden, 2012) —that is, an "endogenous method for solving understanding problems and thereby promoting intersubjectivity", this study scrutinizes how a less competent L2 Japanese speaker recruits audience comments as language brokers and resolves his lack of comprehension. The transcripts adopt a three-tier format (Hepburn & Bolden, 2017), and onsets of embodied actions are indicated with +sign. I selected cases where these live streamers carried out conversations whose topics were not gaming. These cases allow for investigations of where linguistic trouble emerges and how the focal L2 Japanese speaker manages it with the audience's assistance.

Findings show that oral requests and gaze shifts initiate language brokering among him and his audience (Greer, 2015; Traverso, 2019). His audience not only summarizes and translates the ongoing oral interaction but also proposes relevant topics for interactions among live streamers. Specifically, live chat messages encourage the L2 Japanese speaker to engage in ongoing oral interaction with his co-players, exhibiting novel audience participation. His co-players initiate further

questions and react to his utterances derived from the audience's comments. The involvement of the audience demonstrates two turn-taking systems: (i) oral (between live streamers) and (ii) both oral and written (between a live streamer and an audience). These findings suggest that live chat messages resolve the gaps in competency in situ and enable a less competent speaker to allocate turns with his co-players on online platforms.

Title
Portraying a child as the benefactor/beneficiary: The use of Japanese auxiliary verbs of giving and receiving in teacher-parent interaction

Presenters
Kaoru Hayano (Japan Women's University)

Description
This paper investigates how nursery-school teachers use Japanese auxiliary verbs for adopting benefactor/beneficiary stance when they report on a child's behavior to their parents. The analysis reveals that, using the auxiliar verbs, teachers portray a child as the benefactor or beneficiary to disambiguate their evaluative stance toward the child's behavior.

Abstract
The Japanese grammar has a set of auxiliary verbs to express the benefactor/beneficiary relationships: ageru to treat the subject as the benefactor from the benefactor's viewpoint, kureru to treat the subject as the benefactor from the beneficiary's viewpoint, and morau to treat the subject as the beneficiary. This paper investigates how nursery-school teachers use them when they report on a child's behavior to their parents. The data is drawn from video-recorded conversations in Japanese that transpire between nursery-school teachers and parents when the parents come to pick their children up after work. The analysis reveals that the teachers rely on the auxiliary verbs to disambiguate their evaluative stance toward the child's behavior that they are reporting. See Example 1, where a teacher reports to the mother of a child that she always tells stories about another nursery school that she used to go to.

```
1  TCH: furawaa naasurii tte iu tokoro ni
       Was she going to Flower Nursery
2       i↑tteta n de [su(  )
       school?
3  PRT:            [a! mukashi itt[e ma[shita.
                    A! In the past, she was.
4  TCH:                          [a! [↑↑so:o=
                                  A!    Is that=
5       =na n desu ↑ne sono hanashi o:
       =right? Stories about it,
6       (0.2) oyatsu no toki ni zu-itsumo
       (0.2) she all th- always
7       shite[kurete
       tells them...
```

The child's act of telling stories about her former nursery school is marked with the auxiliary verb kureru (in its continuous form kurete, line 7), the marker to treat the subject (the child) as the benefactor, although the act is not inherently beneficial to the recipients of the story. The use of the benefactor marker and clarifying the teacher's appreciative stance toward the act appears critical in this case. The teacher is oriented to the possible hearing of the story as critical or even complainable and working to cancel that possible hearing—the orientation manifested in the replacement of the word zu(tto) "all the time," which has a negative connotation, with another itsumo "always". The use of the auxiliary verb can thus be seen as contributing to this interactional project. The analysis of this and other comparable examples from the corpus shows that the auxiliary verbs of benefactive relationships serve as an interactional resource for conveying and managing evaluative attitudes

toward a child's reported behavior in this setting, where an opportunity for a teacher's criticism is omnipresent.

Title
Who calls it a day in monotopical calls, and how? : 'alkeysssupnita(I see)' as an interactional resource for closing in Korean conversation

Presenters
Min Gyeong Choi (Seoul National University)

Description
This study explores how the Korean response token "alkeysssupnita" ('I see') closes topics and conversations, revealing its dual role in both concluding ongoing discussions and initiating conversation closure in monotopical discourse.

Abstract
This paper is to delineate how Korean clausal response token alkeysssupnita ('I see') is utilized to effectively close monotopical conversations. Studies have shown that certain response tokens which functions as indicators of agreement or prior knowledge such as okay, I see, or right create a sequential environment that allows speakers to smoothly transition to the next sequence of talk (Beach, 1993; Turner, 1999). Building upon existing studies on closing sequences and extending the scope of previous research on Korean response tokens which primarily focused on their topic-closing functions, this study investigates alkeysssupnita's pivotal role in both concluding ongoing topics and initiating conversation closure. It aims to demonstrate that alkeysssupnita not only concludes ongoing topic but also initiates closing sequence of conversation, supporting Schegloff and Sacks' (1973) assertion that the resolution of the topic and the closure of the conversation may not necessarily require separate actions within monotopical discourse. By employing an in-depth conversation analytic approach, this study illuminates nuanced and intricate nature of alkeysssupnita as a position- and composition-sensitive resource for closing both topic-in-progress and the whole conversation in monotopical conversation.

Title
Claiming insufficient knowledge as an epistemic hedge in Jakartan Indonesian

Presenters
Rika Mutiara (Esa Unggul University)

Description
The data for the study was collected in 2023. It is a preliminary study in the topic of insufficient knowledge in Jakartan Indonesian. The data collection can be gathered from more recordings in the future.

Abstract
A claim of insufficient knowledge might be found as an answer to the prior speaker's question or a response to prior's speaker utterance. The present study aims at exploring the functions of nggak/gak tau (don't know) when it was used to modify speakers' prior and upcoming utterances in Jakartan Indonesian. The source of the data was casual conversation among university students. The duration of the recording is around 3 hours. There are 18 instances taken as the data in the present study. As epistemic hedge, the speakers tend to use it when they give predictions or tell their plans. They are not sure with what they state. However, due to their epistemic status, they are still responsible for supplying knowledge. They might explain what makes them not sure because they are in the position

of higher epistemic status. Nggak/gak tau was applied when the speakers respond to assessment given by the prior speakers. In addition, nggak/gak tau is a tool to avoid giving assessment or uncertain about their own assessment. In giving opinions, the speakers, moreover, soften her opinions by using nggak/gak tau.

Title
Retracting turns and actions in progress: Exploring offer sequences in Korean conversations

Presenters
Mary Kim (University of Hawaii at Manoa)

Description
This study explores turn and action retractions in offer sequences, unveiling the process of undoing ongoing actions. It illuminates an understudied facet of turn management, a crucial mechanism for real-time adaptation amid emerging contingencies. The analysis reveals speakers retracting turns when recognizing pending matters, resulting in withdrawals or reversals of initial actions.

Abstract
This study examines the practice of turn and action retractions in everyday interactions, investigating the process of undoing or taking back ongoing turns or actions. The research findings contribute to a broader project on turn management across diverse contexts. This presentation specifically delves into offer sequences within Korean conversations, drawing on nine hours of ten face-to-face everyday interactions from a conversation analytic perspective. The analysis reveals that speakers retract their turns and actions in progress when they belatedly recognize pending or competing matters that require immediate attention. Consequently, they withdraw, reverse, or cancel their initial actions, decisions, or commitments.

A dinner conversation between parents and their two daughters illustrates a series of turn and action retractions within offer sequences. In response to the mother's offer of kimchi, the older daughter initially volunteers to bring it herself. However, she swiftly retracts, explaining she does not know its location and seeks the mother's help. Later in the interaction, further retractions occur when the daughter finally sees the kimchi and suggests offering it to their dad instead, retracting her initial acceptance of the mother's offer. Additionally, the mother retracts her kimchi offer to the younger daughter, quickly realizing it's too spicy for her.

These retractions manifest verbally (e.g., negators, accounts), vocally (e.g., jump-starts during retractions), and visually (e.g., physical return to the original bodily position). In certain instances, retractions are entirely carried out through embodiment, as observed when the father is about to transfer an object but then takes it back. Turn and action retractions alter the trajectory of the ongoing course of action, resulting in divergent paths and distinct interactional outcomes. Prior research on turn initiation, transition, and expansion (Sacks et al., 1974; Ford et al., 2002; Heritage & Sorjonen, 2018) has enriched our comprehension of turn management.

The current study on turn retraction seeks to uncover underexplored facets in turn management. Turn and action retraction emerge as crucial mechanisms for speakers adapting in real-time amid emerging contingencies and competing demands. This adaptability is especially pronounced in offer sequences, intricate processes involving steps like locating and transferring objects, assessing participants' needs and priorities at the moment of the interaction, and adjusting to changing recipiency dynamics (Curl 2006; Clayman & Heritage 2014; Kendrick & Drew 2016; Raymond et al., 2020).

Title
The interactional generation of non-seriousness in news interviews

Presenters
Matthew Butler (University of York)

Elizabeth Holt (University of York/Huddersfield)

Description
This paper explores the relationship between serious and non-serious talk. We report on moments when interviewees respond to questions with two responses: one ironic or non serious and a subsequent one that is serious. It is shown how IEs exposes issues within a question and this affords them the opportunity to produce a non serious response.

Abstract
This paper explores the relationship between serious and non-serious talk. It reports on a sequence we have identified operating in news interviews. It involves interviewees responding to questions with two answers. The first answer is nonserious or ironic and the second is serious. This pattern is observable in the following extract:

```
1     IR1        Did you get a cha:nce uh: the book is
(tarted)>I know< in 2            a lot of high schools and
stuff did you get a cha:nce hhh
3                to read it or: do you even have chance to sit
and
4                read=h:uh heh >hhh< heh these days you're so
busy
6                (1.7)
7     IE         Tck (0.2) uh: >no I never read the book< or
the script
8                actually I kinda winged it hhh
9     IR1        Yea[h
10    IR2       [eh: [he hah ha ha heh he nice try
11    IE              [uh: no of course I read the book I
think the
```

The interviewers asks a question (lines 4 and 5) which receives two responses from the interviewee. The first is nonserious and ironic because of the exaggerated quality of 'I never read the book' and the figurative expression 'I kinda winged it'. Yet, there is a sense that the answer shares the surface level features of a 'serious' response to the IR's question. What follows is a second answer produced (lines 11-14) prefaced by 'no' and concedes from what was previously claimed in lines 7 and 8 i.e., that the IE never read the book. This pattern – of responding to a question with two responses - represents a variation of what Schegloff (2001) describes as 'doing a 'joke first'; that is, before providing the serious 'next' which is sequentially relevant to the question, the participant provides a 'joke first' response (Schegloff, 2001, p.212). Using conversation analysis, the present study analyses this practice and contributes to the study of nonseriousness in interaction. Firstly, we show the machinery of nonseriousness and that it does not 'come out of nowhere' (Drew, 1987). Thus it is shown that nonseriousness is a sequential activity. We also show that in responding to a question in the manner shown above, participants expose something about the question being morally sensitive and thus ridicule the question. Thus, we explore what generates nonseriousness and how issues built into a question provide resources for participants to do a nonserious turn.   Data is in English.

Title
Managing Recipient Orientation Within A Turn: Speech Perturbations in Japanese Conversational Storytelling

Presenters
Satsuki Iseki (Rutgers University)

Description

This study analyzes storytelling sequences in everyday Japanese conversation and the use of mid-clausal speech perturbations. Findings revealed that mid-clausal pauses and sound stretches draw attention to a specific word and solicit the recipient's display of understanding to establish the groundwork needed for proceeding in the telling.

Abstract

In everyday conversational storytelling, storytellers monitor, manage, and negotiate recipient response and their attentiveness during their telling (Goodwin, 1984). This study, utilizing conversation analysis, examines how storytellers strategically deploy speech perturbations, such as pauses and sound stretches, to monitor and negotiate the recipient's understanding and thus the potential epistemic and affiliative stance toward the story in Japanese conversations.

The study shows that (and how) mid-clausal speech perturbations are used during the background information phase of the telling sequence to solicit the story recipient's responses to the nominals highlighted by the speech perturbations. Previous research has shown that speech perturbations, such as a restart of a turn, can solicit interactants' gaze and attention (Goodwin, 1981) or speech suspension to involve the recipient in completing the utterance to monitor and negotiate stance (Iwasaki, 2015). This study further shows that mid-clausal pauses and sound stretches in Japanese can draw attention to a specific word and solicit the recipient's display (or claim) of understanding to deal with a local task of establishing the groundwork necessary for storytelling. Grammatically, the specific placement of the speech perturbation between a nominal and a postpositional particle creates a minimal "grammatical latch" (Hayashi, 2004). This latch creates the momentary suspension of the progressivity of the turn that allows the specific word to be indicated as requiring a response and attention without actually providing space for the recipient to intervene.

These findings suggest that speech perturbations in Japanese conversational storytelling address both ongoing interactional problems, such as recipient disengagement, and potential interactional problems, such as unsuccessful construction of background information crucial for proceeding to the subsequent telling. It demonstrates the fine-grained interactional work that is necessary to manage recipient uptake and construct a success story.

Title

Elicitation Strategies for Self-Correction in EFL Writing Conferences

Presenters

Seung-Moo Jung (Seoul National University)

Description

The current study investigates the teacher's elicitation strategies for the student's self-correction in EFL writing conferences held in after-school English writing class. The data were coded by Conversation Analysis and the findings can contribute to understanding the teacher's elicitation strategies and developing writing conferences as part of regular English class.

Abstract

Writing conferences have been theorized since the 1970s to help students learn and improve their writings through individual feedback interaction from the process-based writing approach. The pedagogical benefits of writing conferences are based on the Vygotskian sociocultural theory with Zone of Proximal Development, scaffolding, and regulation. The teacher examines the student's developmental level in ZPD and scaffolds the student gradually through negotiation so that the student can proceed from the other-regulated to the self-regulated learning. The problem-oriented writing conferences are composed of feedback episodes where the teacher offers corrective feedback in accordance with the student's written errors. In the initial detection stage of feedback episodes, the teacher and student come to recognize the error. In the second identification stage, they identify the nature of error, and lastly in the correction stage they solve the error. Teacher's corrective feedback can be classified into explicit correction, recast, and elicitation. The latter two are called interactional

feedback. Teacher's elicitation aims to provide students with opportunities for self-correction and to draw out modified output, refraining from implicit recast and explicit correction. Lyster and Ranta (1997) and Nassaji (2007) suggest elicitation types and strategies to handle the student's language errors. However, few studies have demonstrated how the teacher's interactional feedback in EFL writing conferences evolves with contingency in consideration and how the teacher's elicitation strategies scaffold the student to achieve self-correction.

The purpose of this research is to investigate how the teacher elicits the student's self-correction in EFL writing conferences. To this end, the classroom-based teacher-student writing conferences were conducted as part of after-school English writing class at a high school, Korea. The genre-based writing instruction followed the Feez's (1999) teaching-learning cycle and involved writing conference sessions held in the regular class as part of its syllabus. One teacher and five student participants were recruited and the researcher remained an observer to keep the classroom environment natural so that the teacher-student writing conferences became authentic, which were then coded by Conversation Analysis. The findings report that the teacher utilizes five elicitation strategies to draw out the student's self-correction, which are (1) through metalinguistic clues; (2) after completion of the first-error correction; (3) through morphological knowledge; (4) after unfamiliar-to-familiar word change; and lastly (5) through stepwise construction of sentence components. The current study is expected to contribute to understanding the teacher's elicitation strategies and to developing writing conferences as part of regular English class in Korea.

Title
When asking where someone is not a request for information or assistance

Presenters
Esther González-Martínez (University of Fribourg)
Barbara Fox (University of Colorado Boulder)

Description
The paper concentrates on cases in which a nursing staff member, in the presence of at least one other coworker, produces a declarative utterance with the form "elle/il est où X," literally "she/he is where X" in French, referring to an absent coworker or patient.

Abstract
Hospital departments are distributed workspaces, staffed with personnel engaged in interdependent clinical care activities that require them to move around constantly. This sets the scene for recurrent searches through the space for patients and coworkers, as well as inquiries about their whereabouts. We identified many instances of such locating activities while examining audiovisual recordings of corridor activity in a hospital outpatient clinic in the French-speaking part of Switzerland. The paper concentrates on some distinct cases in which a nursing staff member, in the presence of at least one other coworker, produces a declarative utterance with the form ""elle/il est où X,"" literally ""she/he is where X"" in French, referring to an absent coworker or patient.

Although the utterance conveys a question regarding the whereabouts of X, the speaker is actually exhibiting a practical concern rather than asking the copresent coworker for information or recruiting her in searching for X. Indeed, the speaker produces the key utterance without looking at the copresent coworker or being bodily oriented to her but rather while walking away in search of the looked-for person. She thus conveys that she herself is in charge of the matter, which is part of an individual project with a broader scope. Accordingly, the coworker does not provide an answer to the question but rephrases it, produces a knowledge disclaimer, pursues talk on another topic, or remains silent as the speaker leaves her behind.

In the talk, we will describe the multimodal interactional organization of the studied practice, the actions produced through it, and the combined relevance of both the practice and the actions (Schegloff, 1996) in the hospital work setting. We will argue that the speaker of the studied utterance makes accountable for all practical purposes (Garfinkel, 1967) what she is doing and what is going on

in the clinic, and conveys her own responsibilities in the matter as well as those of her audiences. The practice sustains work coordination and continuous situation awareness in a critical work setting that requires immediate joint action when truly needed. The paper delves into the analytical question of what functions, or does not function, as a recruitment method (Kendrick, Drew, 2016). It also brings to the fore locating activities, connected to finding people or objects, that are frequent in everyday life yet understudied in ethnomethodological and conversation analytic research.

Title
Person Reference Forms and their Special Interactional Uses in Shangyu Chinese

Presenters
Shiyu Zhang (Nanyang Technological University)
Kang Kwong Luke (Nanyang Technological University)

Description
Previous CA studies provide some understanding of how person reference work can be done in conjunction with membership categorization. This paper aims to add details to a fuller picture of this topic by presenting three previously unreported interactional uses of pronominal personal reference in Shangyu, a Wu dialect in China.   (50 words)

Abstract
Ever since Sacks's (1966, 1967) early insights on the interactional uses of personal pronouns, interest in the multitudinous interactional work that personal pronominal references perform in different linguistic and cultural settings has continued unabated among CA scholars (Enfield & Stivers, 2007; Lerner, 1996; Lerner & Kitzinger, 2007; Nevile, 2001; Watson, 1987; Whitehead & Lerner, 2022). Together, these detailed studies have helped build a conceptual toolkit that includes notions such as 'recognitionals', 'non-recognitionals', 'minimization' (Sacks & Schegloff, 2007), 'locally initial/subsequent reference positions', 'locally initial/subsequent reference forms', 'referencing simpliciter' (Schegloff, 1996), etc. While much progress has been made, further research is needed particularly on the issue of how references to persons work in conjunction with membership categorization (Schegloff, 2007).

In our corpus of naturally occurring conversations in Shangyu Wu dialect in China, we have identified a number of previously unreported uses of pronominal person references. We focus on three such practices in this paper. First is the use of 'second person plural pronoun' + category format ('SPP+CAT') in a storytelling context to invoke Membership Categorization Devices, e.g., 'family' (Sacks, 1972a, 1972b), that are critical to a 'proper' understanding of an upcoming story.

Our second phenomenon is the 'US'+CAT format for self-referencing. Thus, in another story-telling sequence, a grannie refers to herself (Land & Kitzinger, 2007) as "us old women" in portraying an encounter she had with a young child at whom she "waved and smiled" from a distance. In commenting on the encounter, she accounts for her not going up to the child and not touching him in terms of her status as a member of the "old women" category that comes, in this particular context, with the category-bound attribute "dusty".

As a third item we report the use of a 'third-person singular' pronominal form for recipient-referencing. In a video call, 'her' is used by a grandmother in addressing her granddaughter. The reference, coming at the heels of "grandma" being used for self-reference in the same turn, appears to invoke the standardized relational pair 'grandmother-granddaughter'. By choosing the third-person pronominal term, the grandmother achieves the effect of producing a version of '(grand)motherese' (Snow & Ferguson, 1977) as she displays affection and intimacy through addressing her twenty-two-year-old granddaughter as a child. By presenting these data and observations we hope to add colour and detail to a fuller picture of how person referencing is done in conjunction with categorization work in naturally occurring interactions.

Title

Analyzing how an eight-year-old Japanese girl urged her family to play a card game

Presenters
Tetsuri Toe (Kobe College)

Description
This paper examines how an eight-year-old Japanese girl urged her family members to play a card game together at home during the COVID-19 pandemic. She is observed to employ a variety of turn design and other interactional resources, including pretending to be a little child for persuading the other members.

Abstract
The COVID-19 pandemic led many families to spend more time at home together, sometimes revising their "daily round" (cf. Goodwin & Cekaite, 2018). This paper is a conversation analytic study of an activity a Japanese family started during the pandemic—namely, playing a card game after dinner. I especially focus on how an eight-year-old, the youngest of the family, managed to get the other members to agree to her initial interactional move. The family video-recorded their interaction at home between December 2019 and March 2021.

This was the time when this new activity was getting established as a new family routine. These card games were initiated, in most cases, by the girl's turn at talk that proposed or requested to play. However, sometimes she had a hard time getting the others to say yes. The video includes cases of negotiations, in which the girl employed a variety of turn design and other interactional resources to persuade the other members of the family. In one such case, she composed her initial interactional move with multiple turn construction units: She began by just stating her own desire to play, using the self-interested form "yaritai" ("I want to play" in English).

This implies she was taking it for granted that her mother would support her wish. Without making a pause which would make a response possible, she went right on with the second turn construction unit, "yarou" ("Shall we play?" or "Let's play" in English). Rejected flatly by her brother, she modified her proposal by suggesting playing "only once" with exaggerated comical gesture and tone of voice. After her mother also objected, she pursued her plea in a singing voice. Here, the girl pretended to be a little child who was trying to seduce someone to do something for her. By so doing, she also attempted to solicit supportive responses from the other, older members. Indeed, the data contains several cases in which her original proposal was followed by such a move—mostly by her mother.

