



# Abstracts

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**Note on contents**

Below you will find **all abstracts** of all contributions at IEMCA19 in three categories in the following order: **Keynotes, Panels, and Papers**. The abstracts are ordered alphabetically according to **the last name of the first author / panel organizer**.

Please note that we have decided **not to print the book of abstracts** in order to save paper. If you would still prefer to have a hard copy of all abstracts, we kindly ask you to print it for yourselves.

# Keynotes

## **Remarkable objects: transient encounters with art and applied art in museums and galleries**

**Christian Heath**

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There has been a long-standing interest in both the social sciences and humanities in how people perceive and respond to works of art and applied art. Within this broad range of research there are two distinct themes. On the one hand, there is a wide-ranging concern with the ways in which social institutions shape how people engage cultural objects and artefacts and on the other, a burgeoning corpus of research concerned with the cognitive foundations of our perception of and response to works of art and applied art.

In this paper, we wish to (re)consider the interdependencies of the institutional and the cognitive by addressing the ways in which people, both alone and with others, explore, examine and discuss works of art and applied art. We focus in particular on museums and galleries and the ways in which our encounter with and experience of art and artefacts arises in and through our interaction with others, both those we are with and those who just happen to be within the same space. We address how participants configure ways of looking at and inspecting exhibits such as paintings, sculpture and installations and how they dynamically shape each other's encounter with and response(s) to art and applied art. We explore how gesture and other forms of embodied conduct serve to reveal, display and animate aspects of these remarkable objects and the ways in which action is momentarily transposed to, and embedded in, particular features of an exhibit. In this regard, we consider how the information provided by museums and galleries that accompanies exhibitions, the textual descriptions found on labels and increasingly, electronic devices, inform the ways in which visitors engage particular exhibits, indeed, how these and other institutional 'resources' feature in the ecologies of participation and patterns of navigation that arise with and around works of art and applied art.

The paper is concerned therefore with a 'practical aesthetics', how participants progressively discover, reveal and entail the qualities and characteristics of art and applied art and reflexively constitute their sense and significance. It is based on video-based field studies of conduct and interaction throughout a range of national and local museums and galleries in the UK and abroad.

## **The design of polar questions: Two preferences and their management**

**John Heritage**

University of California at Los Angeles, United States of America

Dwight Bolinger's (1978) observation that 'a question advances a hypothesis for confirmation' received empirical specification in Sacks' (1987) paper 'On the preference for agreement and contiguity in sequences in conversation'. Sacks argued, taking the case of questions, that the preference for agreement is a product of two reciprocal maxims: (i) the recipient should agree with a question's proposition to the maximum possible, and (ii) the questioner should frame questions in a form that enables the respondent to perform such agreements. Focusing on the second of these, this paper considers two dimensions bearing on the 'agreeability' of questions:

- a) the likelihood that the state of affairs proposed in the question is true; and
- b) the extent to which the state of affairs proposed in the question is desirable.

The paper examines the implementation of these maxims through the lens of preference organization and the epistemic gradients encoded in question design, with a particular focus on the relationship between negative polarity items and stance.

Bolinger, D. (1978). Yes-no questions are not alternative questions. In H. Hiz (Ed.), *Questions* pp. 87-105. Dordrecht: Reidel.

Sacks, H. (1987). On the Preferences for Agreement and Contiguity in Sequences in Conversation. In G. Button, & J.R.E. Lee (Eds.), *Talk and Social Organisation* pp. 54-69). Clevedon, England: Multilingual Matters.

## Practices of accomplishing “we’s” in interaction

Christian Meyer

University of Constance, Germany

Recent research on touch (Nishizaka, M. Goodwin, Cekaite) has drawn our attention to the fact that in some social situations, it is impossible to attribute single actions to individual participants. Rather, moments of intercorporeality and interkinaesthesia (Streeck, Meyer) make clear that what is true for verbal contributions to interaction – that they can be captured and actively employed by co-participants other than the person who verbalizes them (Ch. Goodwin) – equally holds for the body and its resources. In many social activities, the multimodal capabilities of the body and its movements are likewise (re-) used by co-participants as objects or media, so that sometimes individual participation becomes blurred and the acting unit might be called a “we”. Thus, rather than being constituted by the coordination or alignment of invariably discrete individuals, some actions are intrinsically accomplished by “we’s”. The capacity of creating “moments of we” constitutes a general property of interaction that has been expressed as “inhabiting the actions of the other” (Ch. Goodwin), “mutual incorporation” (Fuchs, De Jaegher) or the possibility that “the other person’s intention inhabit my body” while “my intentions inhabit his body” (Merleau-Ponty). This potential is particularly evident in joint activities that are so fast-paced that “first” and “second action” occurs simultaneously through “anticipatory answering in advance” (Gurwitsch), or in which bodies coalesce to the point of expanding their body scheme upon one another. Such types of activity include in particular highly embodied social phenomena such as sports, dance, or intimacy.

A “practice approach” to (inter-) action invites us to thinking away from the individual as elementary unit of social action and draws our attention to the fact that in many activities, agency is sometimes distributed, sometimes shared, and continuously shifting between the co-participants. Practices have this power to draw individuals and “we’s” into their courses of interactional, co-operative accomplishment and to persuade the co-participants to expand, retract, move, or otherwise vary parts of their embodied agency in the course of their doing. While analytic philosophers claim that the central condition for establishing a “we” is the we-oriented mental state of the individual participants, from an ethnomethodological perspective, neither the individual and their inner states nor some kind of we (however it might be conceptualized) are understood as given stable preconditions of a social situation. Instead, as interactional units (we’s, I’s, you’s) they are considered practical accomplishments that are only achieved through specific procedures, which are sequentially organized and constitutively fragile. Drawing on examples of sports, I will try to identify some of the circumstances that are necessary for the formation of “we’s” and I will describe some of the multimodal practices and intercorporeal procedures that are employed to prepare, establish, and close we-agentic units in their sequential embeddedness.