Title
When one is not enough: The case of multi-unit initiating actions

Presenters
Hyun Sunwoo, Galina Bolden, Hee Chung Chun, Satsuki Iseki, Alexa Hepburn, Alexandr Shirokov (Rutgers University)

Description
This study explores multi-unit initiating actions, specifically focusing on where the current speaker selects next in the first TCU and then continues speaking by adding one or more TCUs. Our analysis shows that such multi-unit turns can be used to address sequential placement and action formation problems.

Abstract
In conversation, the turn-taking system is biased towards single-TCU turns as, ordinarily, upon the possible completion of the first turn constructional unit (TCU), a transition to the next speaker is relevant (Robinson, Rühlemann, & Rodriguez, 2022; Sacks, Schegloff, & Jefferson, 1974; Schegloff, 1996). This raises the question of how some turns come to be composed of more than one

TCU. The answer to the question may go beyond turn construction per se and involve different levels of organization, such as organization of sequences and activities (for a review, see Robinson, et al., 2022).

In this paper, we focus on one particular sequential and turn-taking context for multi-unit turns: the apparent violation of the turn allocation rules whereby the current speaker selects next in the first TCU of the turn (via a "current selects next" technique) and then continues speaking by adding one or more TCUs, thus producing a multi-unit initiating action. The study draws on a diverse corpus of conversation materials in several languages (including English, Korean, and Russian). Our goal is to examine the environments of, and the actions accomplished by, such multi-unit turns.

Multi-TCU turns in our collection are a product of either the speaker talking through a possible completion point or the speaker's continuation following the recipient's failure to come in at the transition relevance place. Our analysis shows that such multi-unit turns can be used to address sequential placement and action formation problems. For instance, the speaker may extend the turn to provide a "why that now" account (e.g., following an "out of the blue" invitation) or to head off a potentially problematic or interpersonally delicate hearing of the first TCU's action.

Overall, this paper extends the understanding of how apparent violations of turn allocation rules are mobilized in order to attend to local action contingencies.

Title
Legitimizing a Solicitude: The Conversation Analytic Perspective

Presenters
Dong Boyu (Qingdao Agricultural University)

Description
The corpora this study are all recordings of family calls. Based on 175 instances, this paper presents the study of the projection between the solicitudable and the solicitude. We claim that the solicitudable legitimizes the solicitude. The interactional import of the solicitude among family members is delivering care.

Abstract
Solicitude as a social action commonly occurs in mandarin family life, but little attention has been paid to it, especially from the perspective of conversation analysis. The corpora used in this study are all recordings of telephone calls made among the adult family members within the past 4 years (about 900 calls). Based on 175 naturally occurring instances, this paper presents the study of the projection between the solicitudable and the solicitude. Two types of solicitudable are found: the occasioned solicitudable and the shared solicitudable. The former is usually occasioned by the immediately prior turn, such as the negative response replied in the tracking sequence, or the potential dangerousness delivered in the reporting sequence. The latter is usually presupposed in the solicitude, which is often delivered by the negative imperative in the initial sequence. We claim that the solicitudable legitimizes the solicitude, and it is socially accountable for a solicitude to occur without a solicitudable. The interactional import of the solicitude among family members is delivering care. The solicitudable serves as a practice to legitimize the solicitude among family members. This study contributes to research on solicitude, especially from the interactional and empirical perspective.

Title
Marked and unmarked attention in interaction

Presenters
Olivia S. Mata (University at Albany)
Alan Zemel (University at Albany)

Description

In multiactivity settings, participants must manage how they give attention to particular things in their interactive field. By marking some features of the interaction as notice-able and leaving others unmarked, participants display that they are giving attention to a particular course of action and not others.

Abstract

Giving and displaying attention is a recognized feature of participation in the performance of actions and in interaction. Collaboration among participants requires that participants mutually orient to the business at hand in their interactive field (Mondada, 2012, 2019). Additionally, participating in multiple, co-occurrent activities means knowing when to switch, put on hold, resume some activities, and take up others (Haddington et al., 2014). Evidence suggests that attention is contingent on and constitutive of the emergence of various co-occurrent streams of conduct as particular courses of action.

Attending to a course of action within a sequence has been considered by a number of scholars (cf. Goodwin, 1994; Nevile, 2007; Stukenbrock, 2020). Most notably, Goodwin (1994) speaks of "highlighting," which consists of a set of practices by which "structures of relevance in the material environment can be made prominent, thus becoming ways of shaping not only one's own perception but also that of others. (p. 610). We extend this view of highlighting to demonstrate how certain "structures of relevance" are marked as salient in ways that invite a response from other participants while other features of the phenomenal field, though noticed and acted upon by some parties are left unmarked in ways that do not invite a response from others. Thus, while many things may be noticed, only certain things are treated as the focus of joint attention among participants as constituent features of the interactional business at hand.

The marked and unmarked nature of attention is routine, ordinary and displayed in many circumstances. For example, in institutionally-organized interactions, attention to the emergent institutional order of the interaction is routinely marked and thus prioritized over unmarked attention to "off-task" conduct and activities (Licoppe & Tuncer, 2014). In our presentation, we examine a recording of a BBC interview, in which the interviewer and interviewee mark certain features of the scene that are noticed as attend-able and respond-able matters while other features of the scene are demonstrably noticed but go unmarked so as not to invite a response. In this way, we show that giving attention is an interactive phenomenon, done in the moment as opportunities to engage in different activities emerge. This paper shows that giving attention is an interactional achievement that both emerges from and constitutes particular activities as the business at hand.

Title

Avoiding Finding Fault: Transforming Informings into Announcements in Directing a Mixed-Reality Performance

Presenters

Christian Greiffenhagen (The Hong Kong Polytechnic University)
Stuart Reeves (The University of Nottingham)

Description

How do people choose between different linguistic formats (directives, reminders, encouragements) to tell others to do something? By adopting a 'comparative methodology', we study transformations of informings inside a control room to announcements going out of the control room. These display an orientation to avoid being heard as finding fault.

Abstract

People often tell others to do something: parents tell children to behave in particular ways; in games, players tell their teammates to do things; experts instruct learners to do things in a specific

manner; staff may tell residents to what to do; and people inside the control room may tell workers outside the control room to perform various tasks. However, telling someone to do something can be delicate, since it can be heard as holding them accountable for not having done so already (Kent & Kendrick, 2016). In other words, telling someone to do something can also be heard as finding fault. Therefore, participants may try to design their utterances to minimize the possibility of being heard as finding fault. That is to say, participants may try to do 'telling-only', keeping other issues, such as incompetence, "off the conversational surface" (Jefferson, 1987: 100).

We adopt a 'comparative methodology' (Drew et al., 2013) to study the design of such utterances in the context of a control room behind a mixed-reality performance. In this control room, there is a division of labour where one group of people ('monitors') is charged with observing what performers outside the control room are doing. If such a monitor notices a problem, they may inform the director inside the control room, who may decide to make an announcement to performers outside the control room using a shared radio communications channel. We study the transformation of informings inside the control room from monitor to director to announcements from the director to performers outside the control room.

Our approach mirrors that of Goodwin (1996) who studied a similar transformation in a control room in an airport. Goodwin focussed on the differences in prosodic features of informings (delivered as a single intonation unit) and announcements (delivered as separate intonation units). In contrast, we focus on how the transformation of informing to announcement displays an orientation of directors trying to avoid being heard as finding fault. Directors do so, firstly, by removing the individual agency of announcements (transforming an informing of a particular performer to one addressed to all performers); secondly, by removing trouble formulations from announcement (and instead spelling out the solution to deal with that trouble); and, thirdly, in cases where a trouble-formulation is still present in the announcement by using 'agent-less' formulations (something that just happened rather than was caused by the performer as agent).

Title
Repetition of figurative expressions

Presenters
Matthew Butler (University of York)
Catherine Tam (University of the Witwatersrand)

Description
We explore self-repetitions of figurative expressions within a turn, arguing that they can be interactional tools for hyberbole/making an expectation absurd. We demonstrate how intersubjectivity is both a resource for, and an outcome of, these interactions as repetition reveals both a shared common-sense knowledge and the contextual relevance of (mis)use.

Abstract
In exploring the orderliness of repetitions in talk, conversation analysts have explored repetitions, both within and across turns, by the same or next speaker and for the accomplishment of a multitude of actions from repair to confirmation (see Schegloff, 1996, 1997; Wong, 2000; Curl et al., 2006; Lilja, 2014; Rossi, 2020; Bolden, 2023). Well-known research on the ubiquity of figurative expressions in talk-in-interaction have shown that figurative expressions operate in nonserious and playful environments as well as when participants are complaining or reporting on troubles (Drew and Holt, 1988; Holt, 2012). We explore the interactional practice of utilising figurative expressions, particularly the self-repetition of such expressions within a single turn. We draw on data repositories of everyday and institutional talk to examine what the repetition of these shared expressions achieves in interaction and how they act as windows into the "…seen but unnoticed background expectancies"(Garfinkel, 1967, p.37) of "the world known   in common and taken-for-granted" (Schutz in Garfinkel, 1967, p.37).

In this illustrative example, taken from a UK-based news programme discussing a recently released government document, the figurative expression cover to cover is repeated twice in response to an accusation that the interviewee (IE) probably has not read the document they are talking about.

```
1       IR:             [An: o'course you've read it all haven't you
2                       (0.2)
3       IE:             #£ye:ah£ (.)£cove(h) to[ cove(h)cove(h) to cove(h)=£]
4       IR:                                    [°huh huh   huh huh huh °   ]
```

Why, then, does IE repeat cover to cover when it could be produced once to express a comprehensive reading of a document? The expression cover to cover is another way of saying all of the document (as in line 01) and could be understood as accepting the accusation. The criticism is suggestive of an expectation that one has to read a document in full to comment on it. However, by repeating the expression, IE turns the criticism into an absurd/unrealistic expectation. In so doing, IE defends his right to comment on the document without reading it in full (as the rest of the sequence confirms). We argue that the self-repetition of a figurative expression is an act of hyberbole/producing an extreme case formulation/making a norm or expectation absurd. Furthermore, we demonstrate how intersubjectivity is both a resource for, and an outcome of, these interactions where the repetition of these figurative expressions reveals both a shared common-sense knowledge and the contextual relevance of its (mis)use in the moment.

Title
Ventriloquizing on the Internet: Using Dogs to Manage Delicate Conversations On TikTok

Presenters
Miriah Ralston (Teachers College, Columbia University)

Description
This presentation delves into the trend of ventriloquizing dogs on TikTok, analyzing how creators use this technique to navigate delicate conversations. The presentation also discusses ventriloquizing's role in shaping online dialogue, emphasizing its impact on digital communication and social media interactions.

Abstract
This presentation explores the phenomenon of ventriloquizing dogs on social media, specifically focusing on TikTok. In this work, I look at how creators employ this strategy to navigate delicate topics such as telling personal stories, responding to criticism, and promoting products to their audience. The analysis utilizes a data set consisting of video narratives and associated top user comments from TikTok. Analysis reveals that ventriloquizing dogs on TikTok involves the use of specific linguistic markers, such as technology-based voice modification as well as prosodic features, to create a distinct persona for the dog. By employing ventriloquizing techniques, creators can effectively shift their footing, assuming new perspectives and framing their narratives in a less face-threatening manner.

The paper highlights the role of ventriloquizing in constructing dialogue and framing discourse, shedding light on the evolving nature of online communication and its intersection with social media platforms. The findings contribute to our understanding of how users interact in online spaces and present themselves through mediated voices, providing insights into the multifaceted ways in which individuals engage with others in digital environments.

Title
Open Class Repair Initiators in Korean Conversation

Presenters
Stephanie Kim (California State University, Northridge)

Description
This paper examines Korean open class repair initiators and their division of labor in interaction. It enriches our understanding of how linguistic resources and cultural norms influence how we maintain and restore intersubjectivity with others.

Abstract
      This paper examines Korean open class repair initiators (Drew, 1997) and their division of labor in interaction. Open class repair initiators indicate that the speaker has difficulty with the other speaker's prior turn without specifying where the trouble lies, thereby leaving it 'open' to the repair recipient to figure out the trouble. The examination of 15 hours of Korean telephone and face-to-face conversations found such repair initiators in various forms of 'yes' in plain (ung? e? and eng?) and polite forms (yey? and ney?) as well as those with the question word mwe 'what' (what?; as well as mwe-yo? (what-POL) and mwe-lako? (what-QT)). The analysis shows that repair initiators using mwe are significantly infrequent in Korean conversation, especially from a senior to a junior and among acquaintances using the polite form. When they are used, they often occur in the environments where there has been an abrupt shift in topic or the speaker stands in some way disaffiliative to the prior turn.
      This is somewhat consistent with Drew's findings of English open class repair initiators. In Korean, however, this interactional work is mostly reserved for the repair initiator mwe? (rather than other forms of open class repair initiator), and seniority appears to play a significant role in the selection of repair initiator. Overall, this study enriches our understanding of how linguistic resources and cultural norms influence how we maintain and restore intersubjectivity with others.

Title
"Terse is as close as verbose": Revisiting Etcetera in Ethnomethodology and Conversation Analysis

Presenters
Clemens Eisenmann (University of Konstanz, University of Siegen, Germany)
Jakub Mlynar (HES-SO Valais-Wallis, Sierre, Switzerland)
Anne W. Rawls (Bentley University)

Description
Based on materials in the Garfinkel and Sacks archives, we discuss their treatments of etcetera and its relevance to their developing research, through analysis of their papers, notes, and discussions. We also consider the importance of detailed investigations of etcetera-work within contemporary EMCA, with a particular focus on embodied etcetera-work.

Abstract
      Garfinkel and Sacks found a common interest in etcetera when they first met in Parsons' seminar in 1960 – a topic they continued to discuss in recorded conversations over many years. In a 1961 letter to Rose, Garfinkel introduces Sacks as a "prodigy" and his research interests as "lawyer's work" and "etcetera thinking". Sacks refers to the "etcetera problem" in his 1963 paper on sociological description and in an undated one-page outline in the UCLA archive headed "the discovery of etcetera" that distinguishes "two ways to read etcetera": (1) "can never be complete" and (2) "terse is as close as verbose".
      This paper examines the career and importance of etcetera in EMCA, arguing that revisiting this classical and underexplored notion can shed new light on current discussions ranging from fields such as human-computer interaction, psychiatry, or political discourse to questions of multisensoriality and interactional production of social inequalities. In ordinary interaction the incompleteness of rules and indexicality of reference – often considered problematic – are actually

resources used by the etcetera provision that allow for contingency and variation. Etcetera affords the flexibility for the rules to acquire their sense and be changed or extended in regard to specific circumstances and occasions of their use. For this, etcetera relies on descriptions and accounts of social life that are "known-or-knowable-in-common-without-respect-for-the-requirement-of-specific-explication."

In Studies in Ethnomethodology, Garfinkel (1967: 73) characterized etcetera and its uses as "prevailing topics of study and discussion among the members of the Conferences on Ethnomethodology". Recordings of these conferences in 1962/63 and other unpublished materials from the Garfinkel Archive (Newburyport, MA) illuminate how central this notion was in the formative years of EMCA. Earlier versions of Studies list "On Etcetera" as a chapter of which Garfinkel wrote several drafts.

Although having been a central notion in the early formulations and discussions, it seems that the essential significance of etcetera to the ongoing accomplishment of social order has not received much attention in recent EMCA studies. Rather than referring to etcetera as an analytical generality – which Garfinkel (2002) cautioned against – we propose the detailed investigation of observable and embodied etcetera work, including practices such as "let it pass", "unless", and "ad hocing", that operate as features of the sequential organization of interaction. The paper compares Garfinkel's and Sacks' early treatments of etcetera, its later development, and discusses the relevance of etcetera in lay and professional sociological reasoning to contemporary EMCA and beyond.

Title
The discursive construction of script in teaching a child with ASD to use a sewing machine

Presenters
Amon Ogata (The University of Tokyo)

Description
We analyzed an interaction between a boy with ASD, using a sewing machine, and a female teacher, supporting him. Some troubles over the instruction occurred, and repairs were initiated by the teacher in various ways. As a result, the script of sewing a certain section of the cloth got relevant.

Abstract
[Purpose] A sewing machine is for sewing cloth over a certain section. So, once started, the operation must be stopped at the appropriate position on the cloth. Such serial actions have been studied in psychology based on the concept of script, which Edwards (1997) conceptualizes in terms of interactional relevance in discourse, rather than as cognition under the skin. In this study, we analyzed how the script is constructed in the classroom interaction between a child with ASD and the teacher.
[Method] Using 2 video cameras and an IC recorder, we observed lessons in a special classroom at a public junior high school in Tokyo, Japan for six days. We focused on Ayumu, a boy with moderate intellectual disabilities and ASD, sewing cloth using a machine. Kojima, a female teacher with approximately 10 years of teaching experience, who stood by Ayumu (sometimes directly touching Ayumu's body, the cloth, and the sewing machine) and provided various instructions. These interactions were transcribed using symbols from Jefferson (2004) and Mondada (2018). Interactional troubles arose over the teacher's instruction on how to use a sewing machine. The teacher attempted to repair them in various ways. As a result, a script of sewing cloth over a certain section was formulated. This process was described by micro longitudinal conversation analysis (Ishino, 2018).
[Results] During the first two days, Kojima gave respective instructions for starting the sewing machine operation ("start", "push (the pedal)", etc.) and stopping ("stop", "lift (foot)", etc.). By the third day, Kojima began to announce the position of the fabric to be stopped before the start of the machine operation. In other words, Kojima oriented the script to sew the cloth over a certain section. Ayumu, however, did not stop operating when a needle of the machine reached a particular position of the cloth. The teacher initially treated this as a trouble in understanding the position of the cloth (Schegloff et al., 1977) and made repairs. Nevertheless, over some trials, the trouble remained. The

teacher then reanalyzed the trouble and repaired it in a different way, treating it as a trouble in understanding the method of manipulation rather than the position of the cloth. As a result, Ayumu began to stop operating the sewing machine in accordance with the instructions before the beginning of the operation. In other words, the script of sewing the cloth over a certain section got relevant in the interaction.

Title
Relational Work in Korean Cellphone Opening Sequences

Presenters
Hyun Sunwoo (Rutgers University)

Description
This study delves into the opening sequences in Korean cellphone conversations, specifically examining how the dynamics of participants' relationships are reflected. The analysis reveals that the structure of openings can showcase an intricate interplay between universality and cultural specificity.

Abstract
Schegloff (1968)'s seminal work explored the opening sequences of American telephone conversations, revealing the dynamics of how parties accomplish identification and recognition of one another through four sequences: summons-answer, identification/recognition, greetings, and personal state enquiries. As Schegloff has argued, greetings and identification/recognition serve as important resources through which speakers demonstrate who they are to one another.

Subsequent studies on telephone openings have facilitated intercultural comparisons in diverse linguistic contexts, including Greek (Pavlidou, 2000), German (Houtkoop-Steenstra, 1991), Korean and Japanese (Lee, 2006; Park, 2002), Taiwanese (Hopper, 1992), and Swedish (Lindstrom 1994), demonstrating the canonical forms of self-identification typical across a range of languages in landline calls. Further variations on the opening sequences occur with the advent of cellphones. We know that the canonical forms of self-identification are likely to be missing from cellphone calls, only appearing when the caller is unkown (e.g. Arminen & Leinonen, 2006; Mahzari, 2019).

However, while cultural distinctions have been acknowledged as influencers of variations in telephone openings, Hopper et al. (1990) underscored that these variations are also shaped by factors such as relational history. The aim of this paper is therefore to elucidate how the openings of cellphone calls serve as a dynamic platform for engaging in relational work—be it the establishment of new relationships or the reaffirmation of existing ones.

Drawing on a dataset comprising 150 audio-recorded cell phone conversations in Korea and employing conversation analysis, this paper reveals the structural organizations of calls among individuals across diverse relationships, spanning from intimate family members to workplace colleagues or superiors and extending to interactions with no prior history, such as cold calls in telemarketing. The paper highlights that the openings of cellphone conversations intricately reflect participants' orientation to their relational history or lack thereof. Particularly noteworthy is the finding that, regardless of cultural distinctions, the structural features of cell phone openings suggest a universal generality in the opening sequence, particularly in instances of more distant relationships between participants. In essence, this paper enriches the existing literature on cross-cultural telephone conversations by demonstrating how the opening structure within a single culture unveils the nuanced interplay of universality and cultural specificity.

Title
The accomplishment of closings in personal video calls

Presenters
Innhwa Park (West Chester University)

Description
This study employs multimodal Conversation Analysis to examine video-mediated interaction, specifically focusing on how participants achieve collaborative closure in personal video calls. The analysis reveals that closing sections comprise of multiple extended pre-closing sequences that establish a shared affective stance among participants prior to and during a terminal exchange.

Abstract
Video-mediated interaction (VMI) has become integral to the social fabric, extending our understanding of human connection and communication. This study employs multimodal Conversation Analysis (CA) to examine VMI. In particular, the study analyzes video call closings and reveals how participants achieve collaborative closure in VMI. The data consist of 21 hours of recordings of video calls among family, friends, or couples residing in the U.S or Canada, collected during the COVID-19 pandemic (2020-2021), with the language of interaction being English.

Closings are crucial not only for ending a social encounter, but also for maintaining social relationships beyond the current encounter. Participants engage in various forms of relational work during closings, conveying supportiveness and a desire for continued connection (e.g., appreciation, well-wishing, arrangement-making). In their pioneering work on closings, Sacks and Schegloff (1973) identified a sequential organization, comprised of (a) possible pre-closing sequence(s) and a terminal exchange, that allows participants to suspend the operation of the turn-taking system and simultaneously exit from the interaction. While there is a substantial body of CA research on closings, most findings are based on studies using telephone conversations as data. And although there is a growing number of studies on closings in VMI, few have examined how personal video calls come to an end. This study addresses this gap by closely examining how participants use a wide range of multimodal resources (e.g., talk, prosody, laughter, facial expressions, gestures) to collaboratively bring their interactions with family and friends to closure in VMI.

The analysis reveals that in personal video calls, participants' display of affect is central to how interactions are ended. In the examined data, the closing sections include multiple extended pre-closing sequences that establish the participants' shared affective stance through a joke/tease, an explicit expression of affection ("I miss you"), or a code-switch to a shared language other than English for terminal exchange. Participants use multimodal resources to display affect in the sequential unfolding of talk and convey their desire to stay connected by extending the current call as well as by specifying details of future connection. The findings suggest that the participants orient toward promoting affiliation as they work to reinforce their relationship during closings. This study extends our understanding of closings and affect displays in personal communication, particularly in the context of VMI.

Title
Correcting errors of conduct in other-initiated other-repair sequences

Presenters
Galina Bolden (Rutgers University)

Description
Drawing on ordinary conversational materials, the paper examines practices and actions of "other-correction" via other-initiated other-repair sequences and demonstrates how other-correction can

serve as an interactional mechanism for patrolling and enforcing social norms, rules of language use and conduct, thus grounding an interactional analysis of larger social issues.

Abstract
Repair organization is a system of practices for dealing with problems of hearing, speaking, and understanding and a central mechanism for maintaining intersubjectivity in conversation (Schegloff, Jefferson, & Sacks, 1977). Among the different types of repair, other-initiated other-repair – that is, repair initiated and resolved by a recipient of a trouble source – is the least understood. In other-initiated other-repair sequences, an interactant self-selects to enact "other-correction" of some problematic aspect of another's talk. Drawing on a large dataset of ordinary conversational materials in English and Russian languages, the paper shows how other-correction can serve as an interactional mechanism for patrolling and enforcing social norms, rules of language use and conduct, etc. The analysis shows that more elaborate ("over-exposed") corrections constitute errors as more egregious, as accountable failures of conduct, and implement such actions as criticizing or reprimanding. On the other hand, more minimal forms of correction (such as simply proffering an alternative) instruct less-than-fully competent coparticipants, though even ostensibly benign corrections may be resisted by the targeted speakers. Overall, the paper shows how an examination of other-correction sequences may ground an interactional analysis of larger social issues, such as how participants manage displays of potentially problematic social attitudes, and how, in fact, something is constituted as a socially inappropriate action, extending EMCA work in this domain.

Medical Interaction

Title
Age categorisation in end-of-life discussions

Presenters
Yue Chung Grace Lai (Nanyang Technological University)
Kang Kwong Kapathy Luke (Nanyang Technological University)
James Alvin Yiew Hock Low (Khoo Teck Puat Hospital, Singapore)

Description
This study looks at how age is being used to do cateogorial work in medical interactions (end-of-life discussions) where patients and healthcare professionals use "old" and "young" as justifications for their end-of-life treatment preferences.

Abstract
Advance Care Planning (ACP) is a patient-centred communication process where patients and their family members make decisions based on information received from healthcare professionals (HCPs) regarding various end-of-life treatment (EoL) options (Rosca et al., 2023; Sloan et al, 2021). Through this process, decisions made are not only informed, but also negotiated (Elwyn, Gray & Clarke, 2000).

Title
Negotiating Rights and Duties: A Positioning and Conversation Analysis of Medical Encounters in Chinese Clinics

Presenters
Xixi Chen (Guangzhou University of Chinese Medicine)
Liang Ruwang (School of Foreign Studies, Guangzhou University)

Description
This study analyzes negotiations of rights and duties in Chinese medical encounters through positioning and conversation analysis. It explores 36 medical interactions, patient narratives, and

social media to reveal mismatches in expectations between doctors and patients and a link between master narratives and micro-level interactions.

Abstract

This study is a positioning and conversation analysis of the negotiation of rights and duties in medical encounters within the Chinese healthcare context. It specifically examines outpatient interactions during the treatment phase, focusing on prescription and appointment requests in two outpatient clinics at a top-tier hospital in Guangzhou.

The primary data comprises 36 naturally occurring medical interaction recordings, supplemented by patient interviews, diaries, and social media analyses, to explore the interplay between individual conversations and broader master narratives.

The findings highlight the intricate co-construction of rights and duties within the consultation room, unveiling sixteen storylines encompassing eight sets of rights and duties expectations. These are further mirrored in the twenty-seven storylines identified within the public discourse on social media, pointing to a dynamic negotiation of rights and duties between doctors and their patients.

The study illuminates how communicative acts, such as complaints and reports, serve multifaceted functions in accomplishing requests, thus bringing to the fore varying expectations and realities of rights and duties.

The findings indicate that there is a mismatch between patients' and doctors' expectations of rights and duties regarding five aspects of the Chinese healthcare context: working with rules and regulations, overall experiences of getting medical service, scarcity in consultation appointments, doctors' roles in the pharmaceutical industry, and the trustworthiness of expert doctors versus regular doctors.

Overall, this research enriches the discourse on doctor-patient interactions by providing a comprehensive analysis of how individual agency, institutional constraints, and master narratives converge, thereby offering insights into the local moral orders that shape these encounters in the Chinese medical system.

Title

Two approaches to delivering potentially disappointing normal test results and patients' responses

Presenters

Shuya Kushida (Osaka Kyoiku University)

Description

This study describes how doctors' approaches to delivering potentially disappointing normal test results shape patients' responses. One approach foregrounds the "no problem" diagnosis, and is met with resistance to the test results. Another approach foregrounds the diagnostic indeterminacy, and is met with resistance to the treatment policy.

Abstract

        In contemporary medicine, laboratory tests are important tools for doctors to diagnose their patients' problems. However, tests do not necessarily enable doctors to make a diagnosis with certainty. From time to time, test results do not contain any abnormal findings that can explain a patient's symptoms. These test results are ambiguous in that they could potentially be taken as good news because serious diseases have been excluded, but also potentially as disappointing as long as the patient's symptoms remain unexplained (cf., Maynard & Frankel 2006).

        Building upon CA research on the delivery and reception of diagnostic news, this study describes how doctors deliver such potentially disappointing normal test results and how patients respond in the department of general medicine at a university hospital in Japan. I identified two contrastive approaches to delivering these types of test results. In the first approach, doctors deliver the test results as basically good news while also displaying their orientation to the potentially disappointing nature of the news. This approach foregrounds the fact that the patient has no problems

that need to be treated immediately. In response, patients display resistance to the test results by reporting symptoms or situations that are not properly addressed by the doctor's "no problem" diagnosis. In the second approach, doctors expose the disappointing nature of the news by foregrounding the indeterminacy of the diagnosis, while attempting to remedy this disappointing news by speculating about possible causes of the patient's symptoms.

This approach is also not immune to patient resistance. However, the resistance tends to be addressed to the treatment policy implicated by the test results rather than to the test results themselves. Though the delivery of potentially disappointing normal test results is vulnerable to patient resistance in either situation, the two approaches appear to shape the resistance differently. This study thus adds further complexity and nuance to the current knowledge about the ways in which doctors deliver diagnostic news and patients respond to it, especially when they face diagnostic indeterminacy in medical consultations.

Title
The delivery of bad diagnostic news in clinical performance examinations

Presenters
Song Hee Park (Chung-Ang University)

Description
This study uses the methodology of conversation analysis to examine how medical students deliver a cancer diagnosis to standardized patients during clinical performance examinations. We show two different ways in which medical students deliver a cancer diagnosis and discuss their interactional consequences. Findings have implications for medical education and practice.

Abstract
Conversation analytic research on medical consultation has examined practices for delivering diagnoses, including bad diagnostic news. Research focusing on bad diagnostic news has described ways in which physicians prepare patients to anticipate and receive a serious diagnosis, such as cancer. Building on this research, this study examines how an advanced cancer diagnosis is delivered in a particular medical setting: consultations between medical students and standardized patients (individuals trained to play the role of the patient). These consultations are conducted in medical schools to evaluate clinical performance of medical students. During clinical performance examinations, medical students conduct consultations with standardized patients who evaluate students' clinical and interpersonal skills. Using video-recordings of 83 consultations conducted during clinical performance examinations at a university in Korea, this study examines different ways in which medical students (henceforth 'doctors') deliver an advanced cancer diagnosis to standardized patients (henceforth 'patients') and their interactional consequences.

Before delivering a diagnosis, most doctors in our data produce a negative assessment of diagnostic outcome (e.g., "The results are not as good as expected"), which foreshadows that the upcoming news is bad. After producing the assessment, doctors deliver an advanced cancer diagnosis in two different ways. First, doctors explicate diagnostic evidence (i.e., examination results) and then name the diagnosis based on the evidence. Second, doctors name the diagnosis without explicating the evidence beforehand. These two ways of delivering a cancer diagnosis can have different consequences for how patients anticipate and receive the bad news. In particular, patients may indicate that doctors have not sufficiently prepared them for the receipt of the bad news when the diagnosis is announced without explication of the evidence beforehand.

This suggests that doctors may need to build up evidence for the diagnosis as serious as advanced cancer to help patients anticipate the bad news. Especially when the diagnosis is more serious than the one proposed by patients, doctors may need to provide more clues as to the seriousness of patients' condition than simply prefacing the diagnosis with a negative assessment. Our findings contribute to conversation analytic research on bad news delivery and have implications for medical education and practice.

Title

Clinicians' Presentation of End-Of-Life Preferences as Discrete or Boundless Options in Advance Care Planning (ACP) Sessions in Singapore

Presenters

Dorothy Quek (Nanyang Technological University)
Ni Eng Lim (Nanyang Technological University)
Kang Kwong Kapathy Luke (Nanyang Technological University)
James Alvin Yiew Hock Low (Khoo Teck Puat Hospital (KTPH))

Description

Patients' understanding of End-of-Life (EoL) medical possibilities in Advance Care Planning (ACP) and the interactional environment afforded for decision-making is largely shaped by the clinician-led trajectory of option presentation. This highlights a need for clinicians to work around the ACP document to better provide for patients' voicing of their preferences.

Abstract

Research into treatment recommendations in medical consultations have unveiled the practice of option-listing by clinicians to offer a number of alternatives to patients to make their preference(s) known (Reuben et al., 2015; Toerian et al., 2013). These studies reveal that option-listing, or how the options are presented by clinicians, is critical in shaping the interpretation of available medical options by the patients and the resulting trajectory of talk in the decision-making process. For instance, when doctors imbue their recommendations into the delivery of available options to patients, patients have been shown to interactionally orient to such formulations as preferred options (Toerian et al, 2018).

Similarly, from our video-recorded corpus of Advance Care Planning (ACP) sessions in Singapore, we found that options on the topic of End-of-Life (EoL) medical preferences may be presented differently by clinicians to patients, thereby shaping patients' understanding of what is available (Stivers, 2005). As a discussion of patients' plans for future health and personal care preferences, ACP discussions are meant to allow for patients to vocalise their wishes and concerns (How & Koh, 2015). However, unlike typical medical consultations where treatment recommendations are tailored to patients' medical conditions (Hudak et al, 2011; Angell & Bolden, 2015), EoL preference discussions are conducted with the aid of an already pre-formulated 'menu' of options on the ACP form. As a result, these options are not always particularized to each individual patient and vary in their presentation depending on   clinicians' experience and approach. In our data, it is noted that there are two ways in which clinicians tend to conduct this segment of talk – delivering these options as extreme case oppositions on two ends of the medical spectrum (e.g., 'Comfort Care' vs 'All Treatment'), or describing them as progressive levels of medical care options (e.g., 'Comfort care, Limited Additional Intervention, All Treatment').

In consequence, the interactional environment that patients are afforded during the decision-making process is constrained and shaped both by their understanding of the medical possibilities as presented by the clinicians' formulation, but also the interactional space provided by the clinician-led trajectory of talk. The examination of EoL decision-making conversations underscores the need for clinicians to be more wary of perceiving EoL options as dichotomous all-or-nothing decisions, and to work around the ACP document so as to better provide for more patients' voicing of their needs and concerns.

Title

Silence after patients' narratives in psychodynamic psychotherapy

Presenters

Carolina Fenner (Leibniz Institute for the German Language (IDS))

Description
I will show how therapists treat silence after personal narratives by patients in psychodynamic psychotherapy. In most cases, they end the silence by giving a hint as to what they were waiting for during the silence. Thereby, they indicate that they consider the previous silence to be dispreferred

Abstract
   Silence in psychodynamic psychotherapy is considered "the most transparent and frequent form of resistance […] it means that the patient is either consciously or unconsciously unwilling to communicate his thoughts or feelings to the analyst" (Greenson 2019, 61). However, not every silence is resistance; rather, it can have different meanings and functions; e.g, the patient may remain silent while preparing his/her next turn (König 1995, 77). In psychodynamic psychotherapy, silence has also "been recognized as a meaningful contributor to the therapeutic relationship and valuable in assisting the patient to connect with his or her subjective experience at unconscious levels" (Knol et al. 2020).
   Although silence is such an important element of psychodynamic psychotherapy, there is a lack of conversation analytic studies that look more closely at the context in which silence occurs, what happens during silence (concerning gazes and embodied actions), and how silence in psychodynamic psychotherapy is treated by the participants. Hence, this paper is concerned with silence in outpatient psychodynamic psychotherapy sessions after a personal narrative by the patient. I adopt Bercelli et al.'s (2008, 284) approach, according to which a personal narrative is any segment of talk in which the patient builds an account of his/her life events. However, I also include narratives about the patient's wishes and thoughts.
   For the study, I examined a sample of N = 32 videotaped German-speaking outpatient psychodynamic psychotherapy sessions (from 28 different patients) conversation analytically. In the sample, I searched for silence with a duration of at least three seconds (cf. Buchholz 2018, 97; Knol et al. 2020) that occurs after a TCU of the patient's narrative to which the therapist reacts with (a) continuer(s). Although the therapist indicates his/her expectation that the patient will continue talking (cf. Deppermann, 2009), the patient remains silent. Thus, the therapist takes the turn and intervenes. In my paper, I will show how therapists treat silence. In most cases, they end the silence by giving a hint as to what they were waiting for during the silence. Thereby, they indicate that they consider the previous silence to be dispreferred but not necessarily as resistant.

Title
Design of questions and confirmation requests by outpatient nurses to explain hospitalization to patients

Presenters
Hiroki Maeda (Rikkyo University)
Yumi Nishimura (Tokyo Metropolitan University)

Description
The study aims to describe the work by nurses at an outpatient department in a hospital by analyzing interaction between nurses and patients. Focusing on activities to confirm patients' lifestyle habits in the setting, we clarify how nurses designed their questions and their confirmation requests.

Abstract
   The purpose of this study is to describe nurses' work at an outpatient department in a hospital by analyzing interactions between nurses and patients. Focusing on activities to confirm patients' lifestyle habits in this setting, we clarify how nurses designed their questions and confirmation requests. The outpatient department has replaced the ward as the location to describe the hospitalization process according to Japan's new policy on admission and discharge support.

In this research, we analyzed video data of 10 cases obtained from fieldwork. The setting was determined after informed consent by doctors and before the patients' admission to the hospital. In the first phase, nurses elicited narratives of the patient's history by stating the purpose of the patient's hospitalization. In the second phase, the nurses check the patient's lifestyle, such as drinking and smoking habits, based on the patient information form. We will focus on the Q-A sequence in this phase. For items marked as "no problem," requests for confirmation are made in the form of polar interrogative questions in which an affirmative answer is preferred. These confirmation requests and affirmative responses, which are oriented to the overall desirability of the patient's condition, allow nurses to proceed to the next question immediately (Boyd and Heritage 2006). These unexpanded sequences are observed recurrently.

In contrast, if it is assumed that there may be a problem, specific questions are designed for the recipients (Sacks, Schegloff and Jefferson 1974) according to the patient's history, such as complaints of pain. Although these questions are oriented to desirable conditions of the patients, they also take into account the possibility of unwanted conditions by adding terms that specify time and extent, such as "these days," and "a bit."　Nurses' questions about things that require patient consent, such as quitting smoking before a surgery that involves general anesthesia, were carefully designed. As the exceptional case, the nurse asked a question to confirm whether the patient currently smoked in preparation for the next action. The nurse then elicited the patient's understanding of the desired behavior by asking whether the patient has been notified about smoking by the physician, rather than directly requesting the patient to quit.

The nurses selected information from the patients' history and position as it is relevant to future hospitalization. These methods enabled nurses to respond to patients with diverse histories who moved between hospitals and communities.

Title
"Black tax": Face-work in talk about financial care arrangements among families of migrants

Presenters
Daniella Rafaely (University of the Witwatersrand)

Description
This study examines various patterns of co-construction of illness and treatment in doctor-patient interactions, integrating Conversation Analysis and Goffman's Participation Framework. It focuses on interaction dynamics, discourse identities, multiple voices in discourse, and meaning co-construction in dialogues, revealing how medical realities are collaboratively shaped in a Chinese hospital clinical setting.

Abstract
　　　The concept of "black tax" has evolved as a shorthand articulation for the financial responsibilities of black people toward their families as a result of sustained structural inequalities that have impacted wealth creation and accumulation amongst black Africans. The present study uses data from 11 interviews conducted with family members of African migrants who have moved to South Africa. The analysis focuses on a single question-answer sequence in which the interviewer requests information about the nature of support received by the interviewee from their migrant family member. Although black tax is treated as a normative practice and expectation by the interviewer and the interviewee, the data suggest that the matter is more complex than it first appears, in that the expectation of financial support is overlaid with a competing normative organization that values not being the benefactee or recipient of charity, donations or financial help. In other words, participants treat both receiving and not receiving financial support as disaffiliative: receiving financial support is a face threat to its recipients, while not receiving financial support is treated as a face threat to the migrant family member and to the family relationship more broadly. Underlying this profound complexity are two opposing normative structures: black tax, embedded in the interview interaction, and part of the cultural organization of a society whose historical conditions precluded the building of

intergenerational wealth; and charity, or the negative connotations of receiving, rather than earning, money. The present analysis explores how participants engage in face work to manage the negative implications of violating either of these normative structures, along with a third: the omnirelevance of the interview interaction itself as a site for affiliation and action progressivity in which type conforming responses are preferred. These findings provide a disagreggated and nuanced approach to the study of financial support arrangements among families of migrants, as well as a critique of taken for granted assumptions surrounding black tax.

Title
Patient crying during decision-making process; conversation analytic study on emotional expression during Japanese primary-care consultations

Presenters
Michie Kawashima (Kyoto Sangyo University)

Description
This study analyzes how a doctor deals with the patient's emotions while simultaneously promoting the decision-making process, especially in the decision-making process of discussing a treatment plan. The analysis is based on 98 consultations at a Japanese university hospital's primary care department.

Abstract

Emotion has normally been considered in the realm of psychology.   Goodwin (1996) further deepened our understanding of emotion expressed through interactional structure dealing with response cry as social action. Nishizaka (2001) points out that a response cry is produced sensitively to establish a task at hand – requesting help in a computer lesson. Following such perspectives, this study analyzes how a doctor deals with the patient's emotions while simultaneously promoting the decision-making process, especially in the decision-making process of discussing a treatment plan. The analysis is based on 98 consultations at a Japanese university hospital's primary care department. To fully unpack its minute interactional practices, this analysis is based on a single case analysis in which a patient has suffered from headache and dizziness during her period and found no specific medical problem after ten consecutive visits.

The patient first expresses her emotion around the time when the doctor's suggestion to be transferred to a psychosomatic department is unpacked.   In response to the patient's emotional expression, the doctor and the patient are mainly engaged in five stages. (1) First, during the prelude to the patient's crying, the doctor forms a proposal in a way that is extremely sensitive to the patient's expression of emotion. (2)Next, while establishing suggestion as an action, the doctor holds interactional progressivity by making turn terminal ambiguous. (3)The silence caused by the crying also allows the participants to temporarily suspend the progressivity of the interaction through non-verbal aspects, such as by removing their eyes from the scene. During the silence, the doctor and the patient nod to each other or respond with apologies, indicating that the silence is not necessarily resistance to the proposal. (4) After the silence, the doctor maintains the orientation toward the task at hand by starting administrative work on a computer. (5) Finally, after waiting for the patient's emotions to calm down, the doctor and the patient start sharing the patient's personal concerns and anxiety about the psychosomatic medicine.

At the time of the patient's emotional expression, it is possible to construct a trustworthy relationship in which the patient shares such personal perceptions.   Such relationship can only be established through the very fine grained interactional management from both sides during the decision-making process.

Title

Co-constructing moments of joint understanding and fellowship in Traditional Chinese Medical (TCM) Consultations

Presenters

Ni Eng Lim (Nanyang Technological University)

Description

The clinical pathology of Traditional Chinese Medical (TCM) provides the framework to negotiate everyday lived experiences in doctor-patient interaction, thereby levelling the epistemic gradient, and create spaces for co-constructing moments of joint understanding and fellowship. This illustrates how patient-centred care is not a unilateral performance, but an interactionally co-constructed process.