## **Body, language, and materiality: sensoriality at work in tasting sessions**

**Lorenza Mondada**

University of Basel, Switzerland

Studies of multimodality have progressively expanded by taking into consideration an increasing diversity of embodied and linguistic resources as well as their complex temporal and sequential interplay (largely thanks to the inspiration of Goodwin 2017). Exemplary advances in this respect have been represented by the study of mobility, spatiality and materiality. One important issue in this context is how to articulate, within systematic analyses, the study of a multiplicity of resources as they are mobilized in specific activities and ecologies. This paper further addresses the issue by enlarging the field of multimodality in such a way to integrate multisensoriality – that is, situated practices in which participants interactively engage with their senses toward the material world (Mondada 2018a) or towards other persons (Goodwin & Cekaite 2018, Meyer et al. 2017).

In particular, the paper focuses on tasting sessions – i.e. meetings explicitly dedicated to the methodic exploration of taste of particular food items and drinks (see also Fele 2016, Liberman 2013, Mondada 2018b). Tasting sessions constitute an exemplary setting for investigating the interplay of language, body, and materiality in a multimodal as well as multisensorial way. They involve the body engaging in sensorial practices – such as looking, touching, smelling, tasting – with the tasted samples. But they also involve embodied and verbal resources engaged in the verbalization and objectivation of the tasting output. Embodied sensorial perception as well as professional tasting are at play: the talk will show some recurrent patterns observable in this context, dealing with both the discovery of taste through a direct sensorial access to an object, and the elaboration of judgments of taste through the use of textual artifacts such as tasting sheets and expert codifications. Data studied involve cheese tasting training courses and beer amateur tasting sessions, which have been video recorded with several cameras, in Switzerland and Italy during the last years.

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## **Categories that matter**

**Elizabeth Stokoe**

Loughborough University, United Kingdom

Where does the study of membership categorization stand these days, within and alongside the fields of ethnomethodological and conversation analytic inquiry? In this lecture, I will present an overview of my own route through the study of categorial topics, from gender and ethnicity to categories for and of action. My aim has been to show how tractable categorial topics are in naturally occurring settings, beyond the classic social science interview; beyond case studies, and beyond claims about so-called 'wild' and 'promiscuous' approaches to analysis. Drawing on studies of interaction in multiple settings, I will show how productive a close relationship between MCA and CA can be, and how research on categories in interaction matters for interventions in professional practice beyond academia.

# Panels

## **Knowledge and expertise in interaction**

**Ilkka AT Arminen, Mika Simonen**

University of Helsinki, Finland

In recent years, epistemics has grown into a focal and also disputed area of conversation analysis (CA) (Heritage 2012; 2013; Lynch & Macbeth 2016; Lindwall et al. 2016; Drew 2018). The area concerns how parties in interaction adjust and reshape their actions and understandings according to their sense of what they know and assume other participants to know. In this panel, we propose to open a related area, expertise in interaction, for scrutiny. Participants may not only orient to their knowledges but also to their expertise. Expertise in interaction has been continuously a topic of ethnomethodological (EM) and CA studies. There has been a numerous studies on professional practices, where parties also orient to their expertise in interaction (e.g., Heath 2012; Mondada 2003; Maynard 2003; not to forget a related tradition of institutional interaction Drew & Heritage 1992; Arminen 2016).

There has not yet been a systematic discussion of the relationship between knowledge and expertise in interaction. One might assume that knowledge and expertise are just different aspects of the same domain, but on a closer look their relationship may appear to be more complicated. Expertise may take a form of a professional vision that may also be used for challenging lay observations (Goodwin 1990). In apprenticeship, the trainer may teach trainees how to “see”, thereby making evident that primary observations are not given, but you may need to be trained to observe what the profession requires (Hindmarsh et al. 2011; Koskela & Arminen 2012). Expertise in interaction is also open for evaluations; the professionalism of action in interaction can be assessed (Rasmussen et al. 2012). Expertise may also be required for gaining deontic authority in interaction; mere knowledge may not yet guarantee access to deontic authority (Stevanovic & Peräkylä 2012). Direct observations and expertise may end up in a conflict so that, for instance, a professional sports(wo)man may dispute lay person’s observation of the rule violation. More generally observational and conceptual structures may result in a contradiction, a black taxi may be a yellow cab (Arminen & Poikus 2009).

In this panel, we are interested in studies on parties in interaction adjusting and reshaping their actions and understandings according to their sense of what their expertise and orientation to other participants’ expertise. On particular, we are keen on cases where the orientation to knowledge and expertise can be distinguished, or where there is a conflict between lay observations and professional visions. We are interested to learn more how participants orient to expertise in interaction, and how they differentiate directly observable knowledges from expertise based visions.

References included in the longer version of the CfP.

## Divergent units and fuzzy boundaries – what do they tell us about practices in action?

Dagmar Barth-Weingarten

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Notions like TCU, turn, action, activity, project, and practice, are basic terms in Conversation Analysis, Interactional Linguistics, and Ethnomethodology. While analytically highly valuable, such concepts may also be taken to suggest that participants interact by using clearly identifiable building blocks. Moreover, they are often considered *Gestalt*-based chunks, with converging unit boundaries in various linguistic dimensions (e.g., Sacks et al. 1974, Ford/Thompson 1996, Szczepek Reed 2010).

However, research has pointed out that everyday talk is difficult to segment exhaustively (e.g., Auer 2010, Deppermann/Proske 2015). Plus, work on talk-in-interaction has highlighted a number of cases where unit ends diverge, not only regarding kinetics (e.g., Li 2014), but also with respect to the dimensions relevant for determining TCUs – syntax, prosody, and action (see, e.g., Couper-Kuhlen/Ono 2007 for non-add-ons, Pekarek Doehler et al. 2015 for right dislocations, Walker 2007 for pivots). Moreover, there may be fuzzy boundaries on the prosodic dimension (cf. Barth-Weingarten's 2016 cesura approach).

Assuming that such non-convergences may be interactionally functional (cf. Ford 2004: 31, Clayman 2013: 158), this panel would like to discuss the following issues:

- In which way do different multimodal resources contribute to the formation of practices, actions, and activities?
- Does the divergence of unit endings have repercussions for action ascription?
- Would a cesura approach also be useful for discussing practices?

And, more generally:

- What challenges do such phenomena pose for transcription and annotation?
- Do they speak for more flexibility in interaction than we were aware of so far?

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## Talking about and interpreting complex visuals in interaction

Tessa van Charldorp<sup>1</sup>, Mike Huiskes<sup>2</sup>

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Visuals, such as photographs, data visualizations, MRI-scans, animations and video are playing an ever-increasing role in modern society, including institutions. Doctors explain complex medical treatment plans by using visual aids, mortgage advisors inform customers on the monthly mortgage rates through graphs and charts, and public prosecutors persuade a jury by talking through a reconstruction of events in animation format. Even though the use of visuals is becoming a standard in many work domains, research on the use and effects of visualizations in such institutional settings is still far behind when compared to societal developments.

That is, although the cognitive effects of these types of visuals has received a lot of attention in the fields of psychology and communication over the past couple of decades, the role of the interaction that precedes, guides or follows the presentation of the visual remains largely unexplored. From an ethnomethodological and conversation analytic perspective it is not only interesting to look at how the visuals shape the interaction as an embodied phenomenon (Streeck, Goodwin & LeBaron, 2011), but the interaction also assigns meaning to the visual and participants negotiate the interactional meaning of these visuals (see for example Goodwin's "professional vision" analysis of the video recording shown at the Rodney King trial, 1994).

Therefore, interaction between conversational partners shapes how visuals are processed and interpreted. Doctors do not merely show a visual aid and let the patient interpret it, but she explains what she sees and guides the patient in how to interpret the visual. The mortgage advisor similarly points to particular areas of interests in the graph to help the customer make well-advised decisions. And the public prosecutor chooses which aspects to highlight in the animation to convince the jury. In other words, the interplay between the visual and its users in their institutional context defines how meaning is assigned to the visual.

In this panel we invite submissions of studies concerning the ways in which all sorts of (complex) visuals - that are present in the interaction - are talked about in interaction. We would like to explore this "practice" from a multimodal perspective. We would like to know what types of multimodal resources contribute to what types of social action, how we can best transcribe talk about complex visuals, and what talk-extrinsic information analysts need (if any), about the complex visuals, to be able to analyze the talk about the visual. Furthermore, we would like to explore how the analysis of talk about the visual can help us understand how visuals are processed and interpreted.

## Ethnomethodology of creative work

Johannes Coughlan<sup>1</sup>, Ronja Trischler<sup>2</sup>, Hannes Krämer<sup>3</sup>

<sup>1</sup>Europa-Universität Viadrina Frankfurt (Oder); <sup>2</sup>Universität Siegen; <sup>3</sup>Universität Duisburg-Essen

While studies of work and workplace studies have produced extensive insights into the methodic practices of laboratories, courtroom sessions, bureaucracies, businesses, human-machine interactions and many more professional sites in the legal, scientific and technical realm, we know little about the working environments of web developers, graphic designers, architects, film, music or (video-)game producers, product designers, or content managers. Considering the growth of the creative industries since the 1960s – the decade of ethnomethodology's inception – and especially over the last two decades, we see this as an academic shortcoming in view of social developments. In this panel, we hope to address this research gap through these leading questions:

- How do Garfinkel's methodological propositions stand up in light of creative work? Which ethnomethodological "classics" can we mobilise to help our understanding of work in the creative industries?
- What ethnomethodologically informed attempts are currently being made to think about problems in design and creative work? How to describe the "haecceity" of creative work (Garfinkel 1991)? Can we delineate and circumscribe this field of research more clearly? To what extent can we bring together and compare workplaces in different parts of the creative industries?
- How to deal with the role of conversation in creative workplaces? How does it relate to other mediated forms of workplace interaction? Which current developments in conversation analytical research are helpful in understanding creative work and to what extent?
- How does ethnomethodological research relate to other approaches which pay close attention to the practices of creative work, for example actor-network-theory (Yaneva 2013, Hennion/Méadel 1993, Fariás/Wilkie 2015, see also Krämer 2014, Reckwitz 2017)?
- How does the ethnomethodological perspective relate to art and design research? Can a focus on (creative) practices re-shape the role of ethnomethodology within academia – particularly with respect to a renegotiation of the relations between researchers and practitioners in the creative industries?

In addressing these questions, the panel will particularly seek to combine more general conceptual and methodological questions with empirical case studies.

Fariás, I., Wilkie, A. (2015). *Studio studies: notes for a research program*. London; New York: Routledge.