Abstract

Various current literature has pointed to the difference in doctor-patient relationship between traditional Chinese medical (TCM) practitioners and western medical (WM) doctors with their patients, consistently rating TCM practitioner more favorably than WM doctors (Chung et al. 2009). It has been suggested that one reason for this inclination is the greater proportion of "small talk" (Jin 2018) or "psychosocial and lifestyle exchanges" (Jin & Tay 2018) in TCM consultations. Such engaged interaction about the patients' everyday lived experiences, however, are not incidental to TCM practitioners' personal preferences or disposition, but is part and parcel of TCM's clinical pathology (Jin & Kim 2022; Pun & Chor 2022; Zhang & Chor 2023). Adopting a "holism" philosophy to bodily conditions, TCM practitioners do not relate illnesses directly to disease-based viruses and bacteria, but as a lack of "balance" to how patients go about their everyday routine (i.e. what they eat, how they sleep etc.). While TCM do also prescribe herbs and medications to help with symptoms, integral to the TCM treatment therefore turns upon assisting patients to monitor and modify their daily habits and behaviours. Such a clinical perspective directly influences the relevant topics and shapes the interactional characteristics of the TCM medical consultation, which has been argued to be why doctor-patient relationships are better in TCM clinics. Based on a corpus of 27 TCM consultations (approximately 15 hours) recorded in Singapore, we examine how "small talk" about the patients' everyday lived experiences emerge, and how the medical agenda of a TCM consultation shapes the interactive characteristics between TCM practitioners and their patients. While previous studies mentioned above have focused on the specific linguistic or discourse strategies (e.g. open questions, sentence-final particles to negotiate epistemic commitment, types of interrogatives to elicit response etc.) as a way of understanding how doctor-patient rapport and patient-centred care are achieved, we take a sequential analytic and ethnomethodological approach to explore how the focused discussion on everyday lived experiences within the TCM clinic levels the epistemic gradient of "medical issues" and create the interactional space for co-constructing moments of joint understanding and fellowship between TCM practitioners and their patients. Examining how close doctor-patient relationship is sequentially built highlights for the physician that patient-centred care is an interactionally co-constructed process, and does not end with the static implementation of "linguistic techniques".

Psychotheraphy & Applied Linguistics

Title

Formulation as the Sharing of Experiences Without Storytelling of Experiences in the Practice of Group Psychology

Presenters

Yoshifumi Mizukawa (Hokusei Gakuen University)
Akane Kamozawa (Doho University)
Sumiko Oshima (Hokusei Gakuen University)

Yuri Izumiya (Akiawa Memorial Hospital)

Description
This study examines the practice of formulations in group psychotherapy, using ethnomethodology/conversation analysis, following the works of Sacks(1966, 1992) and Perakyra et al. (2008). The aim of this study is to reconceptualize group psychotherapy, particularly System-Centered Therapy (SCT), to demonstrate an alternative method to the storytelling of experiences.

Abstract
　　　　This study examines the practice of formulations in group psychotherapy, using ethnomethodology/conversation analysis (EMCA), following the works of Sacks(1966, 1992) developing conversation analysis from the research of group therapy and Perakyra et al. (2008) applying conversation analysis in an area of psychotherapy. The aim of this study is to reconceptualize group psychotherapy, specifically System-Centered Therapy (SCT), to demonstrate an alternative to conventional storytelling methods in the narrative of experiences.
　　　　Objectives: This study aims to respecify the practice of group psychotherapy, specifically System-Centered Therapy (SCT), as an alternative method to storytelling of experience, using EMCA. SCT imposes unique formal constraints on participant interactions, which are examined applying EMCA concepts such as formulation and membership categorization.
　　　　Methods: The data are from group psychotherapy sessions conducted according to SCT. Participants were recruited from cancer survivor groups due to their distinctive experience and emotions, and were informed about the group therapy. Seven participants consented to participate after screening for eligibility. The therapy consisted of ten sessions for four days.
　　　　Results: The SCT group experience follows a distinct flow with its own constraints, considered through formulation and the Membership Categorization Analysis of EMCA. Sessions begin with members, including the leader and co-leader, seated in a circle. The leader declares the start, and members continue their conversation according to the rules. The leader intervenes when the conversation deviates from the rules. The primary constraint is to discuss "what is felt here and now," avoiding explanations or interpretations of experience. This approach severely limits the transformation of experience into storytelling. The conversation format involves (1) finding resonance with the previous speaker and giving "feedback" (e.g., "So, you said...?"), and (2) based on this resonance, expressing "what is felt in this moment. This format is the basis for the practice of SCT.
　　　　Discussion: Several constrains of SCT, as mentioned above, severely limit the transformation of experiences into storytelling. This contrasts with narrative-focused psychotherapy as seen in psychoanalytic narratives and self-narratives in therapy. In SCT, explaining or interpreting experiences is avoided because it can lead to stereotypical subgrouping. Instead, the sharing of immediate feelings fosters connection. The "feedback" mechanism is a reinterpretation of "formulation" as understood in conversation analysis (Garfinkel and Sacks 1970, Heritage and Watson 1979), traditionally studied within the asymmetrical therapist-client relationship. In SCT, however, formulation occurs through symmetrical interactions between participants, illustrating an alternative 'emotional resonance' that does not rely on interpretation of experience.

Title
Leading the Teller in Nonnative Storytelling

Presenters
Yan Huang (Sogang University)

Description
The presentation elucidates a case study of how nonnative English teller and recipients interactionally and collaboratively achieve intersubjectivity in the storytelling when misunderstandings arise. By tracing contingent choices they make and methods they deploy, this case study shows how the problems are occasioned and addressed to build up the storyline and maintain the topical flow.

Abstract

"*Let it pass*" is a principle that has been examined by Alan Firth (1996) in his business ELF (English Lingual Franca) data.   He found that L2 speakers of English from Danish international trading companies disattend the non-standard forms or potentially problematic exchanges in their telephone conversations. They let the misunderstandings pass on since they focus on the larger goal of moving the conversation forward (Kurhila, 2001; Wong, 2005). In contrast with Firth's data, being confronted with the misunderstanding, recipients in my data choose not to let the trouble source (linguistic or content matter) pass, and finally achieve intersubjectivity in the nonnative storytelling.

This presentation is designed to explicate how the teller and the recipients interactionally and collaboratively achieve intersubjectivity in the nonnative storytelling when misunderstandings surface. The teller C is relating a story about how she completes the group tasks assigned by the education course instructor who will make some preparatory work for a college-level demonstration class, being observed by some faculty from School of Humanities and the Vice President of Academic Affairs. With the unfolding of the whole story, teller deploys some methods to solicit recipients' comprehension, on the other hand, recipients A and B not only straightforwardly manifest their understanding of the telling, but also, more significantly, A explicitly displays her problem in understanding by initiating a repair sequence rather than letting it pass, especially at the junctures where the confusion needs to be clarified. After the specific trouble source being resolved separately, the teller moves on her story till both recipients fully appreciate it.

In the developing sequence of the nonnative storytelling, tellers attempt to make sense of what each utterance means. However, due to their limited language proficiency, they face the challenges that recipients may fail to comprehend fully what they are telling. If recipients sidestep or forgo the misunderstanding, tellers can move the stories forward; while if recipients signal the trouble source and tend to invite tellers to clarifying the confusion, both sides negotiate with each other and resolve the repairable with concerted effort until they achieve intersubjectivity, which interferes with the progressivity of the narrative. No matter what action recipients take, let or not let the misunderstanding pass, it owes to the contingent decisions and choices recipients make and methods that nonnative participants deploy in the local context. By tracing these, this case study can provide insights into how the problems are occasioned and addressed to build up the storyline and maintain the topical flow.

Title
Leveraging Interactional Competence in Compensating for Limited Linguistic Proficiency

Presenters
Jiwon Hwang, Eriko Sato (Stony Brook University)

Description
This study examines interactional competence development in novice second language learners. While traditional L2 assessments or instruction often overlook interactional skills, novice learners, despite limited linguistic abilities, effectively employ interactional resources. The findings highlight the importance of authentic conversation exposure and supportive learning environments that encourage learners' co-construction of interactions.

Abstract

Developing Interactional Competence is crucial for second language (L2) learners "to interact in an L2, and thereby to participate in social encounters" (Pekarek Doehler, 2019). However, most language proficiency assessments focus on monologic, individualistic communicative skills. Even

when conversation-based tasks are conducted, the interaction is mainly used as a means to elicit a sample of spoken language that can be rated (Roever & Kasper, 2018). This puts L2 learners, particularly beginners with limited language proficiency, at a disadvantage because their interactional abilities may not be accurately reflected or encouraged by such assessments. Moreover, interactional aspects are often "sidelined as too complex" (Betz & Huth, 2014) in L2 instruction, especially for beginner learners.

This present study examines characteristics of interactional features that beginner language learners employed in a first-semester Japanese and Korean language course. As part of an intercultural communication-oriented language learning project, an intervention that aims to develop interactional competence with two key activities was implemented to: 1) provide authentic multimodal resources to support natural social interactions in the target language (TL); and 2) create opportunities for task-based interactions with fluent speakers of the TL. A total of 54 students were evaluated in scenario-based conversation tasks, designed to elicit purposeful, interactive language use in socially varied encounters. The dialogues were first rated using a speaking test rubric by two trained research assistants who speak the TL, and then transcribed and coded in MAXQDA.

In our case study of six learners with the lowest ratings on language proficiency rubrics, we observed a few notable interactional features. These features, despite their limited linguistic abilities, enabled these learners to engage with their interlocutors and achieve specific social actions within the conversation. Specifically, they (i) effectively used both verbal and non-verbal responses for a variety of purposes such as acknowledgement, newsmark, or assessment, demonstrating interactive listenership, (ii) managed turns to minimize large gaps that may be caused by their limited language skills, (iii) used self-initiated repair and collaborated with interlocutors to resolve troubles in talk-in-interaction, and (iv) adapted to the dynamic conversational context that changes moment by moment.

The pedagogical implication is the benefit of exposing students to naturally-occurring conversation through audio-visual materials and guiding them to identify, analyze and learn essential conversation devices from the early stages of learning. Additionally, it is critical to create a "safe place" for learners, where they can actively engage in conversation in TL to participate in meaningful social actions.

Media Studies

Title
How sports broadcasts introduce "fun in games": Examining the use of Japanese deictic expressions

Presenters
Korenaga Ron (Rikkyo University)

Description
This study examines the usage of Japanese deictic expressions, such as kore (this) and koko (here), by announcers and commentators to highlight specific plays and players during live football match broadcasts. It elucidates how particular plays and players become game-meaningful events to the audience, enhancing the viewing experience.

Abstract
This study examines the usage of Japanese deictic expressions, such as kore (this) and koko (here), by announcers and commentators to highlight specific plays and players during live football match broadcasts. The study is based on data in video sequences from a Japanese football TV broadcast, where the announcer utilizes deictic expressions such as koko (here) to predict what can happen in the game events. Additionally, this study examines sequences where the commentator outlines an anticipated strategic move, and the announcer describes it using the deictic expression starting with kore (this) as it unfolds.

Through a close examination of these deictic expressions, this study explores how they are interactionally executed, considering practices such as "response cries" (Goffman, 1981) and

overlapping talk. These complementary practices are crucial for indicating the start of a particular move, ensuring it stands out amidst the continuous movement of the ball and players. It elucidates how particular plays and players become "tellable" (Gerhardt, 2012) to the audience, enhancing the viewing experience amid the multitude of actions taking place during the match.

Therefore, this study explores how announcers and commentators instruct the non-expert audience in anticipating potential game developments based on "constitutive expectancies" (Garfinkel, 1963) in the realm of professional football, where all players, including expert staff, have the transparent vision (Goodwin, 1992) of games according to the "basic rules" (Garfinkel, 1963). Consequently, the audience observes the players' behavior not as "mere behavior" such as "kicking a ball," but as possible events like "an attempt to score a goal" or "feeding a cross." The observation in terms of basic rules provides the audience with a transparent vision, leading to "fun in games" by generating the possibility of an array of game-meaningful events, aligning with Goffman's (1961) argument.

Felo and Campgnolo (2021) argued that the transparency of seeing the game is the product of a process of artfully instruction. Through this process, the expert demonstrates what should be noted, how it should be highlighted, and what the audience should expect in order to fully appreciate what they see. This study demonstrates how such a process can be skillfully accomplished through the commentary amidst the continuous move in the game in addition to the review of past events using technological tools such as instant replay and video mark-up tools. Data are in Japanese, with English translations available.

Title
The interactional creation of "facts": From the political interview to headlines

Presenters
Carmen Amalia Del Río Villanueva (Pontificia Universidad Católica del Perú, Lima, Perú.)

Description
What interviewers does (conversational practices) in political interviews radically affects their results, e.g. others attributing to interviewees sayings that did not properly come from them. This, in turn, questions interviewees' status as "sources of information": from whom comes the "news" that are "co-created" in political interviews and, afterwards, widespread circulated?

Abstract
"Letona: Odebrecht offered 2 millions to Keiko Fujimori"*. This and similar headlines were published in Peruvian newspapers, attributing Letona to have "revealed" / "claimed" that in a political interview aired in the Peruvian television on November 30, 2017. Accompanying those headlines, the articles' content presented extracts of the interview where only Letona's voice was reported. When Letona denied the attributed sayings, media qualified this as a "des-decir" (term used when someone said something and then retracts it) and not as she did not say that at all.

Nevertheless, did Letona say it what newspapers were attributing to her? This paper applies a conversational perspective to the analysis of what occurred during the political interview where, allegedly, Letona would have done the "revelations" or "claims" that not only were reported in those headlines as they were, but also had judicial consequences in terms of the actions that authorities took on the related cases that were already under investigation. Instead of looking for the content of what was said during the interview —e.g.: with focus only on the answers of Letona, as newspapers did in their citations of Letona's words—, the paper appeals to Conversation Analysis to analyze the interaction between the interviewer and the interviewee (Letona).

In that regard, this research aims to show that those "facts" (e.g.: the offer of 2 millions, but also, Letona saying something) were the product of the co-construction, turn by turn, by both of the participants in their interaction. Even more, this paper focuses on the interviewer's conversational practices that played a significant role in what, afterwards, was reported as coming from Letona instead of as coming from the interviewer. Thus, the paper shows that what interviewers does in political interviews radically affects their results to the point that opens the possibility that others

attribute interviewees sayings that did not properly come from them. This, in turn, questions interviewees' status as "sources of information": from whom comes the "news" that are "co-created" in political interviews and, afterwards, widespread circulated? *Context: Marcelo Odebrecht was a high executive of the Brasilian construction company Odebrecht, and a central figure in the corruption case widely known as Lava Jato. Keiko Fujimori was / is the president of Fuerza Popular, a Peruvian political party that participates in Peruvian elections. Úrsula Letona was a congresswoman of Fuerza Popular elected in 2016.

Classroom Interaction & Applied Linguistics

Title
Is "computational thinking" a phenomenon? Of interfacing, instructing, and interacting

Presenters
Philippe Sormani (Zurich University of the Arts / University of Siegen)

Description
This paper pauses on the local production of"evidence-based educational research."For this purpose, the paper examines a single episode of interaction which displays"computational thinking"by the filmed students, as they formulate a projected robot trajectory. The paper thereby engages with programmatic interests in"instructed action"and"human-machine interfacing."

Abstract
Of late, the programmatic plea for"computational thinking"(e.g., Wing 2006) has become a rallying cry for reforming public education in – and for – the "STEM" disciplines (i.e.,"science, technology, engineering, and mathematics"). This, at least, holds for the target region of the present paper, which draws upon a reflexive ethnography of how a federal engineering school assembled its pedagogical expertise – from within and against the background of multiple knowledge sources (Grundmann 2017) – to integrate"computer science"to the regional compulsory curriculum. As an ethnomethodological "intervention" (Bjelic 2016), the paper pauses on one aspect of this integration policy, namely: the production of"evidence-based […] educational research"(Hammersley 2000).

For this purpose, the paper examines a single episode of interaction which, according to a psychologist involved in the research process, displays"computational thinking"(CT) by the filmed students, as they formulate a projected robot trajectory in terms of vernacular pseudocode ad hoc (i.e., with a toy robot, mini maze, and particular seating arrangement for the task at hand). How does the student group interact in situ so that their ongoing formulation can be seen to display CT in vivo? The paper answers this empirical question by offering a "multi-modal conversation analysis" (Deppermann 2013), while explicating how the observed articulation of turns at talk, tools in hand, and formulations for work come to exhibit"CT"in and as its conceptual articulation – that is, in and as its four typical abstraction procedures (BBC 2022).

In doing so, the outlined analysis not only specifies the interactive production of"pedagogical evidence"(i.e., as observed in, if not actionable for, introductory computer science), but also discusses programmatic research interests in"instructed action"and"human-machine interfacing"across ethnomethodology, video analysis, and STS (e.g., Lipp & Dickel 2022; Lynch & Lindwall 2024; Sormani 2023). How might interaction analysis be explicated as part of"reflexive ethnography"(Wieder 1978)? And what difference for a"phenomenology of CT"(Sengupta et al. 2018) does this explication make? The paper concludes on these two questions to open discussion, hence the subtitle asterisk (*) – a discussion of arguably empirical and pedagogical, if not programmatic and (education) political interest.

Title
The Interactional Competence of Engaging in Improprieties in Adult Second Language Classrooms

Presenters
Nadja Tadic (Georgetown University)

Description
This paper examines the interactional competence of co-constructing adult second language learners' potential improprieties as acceptable in the classroom. The analysis shows that students' improprieties are simultaneously treated as innocent and potentially offensive through laughter, smiles, and gaze

aversions, and mitigated through invocations of cross-cultural differences and language learning goals.

Abstract

      Jefferson, Sacks, and Schegloff (1987) refer to potential improprieties as talk that "breaches conventional standards of courtesy, propriety, tact, ethics, commonality, etc. etc., the breach in conventional standards at least potentially being offensive to other parties to the interaction" (p. 160). Prior EMCA work has examined improprieties in the form of derogatory categorizations of non- and co-present others (Korobov & Laplante, 2013) and social taboos such as sexually explicit language in jokes and personal tellings (Beach, 2000; Heinrichsmeier, 2023; Sacks, 1978). This research has shown that improprieties are often modulated with laughter and used in and for pursuits of intimacy (Glenn, 2003; Korobov & Laplante, 2013; Jefferson et al., 1987). Still, co-constructing improprieties as innocent laughables rather than objectionable offenses (in non-antagonistic encounters) is a delicate task—one which could be seen as a display of members' interactional competence. Little is known, however, about how potential improprieties unfold in institutional interactions among participants with diverse interactional competencies, such as proficient language users and second language (L2) learners (Hall & Pekarek Doehler, 2011). This paper aims to address this gap by examining the interactional competence of co-constructing adult L2 learners' potential improprieties as acceptable in the language classroom.

      The data come from 55 hours of video-recorded adult English L2 classes in a community language program in the Northeastern United States. The participants are four teachers and their 39 students from 17 different countries. A collection of over 40 cases of student-produced improprieties was built across the data. In line with prior research, cases include derogatory categorizations and taboo language—e.g., references to sexual acts, bodily functions, and swear words (Jefferson et al., 1987). The data were transcribed using Jefferson's (2004) and Mondada's (2018) conventions and examined within the conversation analytic framework. The analysis shows that participants use laugh particles, smiles, and gaze aversions to simultaneously treat students' hearable improprieties as innocent and as potentially offensive. Participants also mitigate students' potentially offensive talk by invoking cross-cultural differences and institutional goals of language learning. Findings help illuminate the multimodal practices that make up participants' interactional competence for engaging in potential improprieties in linguistically and culturally diverse institutional settings.

Title

Optimizing Student Engagement: Teachers' Preemptive Practices in Designing the Initiating Turn in Lower-level Language Classroom

Presenters

Hee Chung Chun (Rutgers University of New Jersey)

Description

This paper examines how teachers in the online lower-level Korean classroom employ a range of interactional practices to preemptively manage projected troubles from students during their initiating turns. The analysis shows that these practices serve as preparatory measures, equipping students to successfully hear and understand the forthcoming question.

Abstract

      This paper examines how teachers in the online lower-level language classroom employ a range of interactional (and pedagogical) practices to preemptively manage projected troubles from students. Although speakers' attempts to preempt possible failure are not unique to classroom interactions (Mazeland, 2007; Schegloff, 2007), they are heightened by institutional goals (Drew & Heritage, 1992) that both teachers and students are orienting to. In the current dataset, various constraints, such as students' limited language proficiency, fractured ecologies (Luff et al, 2003) of

video-mediated interactions, also contribute to teachers' preemptive deployment of these practices. Previously, the practices examined in this paper have been studied as vehicles for response pursuit (Pomerantz, 1984) that teachers deploy to remedy students' apparent trouble (e.g.,Okada, 2010). The current paper, however, reveals that the placement of these practices is not limited to post-(non)response turns but extends to initiating turns of Initiation-Response-Feedback (IRF, Sinclair & Coulthard, 1975) sequences.

Using the methodology of Conversation Analysis (CA), this study draws on a corpus of interactions between the teachers and elementary-level students in online Korean-as-a-foreign language (KFL) classroom at a university in North America. The analysis reveals four practices: (1) repetitions, (2) modification of initiating turns, (3)codeswitching, and (4)utilization of visual aids. These practices serve as preparatory measures, equipping students to successfully hear and understand the forthcoming question. First, by repeating the key-terms in the transition space after the question, teachers direct students' attention, facilitating their understanding of the question. This repetition also indicates the exact location within the sentence where students are expected to insert new information for their response. Repetition preceding the question plays a vital role in establishing a contextual background of the question. Secondly, teachers modify their initiating turns either through mid-turn self-repairs or complete repetitions with additional linguistic elements. These insertions clarify potential ambiguities in meaning and enhance grammatical accuracy. Thirdly, teachers' codeswitching between Korean and English preempt potential issues stemming from students' limited language proficiency. At times, this extends beyond mere translation, conveying instructional information that guides students' responses— particularly in addressing non-linguistic challenges.

Lastly, use of visual aids establishes the trajectory of questions and highlights both the teacher and students' shared orientation to the common ground required to elicit and provide responses adequate to the question. This study extends our understanding on how teachers, through online monitoring of students, engage in in-situ judgments (Hosoda, 2014) to anticipate potential troubles and decide on preemptive measures for resolution.

Title
Locating Chinese L2 Interactional Competence in Turn Management

Presenters
Agnes He (Stony Brook University)

Description
Based on sequential analysis of data from oral tests of beginner learners of Chinese in the U.S., we argue that intercultural communicative competence resides in interactional competence, and that the management of turns both defines intercultural engagement and differentiates success from failure in interactional engagement.

Abstract
Conversation Analysis has proven to be a fruitful analytic perspective for research on Second Language Acquisition and Socialization (e.g., He, 2004; Mori, 2007; Ren, 2018; Chiara & Tao, 2022; Young & Miller, 2004). This study examines beginner Chinese L2 learners' intercultural communicative competence (ICC) through the lens of moment-by-moment interactional engagement. Specifically, it investigates the conversation-analytic features that differentiate students receiving high scores (HS) in oral language assessment tests in an elementary-level Chinese class from those receiving low scores (LS). The study is part of a larger project that examines the impact of intercultural engagement on the outcome of Asian language learning in an American university. The oral tests were about 10 minutes long, with preassigned scenarios, and in the format of dialog between the instructor and the student via Zoom. These tests were recorded, transcribed by a software Whisper, and edited and verified by the researchers. The tests were rated by two research assistants separately, with coefficient value of .864. The rating criteria included task management, complexity of speaking turns, communication strategies, and intelligibility. The data was imported into

MAXQDA, a qualitative software, for analysis. Focusing on detailed transcripts and video recordings of two HS students and two LS students, we coded the transcripts of these four students, noting challenges in second assessments, acknowledgement and reactive tokens, adjacency pairs, closing, repair (trouble source originating from the Student), clarification (trouble source from the Instructor), and overlaps. Our findings are as follows: (a) Whereas HS students successfully collaborate with the Instructor in completing conversational sequences, LS students have difficulties providing second assessments, acknowledgement tokens, and second pair parts. (b) While all four students experience numerous overlaps (both overlapping and being overlapped), their motivations differ. HS students use overlaps for collaborative engagement, enhancing communication. LS's overlaps stem from long pauses or absent/delayed turn-taking. (c) In terms of management of misunderstanding or missed understanding, HS and LS students differ in that (c1) HS students use a much wider range of resources than LS students to identify trouble; (c2) other-initiated repairs are associated with LS students but not HS students; and (c3) clarification sequences are associated with HS students but not LS students. Our study shows that communicative competence is more than grammar, lexicon, and pronunciation, that ICC resides in interactional competence, and that the management of turns both defines intercultural engagement and differentiates success from failure in interactional engagement.

Title
Co-establishing Explanatory Sequence of Classroom Instruction Through Return Gesture

Presenters
Haruka Kikuchi (Osaka University)
Yi-Ju Lai (University of South Carolina)

Description
This paper exemplifies classroom interactions where the use of return gesture demonstrates students' embodied understanding of the instructions. Students who engage in RG are not merely the recipients of instruction, but agentive participants who co-establish the progressivity of the explanatory sequence of classroom instruction.

Abstract
Return gestures (RG) are gestures made by speakers that are later copied by the recipients (de Fornel, 1992). In classroom context, students produce RG of teachers' actions as a way to show understanding of the instructors' projected intention (e.g., Eskildsen & Wagner, 2013). Understanding, a crucial element of mutual communication and interaction in instruction, is constantly studied as a situated embodied achievement in sequentially relevant next actions (ref. Lynch, 2011). This paper presents video-recorded interactions from two classrooms where the use of RG, coupled with verbal actions (i.e., rhythms; scientific registers), displays students' understanding of instructors' instructions. It argues that RG is a critical indicator for instructors to determine the progressivity of the ongoing explanatory sequence. The first data from the interactions between teachers and preschool-aged L2 learners indicate that, during storytelling, teachers' rhythmic gestures along with chants guided the learners' ongoing understanding of the L2 storylines. The beginning of a new storyline was marked by a change in rhythm and gesture. The learners used RG to show understanding and collaboratively constructed affective reactions. The second data, which involves an interaction between a physics instructor and his undergraduate students, illustrates how students' use of RG, coupled with scientific registers and use of experimental equipment demonstrates their understanding of the instructor's instruction about a specific scientific event. Immobility of RG is used by both students and their instructor to deal with trouble in understanding. Students who engage in RG are not merely the recipients of instruction, but agentive participants who demonstrate their embodied understanding spontaneously through integrated resources involving language and materials.

Title
Joint waking activities in early childhood education as collaborative configurations of care

Presenters
Annukka Pursi (University of Helsinki)

Description
This study explores practices around waking up in institutional interaction. Taking an ethnomethodologically grounded approach in the use of a video-observation method, I investigated how young children (1–5 years) and adults participate in joint waking activities after nap time in early childhood education (N= 72 video-recorded waking up situations).

Abstract
Although sleeping and waking are everyday activities and inherent parts of embodied human sociality, they are rarely considered as social events or collaborative, and educational in nature. The social, emotional, and educational complexity of sleeping and waking in actual social interaction has received scant attention. Thus far, practices around sleeping and waking have been recognized as interactional phenomena only in some sociological literature (Aubert & White, 1959; Williams, 2013).   Waking up as an activity forms a very complex context for social interaction and the organization of everyday learning—a context which involves participants whose state of consciousness drifts from deep sleep (non-responsive and disengaged participant in interaction as a non-social being) towards more active involvement (active participant in interaction as a social being). These different ways of engaging, and participating—as a sleeper, a drowsy participant, a socially attentive participant, a just-awakened participant and a fully awake participant—are subject to different socially organized norms, practices, expectations, and responsibilities in social interaction (Schwartz, 1970). The interactional complexity embedded in waking makes it a very interesting subject for ethnomethodological research.   This study explores practices around waking up in institutional interaction. Taking an ethnomethodologically grounded approach in the use of a video-observation method, I investigated how young children (1–5 years) and adults participate in joint waking activities after nap time in early childhood education (N= 72 video-recorded waking up situations). By applying multimodal conversation analysis, I examined how joint waking activities create learning opportunities for children to collaborate as valuable members of the ECEC community. The results show that waking activities create learning opportunities for children to care for each other and to become sensitive toward other children's needs. Especially moments of waking up—that involve encountering sleeping and just-awakened members of the community—invite caring responses from peers. I discuss a notion of collaborative configurations of care in joint waking activities and how it offers new insights to human sociality, as well as to socialization in everyday activities.

Title
An Invitation to Eurythmics: Balancing Toddler Students' Self-Motivation and Pedagogical Objectives

Presenters
Satoshi Imai (University of the Ryukyus)
Shinichiro Sakai (Rikkyo University)

Description
This study examines how Dalcroze eurhythmics early childhood educators manage the challenges of encouraging the self-motivation of a toddler while also meeting the pedagogical objectives of music education. Our fieldwork with individual lessons in an eurhythmics classroom provided the data for the study.

Abstract

Our study examines the ways in which early childhood educators engage their toddler students in educational activities. Our attention is drawn to Dalcroze eurhythmics, a music pedagogy that aims to foster children's emotional development through the bodily display of musical expressions. One of the practical challenges that arises in early childhood education is the difficulty of establishing educational activities. The educator attempts to elicit the student's participation in a pedagogical agenda, yet the student either walks away or does not seem to recognize its relevance to his or her own circumstances. The challenges are equally common in the eurhythmics classroom. In addition, due to the underlying principles of eurhythmics, which prioritize the child's enjoyment and self-motivation, educators make an effort to minimize any instances of coercion or imposition upon the child. How, then, can music educators adequately balance the encouragement of self-motivation in young children with pedagogical objectives in their everyday teaching practice? We have been observing and taking recordings of individual lessons with a toddler who does not yet speak the language. In this study, we focus on the music educator's practices to implement an introductory eurythmic agenda in which toddlers shake instruments synchronously with the music. One practice we have found is allocating initiatives. There is a preliminary step before beginning the teaching/learning activity in which the educator allows the toddler to choose the instrument on which the lesson will be based. This aligns with the idea of eurythmics, which operates under the premise of the child's self-motivation. Once the lesson begins, the educator initiates the IRE sequence (Mehan 1979) in order to test the toddler's understanding by playing the piano (I), having the toddler shake the instrument to the accompaniment of the educator's piano (R), and evaluating the agenda at hand (E), that is, the toddler's competence to coordinate his head and body. We expect that our study will provide new ideas about research on early childhood (music) education (Bateman 2016; Forrester 2010) as well as about its scope. Researchers in the field of education are commonly interested in the dynamic interactional nature of the teaching process. Although there is no doubt that it is the predominant educational activity, our research supports the idea that the work of education and its objectives can be seen as starting prior to that.

Title

Designing instructed actions: embedding standardized guidelines

Presenters

Motoko Igarashi (Hokkai-Gakuen University)

Description

This study explores Japanese classroom instruction, focusing on how teachers guide students to perform specific actions in a standardized way. Using EMCA, the research reveals distinctive features through continuous fieldwork and video data collection. Teachers employ Sacks' "Measurement System" in their demonstrations, presenting it as standardized guidelines. Students learn to use the system for correct actions and practice adjusting their actions independently.

Abstract
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This study explores Japanese classroom instruction, focusing on how teachers guide students to perform specific actions in a standardized way. Using EMCA, the research reveals distinctive features through continuous fieldwork and video data collection. Teachers employ Sacks' "Measurement System" in their demonstrations, presenting it as standardized guidelines. Students learn to use the system for correct actions and practice adjusting their actions independently.
Objective
This study examines some designs of instruction in the classroom.
While instructed actions for a given instruction can vary, and wayfinding can often occur (Macbeth 2023), the Japanese educational curriculum sometimes has precise achievement tasks and requires

students to be able to perform specific actions (such as the correct way to write Hiragana). For this reason, teachers strive through their instruction to help students perform specific actions in a particular way and efficiently. Through the lens of EMCA, we aim to enhance teacher education by elucidating the distinctive characteristics of this instruction.

Methods

Continuous fieldwork was conducted in elementary and junior high schools in Japan, collecting more than 100 hours per hour of video data of classroom situations and organizing the case studies, especially those in which teachers planned to evaluate students' actions after instruction, with a strong orientation toward students' becoming able to perform the actions that teacher instructed. Analysis was conducted by referring to various studies on instruction (Lynch & Lindwall, eds 2023, etc.).

RESULTS

First, as shown in many previous studies (e.g., Mehan 1975, Heap 1985,1988, Lerner 1995, Zemel& Koschmann 2009, Lindwall & Ekstrom 2012), sequence of conversations and interactions are basic instructional resources. In addition, instructions generate perceptual foci in the surrounding environment, tools, pointing acts, and physical movements (Goodwin1994, Lynch& Macbeth1998, Nishizaka2011, Lindwall & Ekstrom 2012, Evans & Lindwall 2020, etc.).

A particularly revealing feature of this study is that teachers use the "Measurement System" (Sacks 1988) in physical demonstration, which shows not only as a standard for evaluating but also for visualizing actions. After the system is presented as "standardized guidelines," students are also taught how to use the system to construct and accomplish correct actions and then they are offered the opportunity to practice adjusting their own actions organization using the system by themselves.

Title
Dealing with new participant in multiparty voice chat interactions

Presenters
Yujin Shin (Sogang University)

Description
This presentation examines how new participants are managed in multiparty voice interactions. It contrasts cases where the new participation is either delayed or facilitated, and investigates how voice interactions manage multiple participants without causing schisming. The findings have implication for understanding technological constraints and the sequential affordance multiparty voice chat displays.

Abstract
This study investigates the challenges of turn-taking in multiparty voice chat interactions, particularly when new participants join an ongoing conversation. Existing literature suggests that the lack of physical cues in voice-based platforms such as Zoom, Skype, and Discord leads to difficulties in managing turn-taking, especially for newcomers (Brandt & Jenks, 2013; Jenks & Brandt, 2013; Jenks, 2009; Seuren et al., 2021). However, this study questions whether these difficulties are primarily due to technological constraints.

To address this issue, twenty hours of Discord voice chat recordings in Korean were examined. This presentation features two contrasting examples: one where a newcomer struggles to join the conversation and another where a newcomer is quickly accommodated into the ongoing talk. The analysis reveals that a newcomer's entrance depends on the ongoing sequence or action that occupies existing participants at the moment of entry, making it hard to ascribe the difficulties solely to technological constraints. The data also show that, even in the online environment, the number of participants influences the way turn-taking is developed, which in turn affects the timing and manner of entry for the newcomer. These findings demonstrate the principal orientation towards one speaker at a time, even in an online environment.

The findings suggest that while technological settings may pose certain challenges, the basic turn-taking system in conversation remains largely intact. It also emphasizes the back-to-basics principle of turn-taking as the primary analytical resource in examining a diverse array of interactional platforms. Future research could extend this investigation to other platforms, such as in-game voice chats and VRChat, to further explore the interplay between technology and conversational organization.

Title
The discursive construction of script in teaching a child with ASD to use a sewing machine

Presenters
Amon Ogata (The University of Tokyo)

Description
We analyzed an interaction between a boy with ASD, using a sewing machine, and a female teacher, supporting him. Some troubles over the instruction occurred, and repairs were initiated by the teacher in various ways. As a result, the script of sewing a certain section of the cloth got relevant.

Abstract
[Purpose] A sewing machine is for sewing cloth over a certain section. So, once started, the operation must be stopped at the appropriate position on the cloth. Such serial actions have been studied in psychology based on the concept of script, which Edwards (1997) conceptualizes in terms of interactional relevance in discourse, rather than as cognition under the skin. In this study, we analyzed how the script is constructed in the classroom interaction between a child with ASD and the teacher.
[Method] Using 2 video cameras and an IC recorder, we observed lessons in a special classroom at a public junior high school in Tokyo, Japan for six days. We focused on Ayumu, a boy with moderate intellectual disabilities and ASD, sewing cloth using a machine. Kojima, a female teacher with approximately 10 years of teaching experience, who stood by Ayumu (sometimes directly touching Ayumu's body, the cloth, and the sewing machine) and provided various instructions. These interactions were transcribed using symbols from Jefferson (2004) and Mondada (2018). Interactional troubles arose over the teacher's instruction on how to use a sewing machine. The teacher attempted to repair them in various ways. As a result, a script of sewing cloth over a certain section was formulated. This process was described by micro longitudinal conversation analysis (Ishino, 2018).
[Results] During the first two days, Kojima gave respective instructions for starting the sewing machine operation ("start", "push (the pedal)", etc.) and stopping ("stop", "lift (foot)", etc.). By the third day, Kojima began to announce the position of the fabric to be stopped before the start of the machine operation. In other words, Kojima oriented the script to sew the cloth over a certain section. Ayumu, however, did not stop operating when a needle of the machine reached a particular position of the cloth. The teacher initially treated this as a trouble in understanding the position of the cloth (Schegloff et al., 1977) and made repairs. Nevertheless, over some trials, the trouble remained. The teacher then reanalyzed the trouble and repaired it in a different way, treating it as a trouble in understanding the method of manipulation rather than the position of the cloth. As a result, Ayumu began to stop operating the sewing machine in accordance with the instructions before the beginning of the operation. In other words, the script of sewing the cloth over a certain section got relevant in the interaction.

Title
Exploring high school student strategies when discussing values: Argumentative discourse in educational debates

Presenters

Akie Fukushima (Kio University)

Description

This study investigates student strategies in educational debates, exploring how participants employ questions and responses to assert positions. Findings reveal that participants strategically reuse opponents' examples, ensuring responsiveness, prompting reconsideration, and creating an obligation to respond. Leveraging opponent-provided resources emphasizes consistency and alignment, fostering critical thinking in education.

Abstract

The revised Japanese Course of Study encourages incorporating debate activities in classroom settings. Through these activities, students are expected to evaluate the logical soundness of each premise and verbally articulate their thoughts to claim superiority. Additionally, they must appeal to the audience who will be evaluating their performance.

Previous studies have demonstrated that argumentative talk follows a strategic approach in presenting ideas. Arguments are constructed to lead recipients to intended conclusions, and questions are employed to display advantages or mask drawbacks to the opponent (Bilmes, 1992; 2019). However, few studies have investigated how students initiate interactions to present the merits of their teams' ideas coherently and convincingly in educational debate activities.

This study reveals how students formulate their utterances to clarify the validity and superiority of their position compared with the opinions of those in the opposing group. It applies multimodal conversation analysis (Sacks, 1992; Schegloff, 2007; Mondada, 2018) to a 175 min. corpus of recordings from the High School Debate Championship in 2022. The presented data include social issues and abstract values as topics for the debates. During the match, evidence data were allowed to be presented only once, and all other exchanges were improvised according to the rules. In particular, this study focuses on the discussion segment, where participants address the contingent part of their argument, and examines the types of question designs employed by participants. Furthermore, it explores how participants articulate the advantage of their position in debates.

The analysis reveals that when participants argue about an abstract value, one participant reuses a part of the specific example presented by the opponent to support their position. Reusing the resource ensures that the opponent can respond to the question, prompts reconsideration by challenging the premise, and creates an obligation to respond. When discussing abstract concepts, utilizing the opponent's presented resources not only demonstrates the consistency of the discussion but also emphasizes that one's team aligns with the opponent's arguments and constructs the argument logically. In the absence of a response, the questioner marks it as an incomplete answer, successfully asserting the validity of their argument.

This analysis uncovers that citing experience shared by the opponent during the debate creates a resource for advancing the discussion. The ability to leverage specific actions to prompt unavoidable responses and overlay one's arguments when the opponent fails to respond suggests foundational aspects for enhancing critical thinking skills in school education.

Title

The function of evaluative words in the closing position of non-native storytelling

Presenters

Dai Wei (Shirley) (Nanchang Institute of Science and Technology)

Description (50 words)

After analyzing the closing of nonnative speakers, I discover their preference for evaluative remarks. Instead of being predetermined, these words are produced contextually with discourse strategies. By doing so, tellers can not only deal with the two tasks of closing storytelling, but also handle sense making and intersubjectivity.

Abstract

   Contexts and discourse strategies have received incremental attention in speaking proficiency measurement. With the new parameters, this paper examines evaluative remarks in the closing position of nonnative storytelling in the perspective of CA. It turns out that the choice of evaluative remarks is determined contextually. They are not only the evidence of linguistic knowledge, but also embedded with interactional functions, such as sense making and intersubjectivity.

Title
Teacher mobility during small-group instructional rounds for young EFL learners: Display of task progression and contingent assistance

Presenters
In Ji (Sera) Chun (University of Hawai'i at Manoa)

Description
This study delves into the linguistic features and functions within the opinion sections of reputable online newspapers, Washington Post and VnExpress. The research results offer insights into the impact of sociocultural factors on language and attitudes in different countries to address ethical concerns surrounding media access and utilization.

Abstract
Teaching is a highly complex and context-dependent activity that requires teachers' strategic employment of embodied resources tailored to the specific instructional contexts. Particularly, the coordination of teachers' whole body movements, or 'mobility', becomes indispensable for instructions during small-group rounds (Jakonen, 2020), where teachers monitor and guide student activity, organize on-task activity, and engage in social talk. Drawing upon multimodal conversation analysis, the present study explores teacher movement, extending beyond 'walking' to encompass 'approaching,''bending over,''leaning in,''sitting with,' 'kneeling next to,' and 'crouching next to' students. The analysis demonstrates how the teacher's bodily instructions are sequentially, incrementally, and contingently designed in ways that project the state and progression of a learning task. In addition, the teacher' bodily instruction contributes to displaying teaching that is sensitive to the 'shifting demands' and 'simultaneity' of the moment, enabling the teacher to maneuver between 'institutional' (task-oriented) and 'interpersonal' (friendly) participation framework. Such bodily instruction engenders mutually relevant bodily responses from the students, who display increased engagement by shifting from 'head lying on desk,' 'sitting up,' to 'leaning forward.' The findings reveal how various aspects of contingent instruction are more visibly realized through the deployment of the entire body in situ, which fosters the creation of extended learning opportunities and cultivates relationships among young language learners within the language classroom.

Title
Error correction in sentence analysis: creating learning opportunities in the EFL reading classroom

Presenters
Yujin Mun (Pusan National University)

Description
This study investigates the practices of teachers and students in fostering learning opportunities through error correction in sentence analysis. Data for this study is collected from EFL intensive reading classes, where each student is assigned sentence analysis tasks related to interpretation and

grammatical structures. Additionally, students are guided to pose questions about the presentation on sentence analysis.

Abstract

Previous studies in the field of conversation analysis have extensively explored teaching practices for promoting students' learning opportunities (e.g., see Walsh 2002, on providing content feedback or scaffolding; see Sert 2017, on managing students' initiative-taking and emerging knowledge gaps). Additionally, research on conversation analysis concerning students' learning opportunities has investigated L2 error correction practices that prompt students' self-correction (e.g., see Koshik 2002, on employing designedly incomplete utterances; see Ro & Kim 2023, on providing directives to read). This study aims to expand our understanding of how students, with the guidance of a teacher, create learning opportunities through knowledge exchange for error correction in sentence analysis in an intensive reading class.

The extracurricular English program was implemented in eight reading classes at a Korean high school, with the aim of enhancing students' reading comprehension through intensive reading. In each class, three main phases unfold: the instruction phase, the reading phase, and the presentation phase. The central focus of this study is the interaction that occurs during the presentation phase. During the presentation phase, a student presents sentence analysis by exploring the interpretation of a sentence and analyzing its grammatical structure. In response to the teacher's request for questions, the other students engage by posing questions about the presentation. Eight second-year high school students participated voluntarily, and I, as the researcher, took on the role of the teacher in the class.

Preliminary analysis identified that both student participation and teacher support play crucial roles in creating learning opportunities through knowledge exchange for error correction. Using multimodal conversation analysis, this study uncovered three key points : (1) the teacher fosters learning opportunities by encouraging students to identify errors in a presenter's sentence analysis or providing hints to assist them in resolving the errors; (2) the other students, aside from the presenter, capitalize on learning opportunities by thinking aloud and contributing their knowledge for error correction; and (3) the presenter creates learning opportunities by requesting some wait-time to think, self-selecting to provide a candidate answer, or deducing a correct answer from joint responses of peers.