Garfinkel, H. (1991). 'Respecification: Evidence for Locally Produced, Naturally Accountable Phenomena of Order, Logic, Reason, Meaning, Method, Etc. in and as of the Essential Haecceity of Immortal Ordinary Society (I)—an Announcement of Studies'. *Ethnomethodology and the Human Sciences*, Cambridge: Cambridge University Press, 10–19.

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Reckwitz, A. (2017): *The Invention of Creativity: Modern Society and the Culture of the New*. Malden, MA: Polity.

Yaneva, A. (2013). *Made by the Office for Metropolitan Architecture: An Ethnography of Design*. Rotterdam: 010 Uitgeverij

## Ethnomethodology and Ethnography II

Alex Dennis<sup>1</sup>, Yaël Kreplak<sup>2</sup>

<sup>1</sup>University of Sheffield; <sup>2</sup>EHESS

In this second panel on the topic we will elaborate on some more specific empirical and conceptual investigations of how fieldwork and ethnomethodology have informed, and can inform, one another in practice. The panel's main objective is to discuss the particular stance of ethnomethodological research on the observability and accountability of social activities.

We take as starting points Garfinkel's maxim that the accomplished sense of settings consists of 'members doing, recognising, and using ethnographies' (Garfinkel 1967: 10) and Sacks's observation that '[i]nstead of pushing aside the older ethnographic work in sociology, I would treat it as the only work worth criticizing in sociology' (Sacks 1992: 27). *Somehow*, parties to a setting deploy and recognize something like ethnographic techniques to make and display sense; and, again, somehow, analysts use something like ethnographic techniques to make and display the sense *they* make of settings. By considering both sides of this matter we aim to interrogate 'ethnography' not just as a research method but also as an integral part of ethnomethodology's conceptual framework *tout court*.

These concerns manifest themselves more broadly in two areas. Firstly, ethnomethodology is claimed to be a way of practicing ethnography, as illustrated by the chapters on ethnomethodological 'techniques' in the numerous handbooks dedicated to qualitative research (e.g., Atkinson et al. 2007). Secondly, it has been argued that fieldwork is now neglected relative to, for instance, video analysis in ethnomethodology itself (Anderson and Sharrock 2017). Both these tendencies seem to us to be unnecessary: the first reduces ethnomethodology to a 'framework' for ethnography, and the second subverts ethnomethodology's suspicion of there being any 'correct' method for studying different phenomena.

Our panel will therefore divide into two halves. The first will consider Garfinkel's maxim, and elaborate on the ways in which members use and exhibit their lay fieldwork expertise to make and display sense in practical settings. The second will present ethnomethodological ethnographic work as a candidate solution to Sacks's 'criticism': to show how this approach to study does not stand outside the more conventional ethnomethodological framework but, rather, is both essential to it and – indeed – an integral part of any ethnomethodological description.

To address those issues, we call for contributions that may question and revisit the conception of fieldwork and its core connected concepts in ethnomethodology (members' perspective, unique adequacy requirement of methods, ethnomethodological indifference...), so as to provide with examples of how fieldwork is diversely practiced, conceptualized and discussed within the contemporary EM/CA community.

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--See also Panel "Ethnomethodology and Ethnography I" (Christian Meier zu Verl, Clemens W. Eisenmann)--

## Longitudinal CA: documenting change in interactional practices over time

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Change over time is a basic condition of human life. As we act in any social situation, we deploy practices in locally contingent manners. Yet, how we design our actions also rests on our cumulative experience of previous situations – an experience that entails continuous adaptations of our practices for action to new situations and their precise contingencies. Therefore, analyzing change in practices over time is key to an EMCA-understanding of learning, the acquisition of communicative competence, language socialization and the emergence of common ground in social interaction and its effects on, e.g., lexical choice, turn-design and action formation. However, despite of Zimmermann's 1999 call for more horizontal (across time) comparative CA, change over time has so far remained largely unexplored in CA research (but see the classical studies by Wootton 1997, Clayman & Heritage's, e.g. 2013 and recently Pekarek Doehler, Wagner & González-Martínez 2018).

In this panel, we scrutinize the methodological challenges of longitudinal research on social interaction, and discuss implications for our understanding of members' local conduct. Investigating change over time requires specific ways of sampling and analyzing data. For instance, longitudinal studies need to order their data chronologically, contrasting instances, typically produced by the same (category of) participants, occurring at different moments in time. They require what Koschman (2013 :1039) refers to as "same-but-different" analysis, which presupposes showing that the actions or practices occurring over time are similar enough to be considered tokens of the same type, i.e. accomplishments of the same action or practice, yet different enough so as to evidence change. Longitudinal analysis from an EMCA-perspective is faced with the key challenge of how to maintain an emic perspective whilst participants typically do not display in situ orientation to how they accomplished a given action in past situations.

In this panel we address these methodological challenges through longitudinal investigations of change in interactional practices over time in a variety of social situations and across a range of languages. The terrains addressed range from driving lessons in German, through theatre rehearsals in Finnish and German, to second language conversations in French. We discuss how the different studies presented in the panel tackle the above challenges, and we reflect on implications of their findings on understanding local conduct and its historicity.

Heritage, J., and Clayman, S., 2013. The changing tenor of questioning over time: tracking a question form across US presidential news conferences, 1953-2000. *Journalism Practice*, 7(4), 481-501.

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Pekarek Doehler, Simona, González-Martínez, Esther & Wagner, Johannes (eds.) (2018): *Longitudinal Studies on the Organization of Social Interaction*. Basingstoke.