In conclusion, this study illustrates the collaborative creation of learning opportunities by students and a teacher through the identification and correction of errors in sentence analysis. The study also delves into the pedagogical implications of exploring learning opportunities resulting from student participation and teacher guidance for L2 error correction.

Title
"Is there a right answer to this?": Accountability in EFL task-based interactions.

Presenters
Amanda Hoskins (Linköping University)

Description
EMCA study focusing on task-based instructions and task design of speaking tasks used in EFL classrooms in Swedish upper secondary schools. The analysis centres on the students' accounts of what it entails when doing the task "right", and how these accounts are made observable in their task-based interactions.

Abstract

This EMCA paper focuses on EFL students' implementation of speaking tasks and, specifically, on their orientations to doing the task "right". The study builds on previous findings (e.g. Hellermann & Pekarek Doehler, 2010; Kunitz & Skogmyr Marian, 2017; Pochon Berger, 2011) suggesting that the

accomplishment of a language task as an observable activity emerges from the students' ongoing, contingent interpretation of the task-as-workplan (Seedhouse, 2005). As students make sense of the task instructions and jointly organise their work during the task-in-process (Breen, 1987), it is possible to observe the emic criteria to which they orient as they hold themselves and each other accountable for their emergent interpretation of the task.

The data for this study-in-progress comprises video recordings of dyadic interactions between EFL students working with open-ended problem-based speaking tasks in Swedish upper secondary schools. The tasks were designed using a blueprint (Berggren et al., 2023; see also Ellis, 2003), which had proven to generate tasks allowing students to practice their interactional competence (Pekarek-Doehler, 2018). Each task consisted of an instructions card (providing a scenario for the problem to solve) and a set of either laminated cut-out pictures or material objects (intended as clues to solve the given problem). After providing the task materials, the researcher left the classroom where each student pair was filmed with a recording device. During task implementation, the students engaged in collaborative imagining (Murphy, 2005) and co-constructed imaginative stories revolving around the task materials.

The analytical interest is twofold, focusing on i) the students' accounts of what it entails when doing the task "right", i.e. the emic criteria oriented to; and ii) how these emic criteria are made observable by the students in their task-based interactions. The analysis shows that the students interpret the problem solving as coming up with a linear and logical story around the task materials (cut-out pictures/material objects), and that these need to fit together. Whilst co-constructing these stories, the students offer their accounts verbally and embodiedly in various ways, e.g. through disagreements and challenges coupled with accounts, by orienting to the task materials or to the camera as a third participant, or by invoking the teacher. This study demonstrates how students make sense of task materials during the task-in-process and contributes to the research on task-based instruction and task design in L2 classrooms.

Title
"Giving Instructions in Online Language Experiments":   Interactional Dynamics emerging from Asymmetrical Epistemics

Presenters
Jia Kang (University of Hawaii at Manoa)
Hanbyul Jung (Seoul National University)
Eunkyung Yi (Ewha Women's University)

Description
This study addresses various interactional dynamics of instruction giving in online language experiment. Analyzing video recordings of an online language experiment setting, the research examines instruction giving practices of researchers, in an attempt to ensure participants' comprehension and ability to participate in the experiment to be initiated. The findings contribute to the understanding of interactional shapes of instruction giving in online experiment settings.

Abstract
Prior CA studies have explored instruction giving within various institutional contexts, but attention has yet to be given to how instruction giving is achieved within research experiment settings involving human subjects. These experiment settings, characterized by an inherent asymmetry between the instruction giver and receiver regarding their motivations for participation and their understanding of the activity's goal and procedure, present a compelling site for investigating how participants navigate asymmetrical institutional relations through diverse interactional practices. Moreover, the advent of the COVID-19 pandemic has prompted a notable shift of many experiments to an online format, introducing a new dimension to instruction giving. While there are some research on instruction giving in online instructional settings (Ro 2023; Satar & Wigham 2017, 2020, 2023;

Wigham & Satar 2021), extensive research is yet to be done on how instruction giving is accomplished in online experiment settings. The current study seeks to address this gap by investigating the instruction giving practices of researchers in an online language experiment.

Data consists of 8 hours of video recordings from an online language experiment conducted in Korea. The experiment, conducted via Zoom, involved three researchers providing one-on-one instructions to experiment participants on how to proceed with a language experiment that included self-paced reading tasks and language production tasks. Focusing on the researchers' instruction-giving practices that display their orientation to the asymmetric epistemic relations between themselves and the experiment participants, this study uncovers several characteristics regarding the way in which the researchers laid out instructions: (a) formulation of instructions in ways that are sensitive to the experiment participants' virtual conducts (e.g., adjusting speed and reiterating specific parts as needed); (b) instruction formulation adjusted to ensure participants' comprehension of the upcoming experiment procedure, incorporating specific examples and understanding checks; and (c) instruction sequences incorporating participants' trial runs of sample experiments, followed by researchers' evaluations. Such diverse formulations were noted to provide participants with opportunities to check their understanding of the experiment procedures under the monitoring of the researchers before initiating their job as experiment participants, thus also ensuring quality control of their responses to the experiment items. These findings shed light on how instruction giving is achieved in the relatively underexplored realm of online language experiments, contributing to the existing bodies of literature on instruction giving and online interaction with further implications for future research in such specific interactional settings.

Title
Empowering Student Voices: How Teacher Feedback Shapes Design Stories in College Studios

Presenters
Minseok Choi (University of Louisiana at Lafayette)

Description
Investigating how instructor feedback shapes design narratives of second-language students in a college architectural studio. Examining desk crits' impact on student narratives, this study highlights the role of teacher discourse and its influence on students' creative expression and alignment within design endeavors.

Abstract
This study investigates how instructor feedback shapes the design narratives of second-language (L2) speaking students in a college architectural design studio. Over a semester-long ethnographic exploration, we delve into the impact of teacher guidance provided during individualized instructional sessions, known as desk crits, employing various communication methods such as language, sketches, models, and gestures.

Building on previous scholarship on advice dynamics (Heritage & Sefi, 1992; Shaw, 2013), we highlight the crucial role instructors play in addressing knowledge imbalances within design studios. We contrast this apprenticeship-based learning model with traditional writing classes (Stukenberg, 2017) and recognize the significance of fostering creativity and critical thinking in design. Some instructors tailor their feedback to students' perspectives, encouraging the adoption of epistemic stances (Jaffe, 2007) in their design narratives.

As part of a broader ethnographic study in a college architectural studio classroom, this paper zooms in on the advice-giving discourses of two instructors, Mr. J and Ms. T. I analyze their one-on-one interactions with L2 students to explore how their distinct advice-giving practices during desk crits influence subsequent iterations of students' design narratives. Employing concepts of affiliation and alignment (Stivers, 2008), I examine how teacher discourse sparks student engagement

in conceptual exercises, enabling them to assert their authorial stance in shaping their design narratives.

Our dataset comprises diverse qualitative sources, including detailed fieldnotes, video recordings capturing desk crits, interviews, and visual documentation, analyzed through multimodal interaction analysis (Mondada, 2009). This analysis compares the discourse styles of Mr. J and Ms. T when interacting with individual second-language students during desk crits, aiming to uncover how differing feedback styles impact students' design narratives.

Preliminary findings suggest that Mr. J's feedback provides more opportunities for students to navigate and align themselves with the guidance offered. This study emphasizes the need for further investigation into teacher discourse, striving to carve out additional space for students to express their unique authorial perspectives within their design pursuits.

Art and Performance & Atypical Communication

Title
Multimodality in the experimental music making interaction

Presenters
Suzuki Minato (Rikkyo University)

Description
This study explores the multimodal aspect of artistic perception by analyzing the interactions between participants when they create contemporary musical art performances. It mainly focuses on the practices in which participants describe their sounds with concepts other than auditory ones(e.g., hardness).

Abstract
This study explores the multimodal aspect of artistic perception by analyzing the interactions between participants when they create contemporary musical artworks. As M. Baxandall (1973) has shown, the perception of artworks depends on the social context. From this perspective, Some previous studies(e.g., C. Heath & von Lehn 2004) have clarified how the interactions among museum viewers shape their visual perception. However, existing studies still need to clarify the interactive process of the auditory perception of music. Using conversation analysis, this study analyzes how the artists create an accountable auditory perception in the music-making interaction.

This study does not consider auditory perception constituted by a single sensory modality (such as only hearing). Instead, it focuses on multimodal perception consisting of multiple sensory modalities (cf., L. Mondada 2019d). As Merleau-Ponty (1945) speculatively observed, "seeing the hardness of glass" in Phenomenology of Perception, our perception is generally constituted through the interaction between multiple sensory modalities. This study empirically elucidates how participants accomplish their multimodal perception in the interaction.
One case is taken from the contemporary music workshop scene, in which participants follow abstract instructions from the music composer. In the following scene, the composer (COM) tells the performer (PER) to make a "hard sound" by knocking the side of the guitar (the wood part) with his hands (original in Japanese):

01 COM: The sound is gradually becoming::   （（COM knocks the guitar））
02   (1.0) （（COM gradually change the knocking part））
03 PER: It feels becoming hard
04 COM: Yeah, please perform the gradation becoming hard.

Firstly, COM gradually changes the sound by changing the knocking part of the guitar. In line 03, PER formulates this auditory change as "becoming hard." Then COM accepts PER's formulation and

tells him to perform a gradation of hardness like her. In this excerpt, PER visually and audibly perceives the hardness of the guitar that COM tacitly perceives, and then he attributes the tactile concept of "hardness" to the sound. Here, the tactile perception of the COM's hand, the PER's visual and auditory perception, and the utterance of "hardness" mutually elaborate their meanings on each other (cf., Goodwin 2000) to accomplish the accessible formulation of the hardness of the sound in the multimodal interaction. By analyzing the interactive process of such a musical-making scene, this study reveals how participants composite multimodal aesthetic perception in the interaction.

Title
Beyond utterances: embodied creativity and 2 compliance in dance and dementia

Presenters
An Kosurko (University of Helsinki, Finland)
Melisa Stevanovic (Tampere University, Finland)

Description
This paper is based on one already published in Social Sciences and seeks to explore how social connectedness and engagement is achieved in copresence when directed by remote, streamed and/or prerecorded dance classes that are delivered for groups via on-screen. Social inclusion programs often seek to improve participation by widening opportunities for underrepresented populations, but providing opportunities only goes so far. This paper looks at practices that copresent facilitators use to achieve social connectedness with people living with dementia, using embodied resources in reference to the technologically delivered program, ultimately respecifying social inclusion as action in interaction.

Abstract
Practices of creativity and compliance intersect in interaction when directing local dances remotely for people living with dementia and their carers in institutional settings. This ethnomethodological study focuses on how artistic mechanisms are understood and structured by participants in response to on-screen instruction. Video data was collected from two long-term care facilities in Canada and Finland in a pilot study of a dance program that extended internationally from Canada to Finland at the onset of COVID-19. Fourteen hours of video data were analysed using multimodal conversation analysis of initiation-response sequences. We identify how creative instructed actions are produced in compliance with multimodal directives in interaction when mediated by technology and facilitated by copresent facilitators. We provide examples of how participants' variably compliant responses in relation to dance instruction, from following a lead, to coordinating with others, produce different creative actions from embellishing to improvising. Our findings suggest that cocreativity may be realized at intersections of compliance and creativity towards reciprocity. This research contributes to interdisciplinary discussions about the potential of arts-based practices in social inclusion, health, and wellbeing by studying how dance instruction is understood and realized remotely and in copresence in embodied instructed action and interaction.

Title
Teaching with Material Artifacts in Tea Ceremony Lessons

Presenters
Lin Chen (University of Hawaii at Manoa)

Description
Using multimodal conversation analysis, I examine the longitudinal processes in which a symbolic referential practice to objects emerges. The data corpus consists of 50 hours of audiovisual recordings of tea ceremony lessons in the US. Findings reveal that tea practitioners utilize the accumulated symbolic meanings afforded by objects in instructions.

Abstract

In various instructional activities, novice participants are expected to demonstrate growing proficiency and familiarity with the activity and artifacts in the lessons. Such orientation to familiarity display is often observable and reportable in the minute interactional details between teachers and students. This study examines the emergence of a particular object referential practice in instruction over large stretches of time. It explores how the development of this referential practice, reflecting the expert's orientation to recipient-design the instruction, is informed by the expert and student's shared interactional histories. The data consists of over 50 hours of audiovisual recordings of weekly lessons from a student tea ceremony club in the US. Using multimodal conversation analysis, I illustrate the moment-to-moment unfolding of tea ceremony lessons and how they are formulated and ascribed through mutually elaborating modes of semiotic resources. By tracing a particular instructional segment over time, I show how the instructional format reduces from a complex amalgam of semiotic resources to a simple indexical reference to material artifacts. The indexical reference emerges as a resource that aggregately indexes previous instructions on the manners and procedures of handling tea objects. The finding corroborates the interactional studies on the symbolic affordances of material artifacts in other non-instructional settings. Namely, through situated use of objects over time, they gain semiotic complexity and can emerge as a visual motif (Hazel, 2014), symbolizing and indexing the history of objects in situated usage (Streeck, 1996) and participants' growing familiarity with the activity.

Title

Tactile Territory: Object Interaction and Cooperation in Visually Impaired Tasting Sessions

Presenters

Giolo Fele (University of Trento, Italy)

Description

This paper examines the collaborative achievement of object manipulation involving visually impaired people participating in learning how to taste wine sessions with instructors. The focus is on tasks involving the manipulation of objects on the table. Using a multimodal EMCA perspective, it delves into the co-operative achievement of task accomplishment.

Abstract

In this paper, I explore the organization of tasting sessions involving visually impaired persons, including those with low vision and partial sight. These sessions are designed to enhance their professional tasting abilities. Specifically, my focus lies on sequences where visually impaired participants and instructors collaboratively undertake various tasks. Learning to taste professionally involves not only knowing how to taste, but also how to manipulate objects on the table, such as glasses, jars, wine bottles, corks, and bottle openers, demanding both manual dexterity and bodily competence. These objects constitute a territory immediately visually accessible to sighted people. Visually impaired participants face challenges navigating and exploring this territory to execute tasks involving these objects.

This paper delves into the collaborative accomplishment of these tasks between visually impaired individuals and their instructors. The study is centered on a series of wine-tasting sessions led by professional tasters for visually impaired individuals, people with low vision, and partially sighted individuals. These sessions occurred in a city in Northern Italy between late 2019 and early 2020. Inspired by an EMCA (Ethnomethodology and Conversation Analysis) perspective on visual impairment as a phenomenon to be investigated in detail (Due 2021, 2023; Due & Lüchow 2023; Due et al. 2023), I consider "sight impairment as a perspicuous setting" (Garfinkel 2002) to re-specify task accomplishment as a distributed, cooperative phenomenon (Goodwin 2007; Due 2021).

Adopting a multimodal and multisensorial approach to the study of tasting (Mondada 2018, 2019, 2021), I specifically focus on sequences involving the passing and manipulation of objects during a tasting session. Notably, a tasting session encompasses more than the act of tasting itself. Many activities involve the concrete management of objects and the completion of specific tasks, such as smelling a cork, locating the correct glass in front of the taster, and transferring the remaining wine into a glass pitcher. My analysis concentrates on how objects are passed and how tasks are cooperatively managed and achieved.

Title
How specialists achieve recipient design in interactions among people with asymmetries in perceptual modality

Presenters
Yasusuke Minami (Seijo University)
Hiro Yuki Nisisawa (Musashino Art University)
Rui Sakaida (Future University Hakodate)

Description
We investigated how specialists provide information to the blind in training sessions, an interaction with asymmetric perceptual modalities. In the basic projective recognition sequences, the blind was asked to provided confirmation. The visual information was just received. With echo location, the specialist used the word "feeling" to ask for confirmation.

Abstract
Persons with visual impairments (PVIs) and orientation and mobility specialists (SPTs) are oriented toward the asymmetry of perceptual modalities between themselves. Data comes from training sessions in which a PVI and a SPT walk a new route for the PVI for the first time. STPs formulate the way of providing verbal information in a recipient design way. This is in accordance with the intelligibility of PVI's sensorial   resources.

SPTs routinely organize "projective recognition sequence." First, a SPT projectively and prospectively provides "existence report" such as "There will be a power pole." When the PVI touches the power pole with the cane, the SPT utters "deictic report," such as "This is it." Then the PVI claims recognition with "Yes," or "Yes, yes, this is it." Projectdive recognition sequences are observed being used to show landmarks and the possibly dangerous places. Projective recognition sequences consist of one of the basic and critical devices for navigation activities in which mobility is involved.

In some cases, a SPT formulates with a perceptual verb "see." In this case, however, the turn construction is definitive and does not request confirmation by the PVI. In the other cases of retentional recognition sequence when the PVI appears to have already noticed something, the SPT refers to it with "this" and provides the name. The SPT can also incorporate it into navigation activities such as course-taking.

The use of echo location by PVSs is a contrastive case. SPTs do not use echo location. They cannot hear echoes so that they locate material objects. When they refer to environmental features which the PVI are presumed to be able to recognize with echo location, the SPTs use the word "kanji," which means feeling.

The response of PVI depends on whether or not he or she can perceive the environmental features described by the SPT with his or her own senses. If the PVI can perceive them, he or she responds with recognition claim, such as a "yes" or "yes, yes." On the other hand, when the PVI cannot perceive, he or she responds with a token that indicates that they have just received the utterance, such as "That is so."

In conclusion we would like to consider the relationship between the asymmetry of sensory modes and intersubjectivity. Implications for the study of navigation activities and instructional research will also be discussed.

Workplace Studies

Title
Person reference practices in Vietnamese: A case from a professional meeting

Presenters
Nguyen Hue (University of Macau)

Description
Nguyen Thi Xuan Hue is an English lecturer at An Giang University, Vietnam National University-Ho Chi Minh City, Faculty of Foreign Languages. She is in her second year of the Ph.D. program in Applied Linguistics (English) at the University of Macau, Macau SAR, China. Her research interests are intercultural communication, educational, professional and social interactions. Conversation Analysis is substantially used to explore the practices of references between teachers and students, supervisors and supervisees, trainers and trainees or children and parents. The children's acquisition of references and the interaction in LGBTQ+ community in Vietnam are her current research interests.

Abstract
Person reference is a key area of inquiry situated at the intersection between culture, social structure and language use. While the significance of the topic in ethnomethodology and conversation analysis was noted as early as in Sacks and Schegloff (1979) and the revival of interest was shown in Enfield and Stivers (2007), the study of person reference in natural interaction from a crosslinguistic perspective is still lacking. The current study examines Vietnamese referential practices in a series of professional meetings. Major reference practices in Vietnamese are specified by the kinship terms, mostly based on age, gender and relationship between the interlocutors. Based on fifteen hours of research project meeting, where members from different social and professional status discuss field trips to research sites, the analysis focuses on the use of a third party's referential practices to address the addressee in professional interaction. Previous analysis suggests that the addressor shows respect to the addressee by using the perspective of a third party (Luong, 1984).

Taking one step further, the current analysis argues that this practice also showcases the addressor's consideration for her subordinate, the third party, whose spirit is aptly summarized in the oft-cited phrase "yield to those below". I argue that this use maintains the addressor's higher social status in terms of age and her managerial position in her full-time job even though the addressee's professional rank was higher in the current project. Coincidentally, the addressor's strategy of using a third party's referential perspective in this professional interlocution revealed different professional identities of the interlocutors.

Title
Collaborative medication adjustment involving multiple mental health professionals

Presenters
Yuki Kawamura (Matsuyama University)

Description
This paper focuses on liaison psychiatry in which multidisciplinary professionals work together and describes the practical methods that enable their teamwork. The analysis identifies several methods of

collaborative medication adjustment that incorporate the observations of different professionals and considers the burden placed on the nurses responsible for actual care.

Abstract

As psychiatry expands its scope of activities into the community and other medical departments, medication adjustment, an important activity in psychiatry, is increasingly involving multiple professions. However, most studies to date have tended to focus on the doctor–patient interaction and have not adequately discussed how team-based psychiatric care is achieved. In one of the few existing studies, Angell and Bolden found that team members were ideally positioned to observe how medication adjustments change clients' symptoms and physical functioning (Angell & Bolden 2016). They later analyzed how medication adjustments were made based on team members' observations. Team-based psychiatric care includes community psychiatry (ACT), which Angell and Bolden (2016). addressed, as well as liaison psychiatry, which provides psychiatric care to patients hospitalized in other departments.

In this paper, I describe the practical characteristics of multidisciplinary teamwork by focusing on a conference setting in liaison psychiatry in which multiple professions are involved in medication adjustment. Specifically, from the recorded data of conference settings that I have collected, I analyze, in the methodological attitude of ethnomethodology, the distinctive practice characteristics that seem to be make teamwork possible. As a result of the analysis, the following phenomena are identified. First, in the conferences, where the patient is not in front of them, each professional, who has only limited time to interact with the client, reports their understanding and evaluation of the patient's complaints, which they have heard and observed from their own perspective.

Second, each professional simultaneously makes requests from their own standpoint'. For instance, a nurse may request a reduction in medication dose so that the patient can be more active during the day. Third, in the process of making requests, the responsibility is distributed by attributing some responsibility to the patient, using the expression "the patient himself/herself says so". Fourth, since the primary responsibility for responding to changes resulting from medication adjustments lies with nursing, it is impractical to give priority only to pharmacological effects, and decisions on prescription content are made considering the burden and intentions of nurses. These can shed light not only on how multidisciplinary medication adjustment is achieved but also on the practical significance of the activity of multidisciplinary involvement in medication adjustment itself.

Title
Differences in the Work of Professional Tasters and Sensory Scientists

Presenters
Kenneth Liberman (University of Oregon)

Description
Recently, coffee purveyors have turned to sensory science to provide them more objective assessments of the flavors of coffees they purchase and market. In doing so, they have demoted the status of professional coffee tasters. We identify overlooked practices of professional tasters that are vital for understanding tastes of coffee.