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## **EMCA studies of work and practice in experimental psychology**

**David Matthew Edmonds**

The Chinese University of Hong Kong, Hong Kong S.A.R. (China)

Ethnomethodology and conversation analysis (EMCA) sit in a curious relationship with psychology; with their agnostic stance regarding inner cognitive states and a preference for studying human behaviour through the examination of naturally occurring social interaction rather than laboratory experimentation (de Ruiter & Albert, 2017). In contrast, recent years have seen the emergence of many psychological studies providing experimental validation and support for some of the core tenets and findings of CA (Kendrick, 2017). This panel proposes a twist on this; through EMCA studies of psychological methods, work and practice- a relatively neglected area of investigation.

Existing EMCA studies of work and practice in experimental psychology focus on two main aspects. First, a focus on the “handling” and “interpretation” of data. For example, the multimodal practices involved in the collaborative organisation of interpreting brain scans (Alač, 2011). Another group of studies focuses on the “production” of data, by focusing on what happens during psychology experiments. These studies explore various aspects of researcher-participant interaction including, how subjects resist experimenters’ authority (Hollander, 2015); how subjects come to an understanding of what the experiment involves (Kobayashi Hillman et al., 2017), and the in situ accomplishment of methodological concerns such as demand characteristics (Wooffitt, 2007).

Despite focusing on a range of different types of experimental psychology, all these studies reflect a common theme- a re-specification of method as an interactive and practical accomplishment. They focus on the social organization and situated nature of psychological research. This panel welcomes contributions of empirical EMCA studies of psychological practice and work. The panel will focus on a range of different psychological disciplines, such as cognitive neuroscience, developmental and social psychology. The panel will explore the interactive, situated and social underpinnings of psychological knowledge production.

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## **Treatment Recommendation as a situated practice: a comparison of ways to recommend treatment in different specialty settings and contexts**

**Marilena Fatigante, Francesca Alby**

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Treatment recommendation (TR) is a central practice and aim of the medical visit (Costello, Roberts 2001, Collins et al. 2005, Koenig 2011, Stivers et al 2017). During treatment recommendation sequences, doctors' medical authority can be in tension with patients' preferences and values as well as patients' authority to participate in medical decision-making (Chappel et al. 2018). Doctors can make treatment recommendations via different types of social actions, wherein they exercise different amounts of deontic authority (Stivers et al. 2017) and express varying degrees of certainty in regard to treatment efficacy, life-threatening risks for the patient, and risk-benefit balance (Hudak, Clark, Raymond 2011, Alby et al. 2017). As a recent collection of papers (Stivers et al, 2017) has shown, systematic and comparative investigation of the different ways in which physicians recommend treatment in different countries and in different medical contexts reveals participants' orientation to broader structural forces that are specific to health settings in different social and organizational contexts. Following that line of research, the panel we propose gathers contributions from audio- and video-based, conversation-analytic research of treatment recommendation sequences in medical interaction observed in different specialty fields and in general medicine. Also, languages other than English are included. Our aim is to stimulate a discussion about how participants build their actions, examined in their sequential, temporal and embodied organization, in ways that are specific to, and simultaneously constitutive of, the medical contexts under examination. The panel will explore commonalities and differences in practices of recommending a treatment and engaging patients (sometimes together with their companions if present) in medical decision, in different contexts, also highlighting how different practices may shape in different ways the respective identities of the doctor and the patient. Analyses will show the complexity of different practices done, calling in to question the notion of "patient-centered" vs. "physician-centered" communication. To this aim, the panelists will examine practices of treatment recommendation in several specialty fields in medicine including oncology (examined in two different cultural settings, USA and Italy), neurology, hearing aid rehabilitation setting (examined in Finnish context) and different primary care settings, also including rural, non-western contexts (indigenous Mexican communities), less examined within ethnomethodological and CA literature on medical interaction.

### **Refs (selection)**

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## **Kids in Interaction: EMCA Studies of Children**

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Kids are different. Adults often treat them differently (e.g. adult may speak on behalf of child in certain situations), and researchers often treat them as a special group (e.g. ethics applications often require additional review when children are involved, see also, Danby & Farrell, 2004). The unpublished paper by Garfinkel et al. (1982) has described a kids' culture, focusing on the one hand on kids' competences when interacting amongst kids (cf. Butler, 2008), and on the other hand including an argument about kids' particular position in society – respectively about how adults/parents treat them as not-yet-competent participants (cf. Forrester, 2013). Furthermore, studies have demonstrated that in various ways interaction may be different when children are involved. For example, adult-child interaction is explicitly mentioned as an apparent exception to the preference for self-repair (Schegloff et al., 1977: 380-381, but also see Corrin, 2010; Forrester, 2008 on parents and children's interactive organisation of repair-sequences).

A range of EMCA studies has shown that children are competent in a variety of ways (cf. Bateman, 2015, Filipi, 2009). This has been demonstrated from institutional settings (e.g. medical encounters, school, nursery) to everyday interaction (e.g. family meals, family everyday interaction). By focussing on what children actually *do* in interaction, those studies provide insightful views on children's interactive competencies in interacting with other people (e.g. Cekaite, 2010; Church, 2009; Fasulo et al., 2007; Gardner & Forrester, 2010; Goodwin, 2006; Keel, 2016; Kidwell, 2012; Sterponi, 2009).

Given the methodological and conceptual challenges to studying children, this panel focusses on kids in interaction. The aim of the panel is to bring together various EMCA-driven investigations of children to discuss the following two key issues:

- (1) How can we (as researchers) avoid an adult-centred analysis but develop analysis from the children's perspective (by looking at how children orient to actions)?
- (2) How can we understand children's participation and contribution to social interactions (by exploring what children actually *do* in interactions)?

We welcome interactions involving children in any kind of interactional environment, and welcome contributions that seek to answer these questions and propose novel directions of enquiry.

## Practices of relationship building in helping professional interactions

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The relationship between helping professionals and their clients is vital for the interactive construction of the helping process and for obtaining the institutional goal(s). As “working alliance” this relationship is an established success factor in therapeutic interactions as well as other helping formats: „The quality of the client–therapist alliance is a reliable predictor of positive clinical outcome independent of the variety of psychotherapy approaches and outcome measures“ (Ardito & Rabellino 2011: 1, for coaching see Behrendt 2011).

Despite its centrality for helping professional interactions (Graf & Spranz-Fogasy i.pr.), linguistic research on practices of relationship building is still relatively scarce. As argued by Scarvaglieri (2013), in psychotherapy the relationship between client and therapist is managed on different verbal and non-verbal levels of interaction (e.g. turn-taking, sequentiality, spatial positioning, initiation and treatment of topics, pauses and intonation) to thoroughly involve and activate the client. This “hearer-centeredness” (Scarvaglieri 2017) contributes to building and managing the therapeutic relationship and forms a vital condition for change. Graf (in press) defines “Building a Relationship” as one of the four basic activities of coaching. It builds on various communicative tasks such as ‘Establishing the roles and identities ‘coach’ and ‘client’ or ‘Negotiating hierarchy in an asymmetrical relationship’ and serves as the matrix against which all other activities of coaching transpire. In this realm, Spranz-Fogasy (1992) classifies relationship building as a “permanent task” in doctor-patient interaction. On the interactional micro-level, research by Muntigl, Horvath and others (e.g. Muntigl & Horvath 2014) addresses practices of affiliation and dis-affiliation in therapeutic relationship as sequential achievements.

The panel brings together research on practices of relationship building across various types of helping professions such as (psycho-)therapy, coaching, doctor-patient interaction and physiotherapy. Questions to be addressed in this panel include the following:

- What are interaction-type specific and unspecific practices of relationship building across the discussed helping professions?
- How do practices of relationship building develop and change across supra-sessions of action?
- How do verbal and bodily practices of relationship building contribute to the overall regulation of a professional relationship?
- How do practices of relationship building contribute to the local effectiveness of the professional interaction?

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## **Interactional practices and complexity in diverse settings: Findings, methods and implications**

**Pentti Haddington, Anna Vatanen, Laura Kohonen-Aho, Antti Kamunen, Tiina Eilittä, Iira Rautiainen**

University of Oulu, Finland

In ethnomethodology and conversation analysis (EMCA) 'complexity' has been used to characterise social actions or tasks (Mondada 2011), the interactants' embodied conduct (Haddington et al. 2014; Mondada 2011), the packaging of interactional resources into complex 'multimodal gestalts' (Mondada 2014, 2018), or the analysed data (Nevile 2009). Additionally, multiparty interactions, situations with intricate participation frameworks, or multiple and intersecting activities have been shown to contribute to interactional complexity (e.g., Mondada 2011; Nevile 2009; Haddington et al. 2014). Furthermore, various sites of interaction – e.g., technological, computerised or work-place settings – can be referred to as 'complex' (Mondada 2011; Nevile 2009). In the recent years, EMCA has taken important steps in broadening the understanding of the intricate and complex features of everyday interaction in diverse settings. The proposed panel brings together scholars to address and discuss 'complexity' – analytically, conceptually and methodologically – and tie it with the conference's focus on 'practice' through the following key points:

1. Complexity and interactional practices: How do social interactants orient to complexity? What practices – or 'ethnomethods' – do participants rely on to manage complexity (e.g., multiple activities, distributed ecologies, and remote participation frameworks)? When, where, how and why do activities or situations become complex for the participants themselves, and how can this be observed and analysed? What implications does all this have for understanding the basic interactional structures, such as the sequentiality and temporality of action (Levinson 2013)?
2. Methodological practices and solutions for studying complexity: How do new video-recording technologies (e.g., multiple cameras, 360° cameras, virtual reality, ambisonic audio) facilitate the capturing and analysis of interactions in complex settings (see McIlvenny & Davidsen 2017)? What practical solutions do tools for capturing real-time and real-life (inter)action offer for EMCA? What consequences do these tools have for how audio and video are transcribed and analysed in EMCA?
3. Practices for returning the findings to the researched communities: How can the EMCA community return and communicate the research findings on 'complexity' to the communities they study; what good practices are there?

## **Third party positions in interactions**

**Sarah Hitzler, Ruth Ayaß**

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As sociology has known since Simmel (1908) and Goffman (1981), social interaction is fundamentally altered when a social dyad is transformed into a triad. Conversation analysis has shown that third parties can have a large variety of positions in interaction – they may serve as audiences, as arbiters, as facilitators, as bystanders or animators, or as advocates. CA has known for a long time that third parties play an important role in a range of institutional as well as mundane settings. Interactive positions may be explicitly assigned, such as a mediator's (Garcia 1991, Greatbatch & Dingwall 1989) or interpreter's role (Ticca & Traverso 2017), or adopted spontaneously, such as being a witness to complaints (Laforest 2009), or a lateral addressee to mockery (Günthner 1996). Absent third parties may fuel interactions by allowing for gossip (Bergmann 1993), as may present non- or half-members such as pets and babies, who may be talked about without repression (Bergmann 1988). Media interactions are always geared towards an absent public (the "overhearing audience") that is nonetheless reflected in utterance design (Heritage 1985).

While the precise influence of third party positions may differ greatly between interactions, introducing a third party will always have an impact on the bearings between two people, on the one hand adding stability to their interaction by being witness to it, and on the other hand adding to its dynamic by increasing the interactive options of each of the participants. The third party position of course is not inevitably tied to one individual or role within the course of an interaction; it emerges from the social actions of all parties, and potentially has to be managed by all participants throughout their encounter.