Abstract

Coffee purveyors want to understand the flavors of coffees they sell so they can satisfy clients' expectations of consistency; and since they invest large sums in purchasing coffee, purveyors seek reliable information. In order to obtain objective knowledge, the coffee industry is turning to sensory science, sometimes at the expense of the mundane expertise of professional coffee tasters. Despite their faith in objectivity, few coffee purveyors possess a clear idea of what objectivity is, or how it is derived. Lynch (1993: 59, 112) casts suspicion upon any "discrimination of 'science' from nonscience," correctly observing that these practices have much in common.

However, an ethnomethodological study of sensory scientists and professional coffee tasters, using participant observation and videorecordings of tasting sessions, has discovered differences: sensory scientists fix tastes as independent objects that hold a place in a catalogue of flavors already known, while professional tasters are interested in discovering what more there is to flavors than they already know. The tool of sensory science and professional tasters is the tasting form, in which taste descriptors play a central role. While both use taste descriptors, they use them differently. Sensory scientists impose precisely defined descriptors upon coffees, while professional tasters use descriptors to facilitate local work of exploring tastes. They can use descriptors as socially shared objects before their sense has been settled, even to learn what they mean. Importantly, descriptors help intensify their contact with the coffees.

Just as dictionary definitions provide settled meanings that nevertheless are susceptible to being transformed by the situation, the Sensory Lexicon devised by sensory scientists include precisely defined flavors whose precision can come apart when applied to novel, wild, or singular cups of coffee, coffees that can rip the sense right out of the labels or reflexively enlarge the sense and reference of descriptors. Professional tasters use descriptors for discovery, part of "teaching's work sites" (Garfinkel 2002: 186). A descriptor is not a definition but an instruction about in-the-course worldly ways of tasting a coffee. Tasters use descriptors collaboratively to teach each other what they are finding and how to use the descriptors, as in   A   It's got a back flavor. B   I would consider that to be "woody." On the other hand, sensory scientists taste alone, often in isolated booths (painted white), with the aim of minimizing the influence of others; they do not communicate with each other during the tasting, which attenuates instructed activities.

Title
Public L2 writing in video-mediated workplace meetings

Presenters
Kristina Humonen, Adam Brandt, Spencer Hazel (Newcastle University)

Description
The study examines monthly steering committee meetings within a Finnish startup. The analysis shows the nuanced manner in which participants manage to avoid topicalizing L2 writing competence (e.g., by utilizing laughter tokens) and underscores the technological capabilities facilitating this (e.g. through the ability for synchronous contributions to live documents).

Abstract
Video-mediated interaction (VMI) is embedded in the workplace practices of international organizations, with video calls a necessity for geographically dispersed teams and a convenience for those less widely spread. The role of inscribed documentation is similarly ubiquitous in workplace settings, in the form of agendas and other documents which structure professional comings together, as well as minutes and notes produced in and through meetings.

However, writing practices in professional meetings are changing, with writing in a digitalized workplace often becoming a public and collaborative activity. This can pose a challenge for professionals working in a second language (L2), with the potential for language competence to be exposed, and to impact upon the institutional aims of the meeting. Any proficiency-related loss of face may also affect professional identity. Previous Ethnomethodological Conversation Analysis (EMCA) research has examined how language identities can be manifest and managed in workplace interaction, although to date no research has examined how L2 writing impacts upon workplace interactions, or the role of language identities in workplace VMI generally.

This study addresses this gap by analyzing online recordings of monthly steering committee meetings in a Finnish startup. The participants are senior managers, including one L1 English-speaking manager and four Finnish managers. Meetings take place, and minutes are recorded, in English. With a focus on moments in which minute-taking is oriented to and negotiated by the participants, analyses deriving from 6 meetings show the delicate nature in which participants manage

to avoid topicalizing L2 writing competence (through, for example, production of laughter tokens), and the affordances of the technology to enable this (through, for example, the ability for synchronous contributions to live documents). Observations contribute to existing EMCA work on international workplaces (cf Hazel & Svennevig 2018), writing in interaction (cf Mondada & Svinhufvud 2016), and video-mediated interaction (Mlynář et al 2018). They also provide a platform for future EMCA work on this hitherto underexplored aspect of L2 workplace VMI.

Multimodality

Title
Using smartphones to manage the flow of a topic in conversation

Presenters
Mao Chida (Chiba University)

Description
This paper focused on everyday conversations more than half of the participants engaged with their smartphones while conversing. Analysis of 37 instances revealed that using individual smartphones often began after the conclusion of a topic, serving as a process to return to the initial topic of conversation.

Abstract
This paper focuses on everyday conversations in which multiple participants are using smartphones for their purposes while engaging in conversation. Findings by using multimodal conversation analysis revealed that using an individual smartphone is initiated after a topic and serves as a procedure to return to the main topic. Research on smartphone usage in conversations has highlighted its focus on a few participants, showing roles such as predicting disengagement from the conversation or providing new topics (e.g., Mantere (2022), Raclaw, J et al. (2016)).

This study, on the other hand, focuses on conversations where all, or most, participants are using their respective smartphones for personal purposes, aiming to elucidate the regularities observed in the initiation and termination of their use. From the Corpus of Everyday Japanese Conversation (Koiso et al., 2023), a corpus of video-recorded naturally occurring conversations, 103 conversations were extracted, specifying the following conditions: casual chats among 2 to 4 participants, who are friends or acquaintances, embedded in activities related to relaxation, meals, or socializing. Among these, 37 instances were selected for analysis, excluding those involving voice or video calls, focusing specifically on scenes where the majority of the participants engaged with their smartphones while conversing.

Our findings are that using a smartphone was often initiated when a conversation topic was approaching its end or when a long lapse occurred after the topic's conclusion. For instance, in a two-person conversation, one participant was using her smartphone while reporting her experience in a halting manner. Shortly after, the other participant began to use her smartphone although verbally responding with "Yeah, that's interesting." Both smartphone uses were unrelated to the ongoing topic, and subsequently, the latter participant stopped her smartphone use, facilitating a return to the central topic of the conversation, i.e., travel planning. In another two-person conversation, after a long lapse of 15 seconds, one participant initiated her smartphone use with a proposal "Shall I post an Instagram story?", prompting the other participant to do the same. While both participants directed their attentions to their own smartphones, they continued to engage in the conversation topic regarding the contents of their devices and eventually returned to the original topic of the conversation. Although the participants' use of smartphones in conversation was traditionally regarded as "phubbing," the current study has shown that the use of smartphones by multiple participants is a recurrent practice to manage the flow of a conversation topic.

Title
The role of art in an online transgender coming-out narrative

Presenters
Sean Hughes (Teachers College, Columbia University)

Description
A transgender individual came out to classmates in an online class by using art as a means of narrating "the other." She used the art as a means of launching a personal narrative about her own life via a series of analogies to the respective art.

Abstract
      Coming out is one of the most discussed and recognizable aspects of queer life in Western culture. The revealing of a non-heteronormative identity is generally seen as a critical feature of the lesbian and gay identity, as can be seen in prior studies in the field of queer studies (see , e.g., Corrigan & Matthews, 2003; Fields, 2001; Hunter, 2007; Morrow, 2006; Munt at al., 2002; Whitman et al., 2000). While work on coming out as gay or lesbian is plentiful, research on coming out as transgender is highly lacking.
      However, research into non-heteronormative identity is abundant. As such, the use of grammatical gender, specifically non-conformity to first-person and binary referential items among gender non-binary individuals, has been well documented in previous sociolinguistic literature (see, e.g., Abe, 2020; Borba & Ostermann, 2007; Conrod, 2020; Gaudio, 1997; Hall, 1997; Hall, 2003; Hall & Donovan, 1996; Livia & Hall, 1997; Kulick, 1998; Leap, 1995). Transgender individuals in particular have long manipulated grammar in various languages to suit their associated gender identities (Zimman, 2020). Exceedingly few studies have examined the coming-out narratives of transgender individuals in this regard.
      In one such rare investigation, Zimman (2009) found that transgender individuals tend to use narratives as a means of coming out to others. As well, Mondada (2014) analyzed the multimodal resources used in storytelling, specifically the use of art and images in the "material environment." However, no such studies investigate the use of art in an online environment.
      In this paper, I examine a university ESL student's online coming-out narrative using a conversation analytic framework. I conclude that this transgender individual uses art as a means of narrating "the other" in order to come out as transgender.

Title
Communication accommodation, multimodality, and habitus in a Koreatown kitchen

Presenters
Carolyn Park (University of California, Los Angeles)

Description
This paper seeks to contribute to existing conversation analytic research on workplace interactions and to integrate the political economic dimensions that inform a given ethnographic context into the analysis. More specifically, prosody, gaze, gesture, social proxemics, and semantic cues will demonstrate Korean and Spanish speaking restaurant workers' awareness of social hierarchies. The study will also consider evidence of communication accommodation as markers of social intimacy and distance.

Abstract
      This paper seeks to contribute to existing conversation analytic research on workplace interactions and to integrate the political economic dimensions that inform a given ethnographic context into the analysis. More specifically, prosody, gaze, gesture, social proxemics, and semantic

cues will demonstrate Korean and Spanish speaking workers' awareness of social hierarchies. The study will also consider evidence of communication accommodation as markers of social intimacy and distance.

Korean and Spanish speaking immigrants work together in low-waged jobs in the service industry to sustain the branding of Koreatown, Los Angeles as a "24-hour entertainment enclave" (Park & Kim, 2008). While they may share commonalities in their experiences of linguistic discrimination and US intervention in their countries of origin, differential immigration policies and the particularities of the historical conditions motivating trajectories of migration have a profound effect on how Latinx and Asian immigrants are racialized in the United States. In turn, these factors reproduce racialized, gendered, and class-based stereotypes that justify the social division of labor in Koreatown kitchens. Based on a preference for monolingual communication, roles in the kitchen are racially segregated under the assumption that employees will work more efficiently if they are communicating with coethnics who use the same language and code.

With just a few key words, employees are expected to mutually recognize and appropriately perform the internalized inequities of class and power that sustain conventionalized workplace interactions. The high degree of synchronicity required to complete complicated tasks under these face threatening conditions is truly remarkable, especially given the intense temporal and spatial limitations imposed by the relentless demands of service. To this end, my research seeks to understand how workers co-operatively decompose, reuse, and transform meaningful signs within a shared environment (Goodwin, 2017) despite racialized, gendered, and linguistic segregation in the kitchen. Ultimately, this paper proposes to apply the theoretical framework of multimodality to activate intercultural communication as a site for fostering inter-ethnic solidarity.

Title
On the Accountability of Breathing – The Case of In-breaths in Yoga Lessons

Presenters
Guillaume Gauthier, Sofian A. Bouaouina (University of Basel)

Description
This paper examines the situated accountability of breathing in social interaction by demonstrating how, during yoga classes, instructed in-breaths are oriented to as 'doing breathing'. Thereby, it not only elaborates on how in-breaths can become sequentially implicative but also on how breathing can emerge as accountable multimodal and multisensorial conduct.

Abstract
Within the framework of Ethnomethodology and Conversation Analysis (Garfinkel 1967; Sacks 1992; Sacks et al. 1974; Schegloff 1991), this paper examines the situated accountability of breathing in social interaction. More specifically, it shows how, during Yoga classes, instructed in-breaths are oriented to as 'doing breathing'. The paper not only advances previous research on how in-breaths can be treated as sequentially implicative but also demonstrates how interactants attend to accountable instances of breathing as multimodal as well as multisensorial conduct.

The data analyzed in this paper are taken from English-speaking (lingua franca) Ashtanga Vinyasa Yoga classes. This variant of Yoga is characterized by a rapid succession of pre-established poses, coordinated with specific breathing patterns. While previous research in EMCA recognizes the constitutive role of respiration for doing Yoga (Sidnell 2017; Eisenmann 2022; Eisenmann & Mitchell 2022), this paper specifically focuses on how interactants accountably attend to the meaningfulness of breathing in.

As evidenced by an individual entry in the Jeffersonian transcription conventions (2007), in-breaths consistently hold a significant place in conversation analysis. Most notably, in-breaths produced in pre-beginnings were shown to accountably project the onset of talk (Jefferson 2015; Schegloff 1996, 2000). Building on these observations, this paper does not just treat in-breaths as physiological prerequisites to talking but as "orderly practices which can inform the 'doing of

breathing' in ways which achieve differing outcomes" (Schegloff 1996:105). Centering on instructed in-breaths during Yoga classes within two distinct participation frameworks – 'a teacher addressing a cohort' and 'a teacher addressing a pupil' –, we provide further evidence for how breathing (in) can become 'account-able' (Garfinkel 1967; Heritage 1984; Robinson 2016). In addition, detailing how in-breaths may not only be treated as "pre's" (Schegloff 2007) but also as instances of 'active(ly) breathing (in)' (Gibson 1962) also further contributes to developing the constitutive role of bodies (Goodwin 1981, 2000; Heath 1984) and senses (Mondada 2021, 2022; Mondada et al. 2021) in and for social interaction.

In essence, this paper addresses three complementary issues. [1] It elaborates on the interactional import of in-breaths. [2] Il illustrates that, beyond being ordinary phenomena in talk, in-breaths can also emerge as accountable as well as situated accomplishments within specific activities (even to the point of becoming professional practices). [3] It addresses how breathing (in) constitutes an interactional piece of conduct that is audible, visible, and palpable to others.

Title
Teaching sign languages in immersive virtual reality

Presenters
Mariia Erofeeva (Université Libre de Bruxelles)
Nils Klowait (Paderborn University)
Mikhail Belov (UCLA)

Description
This study presents findings from a multimodal investigation of sign language classes on the VRChat virtual reality platform. It examines how the activity of teaching is multimodally organized in markedly asymmetric environments where participants have differential physical and virtual bodily capabilities as well as linguistic and technological skills.

Abstract
This study presents findings from a multimodal investigation of sign language classes on the VRChat virtual reality platform. In EMCA, mediated interactions are considered as specific interactional ecologies (Arminen et al. 2016). They are described as "fractured" (Luff et al. 2003) since participants lack access to some parts of each other's environments which makes establishing a "common" world a pressing practical task. Virtual Reality (VR) is arguably a radically fractured ecology as participants might see and have varying abilities for action in the same social setting. VR is an immersive, computer-generated three-dimensional environment interacted with through specialized equipment such as helmets and hand-tracking controllers. The embodiment it provides is distinct from face-to-face interaction as it transforms the interactional repertoire available to users.

The Helping Hands community in VRChat, aimed at supporting Deaf and hard-of-hearing people and fostering awareness of Deaf culture, demonstrates this transformative effect. The community adapts to VR's technological constraints, like limited tracking of fingers and facial expressions, by innovating sign language modalities. Additionally, the simultaneous use of spoken and sign languages by many participants as well as differential expertise in sign languages create a fruitful environment for code-switching, language mixing and even communicating in two languages at the same time – in the service of achieving intersubjectivity.

In this presentation we will specifically focus on how teaching activities are organized in VR. We are interested in how habitual communication modalities, such as sign languages, are transformed and how they further intertwine with other technologically-enabled resources to create a learning environment. In addition to the use of languages, gesture and gaze, participants have at their disposal such unique tools as virtual pens, chat boxes, and animated emojis.

Our previous research explored the use of virtual pens as a communication tool for Deaf persons in VRChat, demonstrating that they not only substituted for spoken language but also provided a more durable and spatially-oriented form of interaction. In this study, we combined multimodal conversation analysis with ethnographic methods to gain further insight into how the

activity of teaching is multimodally organized in markedly asymmetric environments where participants have differential physical and virtual bodily capabilities as well as linguistic and technological skills. With the specific focus on one particular VR community, we invite the broader discussion relating to technologically mediated embodiment, temporality, and intersubjectivity. This study is based on the analysis of multilingual video recordings from within VR.

Title
Choreographing children's learning and transferring content from picture books in parent-child shared book reading.

Presenters
Jianhong Lin (Osaka University)

Description
Looking into parent-child shared reading interactions, this study explores how Chinese and Japanese parents employ multimodal resources to enact the content of picture books, make their enactments observable to their children and attempt to elicit children's following enactments. This process involves parents' continuous monitoring and calibration on children's actions.

Abstract
    Picture books contain rich vocabulary and visible information which makes book reading a globally popular domestic activity before children's formal schooling. To make the content of picture books understandable to young children, how could the content of picture books be transferred into real world situations? What methods and resources are employed to make its accomplishment? In this study, I draw on a cross-linguistic dataset in which 86 hours of video recordings provided by 6 Chinese families and 6 Japanese families are included.
    Utilizing the methodology of conversation analysis, this paper focuses on trajectories of parents' acts of choreography in shared picture book reading, in which parents enact what is portrayed in picture books and modify their children to imitate it. By choreography, which involves the designing and specification of movements in dance, this study uses this term to mean, parents' actions of initiating and calibrating steps and movements of children's actions, while enacting something from picture books (such as birds flying, balloon releases). During this process, bodily postures, prosody, space, objects as well as language are all made available in parents' choreographic actions over successive turns that crucially shape children's actions and enhance their understanding on picture books.
    In addition, this study shows that parents' choreographing behaviors are not merely resources for eliciting/checking children's movements, but also produce the intersubjectivity between parents and children. When a child sees his/her parent demonstrate a object or phenomenon and reproduces it by imitating that, and subsequently the parent revises the child's movement or co-demonstrating the movement, they share a haptic perception of picture books and demonstrate an alignment towards an action-in-progress.

Title
Emergence of a collective appreciation of a dish during dining together

Presenters
Mizuki Koda (University of Basel)

Description
A finely granular, sequential analysis shows how in Japanese dinner-conversations, the re-doing of a response cry permits participants to invite the collective appreciation of a dish, by establishing the sequential implicativeness of their initial action that has not been oriented to by their co-participants.

Abstract

       Evaluating food is one of the distinctive features in social interactions with and around food. As the literature has shown, when sensorially accessing food, people can publicly display their individual sensorial experience(s) of it (cf. cases of tasting in Mondada 2018, 2019, 2020, 2021; Fele 2016; Liberman 2013). By centering on Japanese dinner-conversations (part of the CEJC corpus, cf. Koiso et al. 2020), this paper investigates how one participant's public display of their sensorial experience(s) of the dish can emerge into a collective appreciation of the dish. These public displays are recurrently done through actions that are contingent on accessing the food, such as compliments (Goodwin & Goodwin 1987; Pomerantz 1978b; Mondada 2009; Wiggins 2001)   and/or evaluative response cries (Goffman 1978). Specifically, this paper describes how co-participants retrospectively attend to these actions by producing their own assessments of the dish, thus prospectively organizing an evaluating sequence.

       Whereas the data show that compliments are systematically responded to by others, response cries are recurrently not picked up by co-participants. However, the paper shows how after having produced an initial response cry (hearable as occasioned by their sensorial experience(s) of food) that does not get picked up, speakers can re-do and elaborate on their initial evaluative response cry, thereby establishing the interactional relevance of their experience(s) of food. More specifically, although the re-doing of the evaluation is recognizably organized in ways similar to the initial evaluative response, accountable changes in terms of prosody, gaze orientation, and sequential positioning develop the sequential implicativeness of their conduct.

       Taken together, this paper intends to show how people emergently attend to, and establish/achieve, the interactional dimension of evaluative response cries by accountably attending to their formatting and their sequential position in the unfolding of interaction. This indicates people's orientation to the sequential and multimodal organization of their actions as a possible resource for initiating and establishing a new sequence.

Title

Looking at the projection screen during the classroom group discussions

Presenters

Koichi Shimahara (Tokyo University of Foreign Studies)

Description

The study analyses the video recordings of classroom group discussions between Japanese and international university students, focusing on how "looking at the projection screen" is employed as a resource of action formation, while constructing a turn.

Abstract

During classroom group discussions, participants often look at the screen on which discussion questions are projected while they construct a turn. In Conversation Analysis studies, many researchers have explored how gaze and other bodily movements can be resources in action formation (Goodwin 2018, Nishizaka 2013). Using Conversation Analysis, this study aims to illustrate how and why participants look at the screen while constructing a turn. The dataset analysed consists of videotaped group discussions between Japanese and international university students in intercultural collaborative classes. The lecturer first gave a short lecture on a specific topic and had students engage in group discussions, during which questions were projected onto a screen at the front of the classroom. The researcher observed that participants recurrently look at the screen at the beginning of a turn. Excerpt 1 below is the example.

    Excerpt 1
01 Hara: Hontooni nainda sooiu tokoro
              There's really no (other) place like that.
02 Deng: Hai (.) ˚ Kekko ˚
          Yes   Pretty much

```
03            (1.0)
04 Deng:    [Kooyuu no huhu((gesture of mountains))
                  Like this  huhu
05 Park:    [Sooieba-
            Just reminded
06          (0.8)
07 Park:    Etto:: ano Rokkyo no >↑waruitokoro tteyuuka<
            Well::  rather than a bad thing of this university(Rokkyo)
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Before the excerpt, a Chinese student Deng described his hometown as a place with lots of mountains and claimed that such a place is rare in China. In line 01, a Japanese student Hara asked for confirmation on the rareness. After giving confirmation, there was a one-second pause, and then Deng restarted to describe the mountains with a gesture. Since the question being asked here was "What are the good and bad points of this university?", the detailed description of a hometown was evidently off-topic. At the same time of Deng's restart, Park started a turn while looking at the projection screen. Even though Park suspended her utterance once (line 05), she kept her gaze on the screen and never moved it. By doing so, she showed her orientation to the discussion question and paid no attention to Deng's utterance. After confirming that Deng had stopped talking, Park started to produce her turn with partially reading aloud the question. Based on the analysis, it was concluded that participants deploy the gaze toward the screen as a resource of moving the discussion forward along with the predefined questions, claiming the legitimacy of disattending off-topic utterances by other participants.

Title
Doing being ambivalent towards the decisions of a political action: Practice of quasi-justification in the armed resistance

Presenters
Satomi Kuroshima (Tamagawa University)

Description
In this presentation, we analyze how former protesters utilize various conversational practices of displaying ambivalent stance to decide and justify their personal involvement in armed political protest in recounting their past actions. By doing so, we demonstrate how they perceive their controversial decisions and reconcile themselves with the predictable outcomes.

Abstract
In this presentation, we demonstrate how former protesters utilize various conversational practices of displaying ambivalent stance to decide and justify their personal involvement in armed resistance; namely, in their decision to commit acts of violence in protest of an administrative decision by the state. Specifically, we will analyze from the 1968 documentary film Sanrizuka no Natsu (Summer In Narita) and its outtakes discussions among young farmers who had actively participated in the Sanrizuka Struggle, a protest against the state's oppressive enforcement of the law to build the Narita International Airport. Since the decision to use armed force was one that the protesters made of their own free will, it can be expected that the participants would feel accountable for the consequences of their actions and hence employ certain methods of justification for their choices.

In our study, we observe two types of practices employed by the participants in their recounting of their past actions and in their reflection on the then-current armed protest movement: (a) use of first-person quotation and (b) display of the uncommitted epistemic stance in describing one's own emotions. Through the use of first-person quotation in the recounting of their past actions and of their decision to use arms, the participants manifest quasi justification of the matter in question and thereby avoid displaying any committed stance. With the adoption of the uncommitted epistemic stance, the participants are able to convey their mixed feelings towards their past deeds, and by doing so, they also reveal difficulty in justifying their use of arms.

Based on these analyses, we explore how the participants reconcile themselves with the controversial decision to become involved in armed resistance through their presentation of ostensible reasoning and their use of perceived administrative unfairness as justification for their decision. With these findings, we also aim to offer some political insight beyond the lenses of the participants and to discuss what is entailed by the justification of armed engagement as a means of protest in light of the current political environment.

Discursive Psychology & Intercultural Communication

Title
Reporting one's current state and recovery at a support facility for recovering drug addicts

Presenters
Mitsuhiro Okada (Seijo University)
Yasusuke Minami (Seijo University)
Daigoro Ebita (Niigata Seiryo University)
Masafumi Sunaga (Otaru University of Commerce)
Yuki Kawamua (Matsuyama University)

Description
We analyzed an exchange during the first part of a cognitive-behavioral therapy meeting among drug addicts. Participants are supposed to report their "current state". One addict was noted to start speaking before the previous speaker had finished. This conduct was objectivated as the basis for facilitating withdrawal from drug use.

Abstract
We take up an institutional setting of a meeting scene at a recovery facility for drug addicts, DARC, and examine how interactions, including trouble talk, are related to recovery from drug addiction in ethnomethodological framework.

At the DARC, meetings are designed to allow people to express themselves freely without being criticized. The meetings are a process of actualizing the 12-step program on which the DARC is based. Our group has long been conducting fieldwork in this field, and we recorded a set of meetings of a cognitive behavioral therapy. In the opening portion of these meetings, the participants reported on their "current state." When they started talking, they identified themselves with their nicknames and the confirmation that they were "peers" was provided. Then, they talked about their troubles without preparatory work which is required in ordinary everyday conversation. The rounds are organized as if everyone has a trouble story to tell.

In one focal case of the meeting, one participant A started his telling with a gloss on his current state and formulated what he had done as a "steady practice of 12-step." This is consistent with being at the meeting willingly. In response to the formulation, the moderating member B pointed out that "A's speaking was getting faster," which means A often began speaking before the previous speaker's utterance ends. And before this very remark of B's was finished, A just started speaking and overlapped B.

In this way, the addiction and the "current state" deeply related to it are connected to specific utterances, and confirmed in an objectivated form. Objectivation is also a process by which the members of the meeting collectively unravel the meaning of the current state, and at times, it can also point out the speaker's own "lack of awareness" of the trouble. However, the points based on the characteristics on the turn-taking that everyone heard on the spot are made into clues that the way the speaker tells the story itself elucidates the character of the trouble that concerns him or her. Such objectivation is the basis for the narrative style that "encourages disengagement" in the meeting.

In this study, we examine how describing and objectivating the situation of others in interaction affects the development of the chain of advice and its acceptance. Through this, we show that talk is constructed in a way that is specific to the situation.

Title
How National Identities emerge in International Videoconferencing

Presenters
Sabine Hoffmann (University of Palermo (Italy))

Description
This presentation aims to explore how national identities emerge in international videoconferences with German teachers from three European countries. The multimodal conversation analysis focuses on the use of place/country names, both by the moderator and by participating teachers dealing with possible identity-forming functions, compared to those that may be found in face-to-face meetings.

Abstract
Video conferences as part of international foreign language teacher training are not yet commonplace, but are becoming more frequent. Especially in Erasmus+ projects, video-mediated communication is increasing, involving individual teachers as well as teacher-teams from different nations.

This presentation aims to explore how national identities emerge in these international meetings. The analysis focuses on the use of place names (Day 1998). In international online meetings, especially when addressing by the toponym, national identities are constituted as subgroups of the international group. This often occurs in the pre-opening phase of international video conferences where participants present their location. As Mondada observes, place names are "a typical form of identification in video conferences, treating the location as a collective addressee" (Mondada 2010, 299). However, the identity of national teams also emerges during the meeting, when distributing turns at talk or, more generally, when comparing activities among nationalities (cf. Hausendorf 2002, Housley & Fitzgerald 2002, 49).

The data set consists of eight international video conferences from the Erasmus+ project LEELU (Developing Teaching Competencies for Extensive Reading Programs, www.leelu.eu), a training program for German teachers from three European countries. Using multimodal conversation analysis (cf. Asmuß 2015), I examine three sequences in which place and country names in international video conferences are used, both by the moderator and by participating teachers. I focus on different functions played by country names in the three sequences. The conclusions deal with the possible identity-forming functions of place names. In addition, specific conversation sequences for video-based international meetings are identified, compared to those that can be found in face-to-face meetings.

Title
Migration and empathy in the digital era: Changing sensoryscapes

Presenters
Samira Ibnelkaid (University of Oulu)

Description
This presentation focuses on a single-case study drawn from a video-based research on the lived experience of high-skilled racialized migrants in Finland. It centers on an artistic residency organized by a migrant in his home country. It explores the technobodily resources the participants developed in their meaning-making and creative process.

Abstract
Contemporary mobility comes with both modern challenges and historic legacies. Indeed, migration is imbued with stigma that differentiates between socio-racially constructed profiles of people on the move who will experience variable degrees of acceptance or rejection in the host

country. In Europe, the continued imperialist colonial program shapes social relations through racial hierarchies and citizenship status and harbors negative affects towards and treatment of racialized migrants. A Nordic country, Finland, ranked as the happiest country in the world, six years in a row, also ranked country with the highest rate of racist harassment within the EU (2018). Finns adopted and spread colonial ideologies that constituted the grounds for the construction of White Finnish national identity with Africans constructed as the ultimate Others to Finns (Merivirta 2021).

Therefore, I conducted an interdisciplinary study of the lived experience of racialized high-skilled migrants in Finland and their everyday sociabilities and use of digital technologies to develop a sense of belonging. This video-based research draws on decolonial visual ethnography, multimodal interaction analysis, and critical phenomenology. It involved 50 participants from 15 countries resulting in a dataset of 40 hours of video-recorded social interactions and semi-structured interviews. This specific contribution is a single-case study focusing on the trajectory of one of the participants, a French-Reunionese migrant in Finland, Valentin. Despite the discrimination he faced in his host country, Valentin, a professional musician, managed to start a jazz band and record an album. He moved out of Finland after 3 years and organized an artistic residency in Reunion Island where he gathered local musicians together with a fellow Swedish-Finnish musician.

The analyzed data consist in video-recordings of Valentin's music practice sessions in Finland with Finnish musicians and in Reunion Island with Reunionese musicians and the Finnish guest. I also conducted semi-structured interviews with the participants. This research centers around what I identify as the three main dimensions of an intersubjective lived experience: technobodily, scenographic, and socioaffective. The preliminary results highlight the technobodily resources (code and mode switching between verbal languages, musical sounds, digital tools, etc.) the participants developed to bridge the gaps in their meaning-making and creative process. They also reveal how the "sensoryscape" – i.e. the flow of sensory incorporation and expression – carves the contextual identities and relations. Finally, the analysis underscores the complex empathetic process at play in the dual experience of displacement of a 'foreigner' in Finland and a Finn in a 'foreigner's land'.

Title
Children's multimodal negotiation of peer participation frameworks during group work with i-Theater, an interactive storytelling device

Presenters
Nicola Nasi, Federica Ceccoli (University of Bologna)

Description
The study investigates children's multimodal negotiation of local participation frameworks during their shared use of i-Theater, an interactive device for multimedia storytelling. It is argued that the digital device provides children with a material ecology that they ingeniously exploit to negotiate access to and exclusion from the ongoing activity.

Abstract
The study investigates children's multimodal negotiation of local participation frameworks during their shared use of i-Theater, an interactive device for multimedia storytelling. The video-recorded data were collected within a European H2020 project (NEW ABC) and involve 8- to 11-year-old children from different linguistic and cultural backgrounds, who regularly attend an after-school educational center. In this context, the children worked in small groups of 3 to 4 peers to create multimedia stories on the digital device.

The study focuses on their multiparty peer interactions, which are analyzed with the analytical tools of multimodal conversation analysis (Mondada 2019) and with a focus on children's evolving structures of participation (Goodwin & Goodwin 2004). Specifically, the analysis builds upon previous research on children's negotiation of their participation frameworks within a specific socio-material environment (Burdelski & Cekaite 2021, Houen & Danby 2021, Karlsson & Nasi 2023) and illustrates the multiple resources that children mobilize to locally negotiate access to and exclusion

from the current activity. For example, the analysis shows that children ingeniously use the material affordances of the i-Theater to gain access to the ongoing activity. It is argued that the digital device provides children with a material ecology that they exploit to pursue specific social goals in the peer group. Through verbal, embodied, and material resources, children locally reconstruct their peer relationships and the social organization of the peer group. The analysis has implications for teachers' professional practice, as it illustrates the concrete unfolding of children's group work using the i-Theater, highlighting possible risks and opportunities of its unsupervised use in the peer group.

Materiality & Multimodality

Title
VideoScope: Multimodal Data Analysis Software and Services

Presenters
Teodora Vukovic, Bubenhofer Noah (University of Zurich)

Description
VideoScope brings methodological innovation to multimodal interaction analysis by integrating computational and quantitative methods. This web application provides interface for analysing multimodal video data, automates processing of text, speech and embodied actions using AI tools. It facilitates multimodal pattern extraction with a specifically designed multimodal corpus query.

Abstract
VIAN-DH is a new web application from the University of Zurich's Linguistic Research Infrastructure, designed for integrated analysis of human communication's audiovisual elements, including speech, text, gestures, and facial expressions. It bridges traditionally qualitative EMCA, with the quantitative, automated methods of computational and corpus linguistics. EMCA studies systematic organization of conversations and interactions, encompassing speech, gaze, gestures, and body positioning, seeking to identify "multimodal gestalts" - recurring patterns of linguistic and embodied conduct in specific sequences for specific purposes, based on video data. Traditionally, multimodal analyses require intensive manual transcription from video, demanding advanced programming skills often beyond the scope of EMCA. The use of varied tools further complicates integrating and analyzing different formats. This results in EMCA research relying on small, qualitatively analyzed data samples insufficient for broad, quantitative claims.

VIAN-DH's workspace facilitates combining and processing multiple data streams and annotation layers for analysis of video, audio and text. It features a graphical interface with a media player and timeline for previewing time-aligned transcripts and other labels. It includes pipelines for automating data processing, integrating natural language processing and computer vision. Key automatic functionalities cover automatic speech recognition from audio, pose estimation for gestures and embodied cues from videos, as well as grammatical annotation, topic modelling and named entity recognition from text. VIAN-DH expands on querying methodology from corpus linguistics allowing parallel search across multiple annotation levels and combining token-level and chronological searches. Queries result in multimodal patters from individual or multiple comparable corpora. VIAN-DH supports viewing and searching multimodal data in a unified corpus format, that can integrate various data sources and various types of alignments that can be combined in research.

Two main types of alignments considered are time alignment that can refer to multiple parallel recordings and text alignment for annotations of the verbal content (e.g., grammar, topics, etc.). VIAN-DH has import and export options to popular machine-readable corpus and annotation formats, such as ELAN and CONLL-U. The application brings bring crucial innovation to multimodal interaction analysis by enabling computationally-assisted processing of large data sets containing on video, audio, text and other annotations. It combines computational, quantitative and qualitative approaches. VIAN-DH facilitates exploring co-occurrences and sequences of verbal,

embodied and conversational aspects, allowing comprehensive queries and analyses. It is currently available to academic users with an EduID account.

Title
Categorizing bones in the work of forensic anthropology: Bodies, materialities and sensoriality

Presenters
Lorenza Mondana (University of Basel)

Description
The paper demonstrates how forensic experts establish the accountability, intersubjectivity and practical objectivity of their sensorial and scientific work grounding the categorization of bones they analyze. Data are videos recorded in a forensic lab identifying disappeared persons on the basis of human remains found after the Brazilian dictatorship.

Abstract
The work of forensic anthropologists in the lab constitutes a perspicuous setting (Garfinkel 2002) in which to examine how particular material entities—human bones—are locally manipulated, examined and categorized within social interaction. In forensic investigations, the categorization of bones is a local step within a long series of steps leading from the examination of human remains to the identification of persons. This categorization is achieved within a complex web of practices that articulate talk and embodiment in social interaction. In particular, forensic experts engage in sensorial practices, involving the haptic and visual examination of the bones, as a preliminary to the production of categories, which might be either informal verbal descriptions or coded expressions (e.g. numbers) according to preexisting coding schemes and procedures.

The paper demonstrates how forensic experts establish the accountability, intersubjectivity and practical objectivity of their sensorial and scientific approach and its results, as well as how they deal with possible disagreements in the categorizations they propose and negotiate. The paper is based on video recordings realized in a forensic lab in Brazil engaged in the reconstruction and identification of bodies and persons on the basis of human remains found in clandestine locations where corpses were concealed during the Brazilian dictatorship.

Grounded on ethnomethodological studies of work and multimodal conversation analysis, the paper contributes to various growing interests within EMCA, such as the study of activities involving dead bodies (Lindwall, in prep.; Mondada, in prep.), the study of forensic work (Lynch 2013, Cruz & Mondada, in press), the study of sensoriality in social interaction (Mondada 2021, Cekaite & Mondada 2020, C.Goodwin 2018, M.H.Goodwin & Cekaite 2017), issues of materiality and embodiment (Nevile et al. 2015, Day & Wagner, 2019, Mondada 2019). It also relates them to more established topics such as categorization practices in social interaction and their enlargement beyond personal reference and social identities (Sacks, 1972, 1994) and interactional semantics (Bilmes, 2011, Deppermann 2011, Mondada in press).

Title
Bodies, mock-ups, maxims, and the practical work of surgical training on human cadavers

Presenters
Michael Smith (University of Linköping)
Oskar Lindwall (University of Gothenburg)

Description
Examining instructional interactions in cadaver-based surgical training, we investigate instructors' use of maxims—phrases or saying expressing shared principles or rules of conduct—and argue that they function in contextualising situated instructions within the trainees' experience as practicing surgeons, providing guidance across current and future surgical scenarios.

Abstract

Cadavers, considered the "gold standard" for surgical training, provide the closest, highest fidelity medium, short of 'live' operation, for instructing surgical skills. Despite this fidelity, instructors and learners must 'mock up' the cadaver as an instructional artifact in order to render it into an intelligible, structure-governed medium, not only for providing experiences and instructing on skills but for contextualising those within the learners' everyday work as practicing surgeons. Mock-ups, as models, function as representations of given phenomena because they preserve and make accessible a set of specific relationships consistent with the phenomena of interest. Moreover, they are ostensively treated as provisional in that they only capture "some relationships and some of the features" at the expense of others, while simultaneously making "specifically and deliberately false provisions" for other essential features of the phenomena (Garfinkel, 1963, p. 9).

While we tend to think of fabricated 'mock-ups' in educational settings (e.g., a plastic anatomical model), mocking up can also be accomplished through interactional practices, particularly when instructing on 'natural' objects or materials (e.g., cadavers in medicine, rock outcrops in field geology, etc.). These objects are unfabricated—whatever relationships they preserve are not intended in their creation, nor are they treated as obvious for the participants. Rather, these relations are made accessible through discursive practice in instruction. In this study we investigate the training of surgeons using cadavers and analyse the instructional practices that instructors use for making the cadaver intelligible and actionable as an instructional medium, focusing in particular on the instructors' use of maxims in instruction—phrases or sayings capturing general truths or principles shared within a community of practice (Button, 2023).

In this setting, maxims are routinely formulated as prescribed/proscribed rules of conduct for trainees to follow. In our analysis, we observe that maxims are routinely produced for the purpose of contextualising a given instruction within the experiences of the trainees as practicing surgeons as lesson that is transitional across occasions (ibid, p. 127). In doing so, learners not only get instruction on performing a procedure in the here-and-now, but in its application in the there-and-then of similarly constituted scenarios in their surgical practice.

Ethnography, Ethnomethodology in General

Title
The practical management of information: the case of an information service in a patient library

Presenters
Tatsuya Akutsu (University of Liverpool)

Description
My research explores the concept of information ethnomethodologically, taking up a health information service in a Japanese patient library. Through a hybrid study of that information service, I describe how librarians conduct the practical management of 'information' and suggest another ('alternate') approach for studying 'information' in Library and Information Science.

Abstract

Library and Information Science (LIS), where research and the development of practice related to 'information' are central concerns, spans a diversity of topics (Bawden and Robinson, 2022). Among those topics, the question 'what is information?' has a particular importance. While there have been continuous efforts to settle that question in LIS since its inception, most studies have addressed information theoretically (see e.g. Dervin, 1976; Buckland, 1991; Bates, 2005; Floridi, 2010; Webster, 2014). For instance, Floridi (2010) theorizes 'information' from a philosophical perspective, based on a 'General Definition of Information'. Members, however, commonsensically

understand 'information' from within particular settings before researchers theoretically problematize it; those understandings can, thus, be the 'topic' of study in their own right (Watson and Carlin, 2012).

My research aims to explore the concept of information ethnomethodologically. To this end, I take up and examine a health information service in a patient library at a university hospital in Japan as a case, following Ikeya's lead (2020). I describe the work of health librarians in organizing a display at a public lecture in a university hospital and look at how they carry out the practical management of 'information' through it (Ikeya, 2000), based on the understanding of the service practices I gained through fieldwork and the long-term collaboration with the librarians providing that service that my study is grounded in.

I found that the health librarians, in organizing a display, sought to address people's anticipatable informational needs through the practice of choosing resources from the library collection for display. They selected books using three 'criteria': 'consistency', 'currency' and 'credibility'. They then classified resources into three types, 'basic', 'specific' and 'advanced', and considered how many of each they should display by taking into account the lecture participants as well as the forms of information being presented to them. These were the methods that the librarians used to provide 'information' to people.

Through this ethnomethodological hybrid study of an information service, I will demonstrate that it is possible to conduct a praxeological exploration of 'information' in LIS by reconsidering ('respecifying') the concept of information. By reconsidering the relationship between research and practice (Carlin, 2009), i.e., the problem of the 'theory-practice gap' as it has termed within LIS, I will, finally, suggest another ('alternate') approach for relating academic research interests to the real work concerns of practitioners.

Title
Video-based ethnography of wheelchair tennis lesson: Objectivating shared experiences through correction

Presenters
Tadashi WATARI (Juntendo University)
Mitsuhiro OKADA (Seijo University)
Takahiro WATANEBE (Juntendo University)

Description
In this study, we elucidate, the ordered phenomenon that "objectivates" multi-sensual experiences with a specific focus on wheelchair tennis lessons through video-based ethnography. During the lessons, "contrast pairs" (Weeks 1985) were often used to demonstrate good practices and errors in various situations. This was an instance of "objectivation" through "correction," giving tangible expression to shared experiences such as hitting techniques and sensations.

Abstract
In this study, as part of an investigation and research into disability sports, such as wheelchair basketball, an ethnographic fieldwork was conducted, with a specific focus on wheelchair tennis lessons. The recorded audio and video data of the lessons constituted the subject of study. Rather than discovering interactions unique to wheelchair tennis, this report is intended to address communication believed to be shared in net-based ball game lessons such as standing tennis.

During the lessons, "contrast pairs" (Weeks 1985) were often used to demonstrate good practices and errors in various situations. In many cases, this "contrast" was observed between proficient and unskilled techniques. However, in this case study, two different serve techniques were used as "contrast pairs." Specifically, when Player A was instructed to master the "spin serve," the characteristics of the spin serve were contrasted with those of the flat serve. In the context of Bodily Quoting (Keevallik 2010), the serve form (gestalt) of Player A was presented by the coach as an undesirable way of hitting. However, instead of completely rejecting it as undesirable, the coach "contrasted" it by saying, "That is a flat serve," and did not completely reject player A's way of

hitting. This was an instance of "objectivation" through "correction," giving tangible expression to shared experiences such as hitting techniques and sensations.

In tennis, ball hitting always involves visual judgments of in/out. In lessons, coaches specifically assess form and movement quality, but the player hitting the ball conducts simultaneous evaluations. These evaluations are based not only on visual cues but also on multi-sensorial criteria such as the sound when hitting the ball and tactile sensations. Evaluations were conducted by the hitting player, watching peers, and the coach at various time intervals. Utterances such as "Nice," "Out," and "Close," by adjusting timing based on various criteria about whether the ball was effectively hit or landed in-bounds, "objectivate" the shared experience of the ball being struck and landing.

This report elucidates, through video-based ethnography, the ordered phenomenon that "objectivates" multi-sensual experiences among players, coaches, and observing peers at various time intervals as shared experiences. These results illuminate an ordered phenomenon that is only accessible through video-based ethnography.