While a great number of studies have come across phenomena related to third party positions, consideration of such dynamics has not yet systematically been undertaken. In the proposed panel, we want to bring together scholars who have worked on different interactions involving third parties. We aim to spark a discussion about how third party positions are adopted, managed or rejected, which practices are tied to such positions, and what their impact can be on social interaction. The intended outcome of the panel is a better understanding of triadic dynamics in social interactions. We hope to spark further work in which these dynamics are systematically explored and discussed, rather than perceived as mere local peculiarities of singular situations.

## Practices of talking about languages and language use

Wolfgang Imo<sup>1</sup>, Evelyn Ziegler<sup>2</sup>

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Talking about languages, language users and language use is common both in everyday contexts as well as in certain institutional settings, e.g. in narrative interviews dealing with questions of identity, migration, language biographies, dialects or regional languages (e.g. Deppermann et al. 2015; König 2014; Liebscher/Dailey-O'Cain 2009; Tophinke/Ziegler 2006, 2014). The metacommunicative practices that are used to talk about topics related to languages (e.g. evaluations of languages as 'beautiful', 'complicated', 'elegant', "prestigious" etc.), language use (e.g. 'good' or 'bad' style, correct or incorrect usage, including or excluding usage) and language users (e.g. normative expectations and linguistic behavior; language related stereotypes or category bound activities) will be focused upon in this panel. An example for a typical practice of talking about languages and language users, for example, has been described by Imo/Ziegler (2018): Interactants routinely try to position themselves not individually but as part of a larger group when it comes to questions of language use. They do this by employing a range of verbal patterns (constructions) ranged around the indefinite pronoun *man*, resulting in a practice of 're-responsibilization' regarding their own language use. Both the theoretical and methodological aspects named in the conference's call will be addressed in the panel: It will be asked what exactly is meant by 'practices' of talking about language and language use/rs (a recent publication contrasting different concepts has been edited by Deppermann et al. 2016), how practices, actions and verbal patterns hang together in sequences of talking about language (use/rs) and how these practices are enacted prosodically and multimodally.

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## Points of no return: Endogenous assessments of critical tasks in surgical procedures.

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Koschmann, LeBaron, Goodwin and Feltovich (2011) pointed out that social scientists have long held a fascination for work in operating rooms, with reference to such works as Hirschauer (1991), Mondada (2003), Prentice (2007) and Sanchez Svensson, Heath and Luff (2007). Here we could also mention the additional works of Hindmarsh and Pilnick (2007) and Bezemer, Murtagh, Cope and Kneebone (2016).

Across this body of work there are a number of commonalities. First, by and large, they ground their analyses in video recordings of in situ clinical practice. Second, there is a theoretical and methodological commitment to ethnomethodology and conversation analysis. And thirdly, the studies build on longstanding cooperative endeavours with practitioners in the medical settings, i.e. they constitute examples of “hybrid studies of work” (Garfinkel, 2002). The panel will advance this work by exploring consequentiality in surgical practice in Sweden, the Netherlands, and the UK.

Surgical practices contain a multitude of different tasks. Some tasks are done routinely and some are more occasional. Their frequency aside, there is another dimension—pertaining to consequentiality—which can be explored in its own right. So, rather than approaching surgical work broadly, the shared aim of the set of contributions is to focus on what we may call “critical tasks”. With this notion we refer to the class of *consequential actions*: actions which may be irrevocable, or costly in terms of time or patient wellbeing, if carried out incorrectly. When the stakes are raised, the interaction within the surgical team often changes character and work becomes more assiduous and cautious. We investigate how these moments become marked occasions in the interactive organisation of the surgery and how endogenously identified ambiguities and uncertainties are resolved.

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## Resistance in talk-in-interaction

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This panel brings together scholars investigating resistance in-talk-in-interaction. It assembles interactional studies which address: (1) how we understand resistance (2) the scope, sequential organisation, and trajectory of resistance, and (3) members' orientations to resistance as an achievement to be done in and through talk-in-interaction.

Alongside persuasion, resistance is a cornerstone social scientific topic. So far, it has been conceptualised mainly in psychological terms as a response to persuasion (Knowles and Linn, 2006). The focus of this research has been on the cognitive mechanisms that presumably underpin resistance; thus, little attention has been paid to the communicative practices through which resistance is accountably accomplished. By contrast, interactional studies have respecified resistance as an embodied form of non-compliance to directives (Kent, 2012). Further work has broadened this understanding of resistance to encompass a wider variety of dispreferred responses (Muntigl, 2013) that disrupt conversational progressivity, lead to escalated disaffiliation, or challenge assumptions embedded in initiating actions. Resistance has been also examined as a practice for establishing and pursuing one's own agenda or categorisation (Fitzgerald & Austin, 2008; Widdicombe, 2017). Commonly occurring markers of resistance include (but are not limited to): 'oh' (Heritage, 1998), address terms (Rendle-Short, 2007), and transformative answers (Stivers & Hayashi, 2010).

This panel coalesces papers from our biannual seminar series and invites other scholars examining resistance in and as part of actions, sequences, and interactional activities in a variety of mundane and institutional settings. Invited papers explore resistance in doctor-patient interactions, conflict talk, pitches, and service encounters. The panellists are also encouraged to reflect on the conceptualisation of resistance as an empirically-grounded interactional phenomenon. Thus, the intended outcome of the panel is to put forward an overarching conceptual framework for resistance-in-interaction, that will enable EM/CA to engage in a dialogue with other disciplines studying resistance and inspire further empirical work on this topic.

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## Embodied practices in sports and performing arts

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One of the key achievements of conversation-analytic research on institutional interaction is the demonstration that institutions are “talked into being” (Heritage 1984) through setting-specific configurations of generic methods and resources of talk. Drew & Heritage’s volume ‘Talk at work’ (1992) has helped shaping a highly productive research focus in CA, concerned with the orderly accomplished micro-details in workplace settings where talk is the paramount resource for organizing human (inter)action in all types of work situations.

While the analytical interest in work settings has persisted, the understanding of the primacy of talk has weakened in the multimodal or embodied turn in CA (Nevile 2015). Early research has shown the fine-grained coordination of talk with embodied resources, whereas more recent praxeological studies scrutinize embodied resources in the physical surround where social practices are located. The growing understanding of the role of physical (tangible) objects for the local design of practices (Haddington et al. 2014) and the role of motion and mobility (Haddington, Mondada & Nevile 2013) indicate that talk is part of many practices, but many practices are not or only partly dependent on talk.

At the same time, research on work settings is increasingly complemented by studies of recreational activities, including the performing arts and sports. In ethnomethodological perspective, “all activities, even ‘play’, involve ‘work’ – they are all effortful accomplishments” (Rouncefield & Tolmie 2013, p. 2). Taking the view of sport and leisure activities as *instructed activities*, our panel seeks to specify “the praxeological validity of instructed action” (Garfinkel 2002, p. 186) in a range of settings.

The contributions will expand upon recent studies in EM and CA (Tolmie & Rouncefield 2013) which have shown the orderliness of embodied creative and sporting activities, including violin playing (Nishizaka 2006), orchestra rehearsal (Weeks 1996), different types of sport (Meyer & Wedelstaedt 2016), basketball (Macbeth 2012), correction in basketball & powerlifting (Evans & Reynolds 2016), dance correction (Keevallik 2010), boxing (Coates 1999, Okada 2013), rock climbing (Jenkins 2013), surfing (Lieberman 2016), and pool skating (Ivarsson & Greifenhagen 2015).

Specifically the panel will shed light on such questions as

- how the instruction is delivered and understood in situ through sequentially organized embodied practices;
- how the practitioners relate the instructions to the specific details of the local environment in which they enact the activity;

## **Knowledge, Body, Society – comparing EMCA and Practice Theory**

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Our panel aims at the relationship between EMCA and practice theory. On one side, EMCA has always been promoting a self-understanding in critical distance to “conventional social sciences”. On the other, authors interested in praxeological questions systematically misrepresented EMCA as just another micro-sociology. Instead of tracing the history of mutual reception, we seek to inquire the conceptual congruencies as well as differences between EMCA and practice theory. A re-reading of EMCA-analysis’ shows that many praxeological questions have been already discussed within ethnomethodology. To scrutinise such “family resemblances” we turn to three levels of comparison – marking the central points of practice theories:

Firstly, practice theory puts the “know-how dependent [...] behavioural routines” (Reckwitz) center stage. How is such a routine of activities conceptualized within EMCA and what kind of knowledge does it refer to? Within EMCA an understanding of knowledge as both everyday common sense knowledge and as practical skill is central. Knowledge is analysed as methodically implemented in recurring, situationally modifiable as well as adaptive actions by competent members – as “knowledge in action” (Housley/Fitzgerald). What are differences to (other) praxeological approaches – e.g. Pierre Bourdieu, Anthony Giddens, or Erving Goffmans? How does, for instance, EMCA grasp the tension between repetition and new creation of knowledge? How does a view on the accomplishment of social facts differ from more (post-)structuralistic views?

The second focus is on the dimension of materiality, which is central to practice theory. In what way are bodies and objects discussed in EMCA? On closer inspection, it becomes clear that bodies are a recurring topic (e.g. in Harold Garfinkel’s Agnes chapter). When it comes to objects and artefacts, EMCA-Scholars continuously investigate the ethnomethods of acting in technological and workplace environments. But how does such a perspective on objects in action differ from more object-oriented approaches like ANT or new-materialism, where objects stabilize the social?

Finally, a third question is directed towards the relation to society. In what way do “social-theoretical” or macro-analytical references occur in EMCA? How are topics beyond mere micro-interactions taken into consideration? Practice theory is dedicated to dealing with social issues, albeit beyond a micro-macro dualism. It is from this perspective, that differences between ethnomethodology and practice theory are most likely to be suspected, even though EMCA implicitly refers to the members’ rootedness in common grounds (e.g. Sacks).

Our panel does not aim to play one theoretical concept off against the other, but rather encourages a problem-related comparison of what the two perspectives offer. It invites theoretical as well as methodological and empirical papers on the above mentioned questions. In this respect, the panel seeks to contribute to the ongoing debate of whether EMCA still offers a radical alternative to existing social theories or how it should be placed within this field.

## When Practices become Form: Hybrid Studies and Contemporary Arts in the Making

Yaël Kreplak, Philippe Sormani

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Taking its cue from the title of a seminal exhibition (Szeemann 1969), this panel brings together hybrid studies of contemporary arts in the making. In so doing, the panel brings to bear ethnomethodology's program (Garfinkel 2002) on the description of current practices in visual and performing arts. In particular, the panel's contributions shall explicate, enact, and/or reflect upon the "requirement of mutual tutorial adequacy" (ibid., p. 145), thus inviting a two-way conversation: what can ethnomethodology (EM) learn from artistic practices and, vice-versa, what might be its take-away lessons for art? By instigating this two-way conversation, the panel pursues three key aims: detailed investigation, re-specification and reflection.

Firstly, the panel is intended as a presentation of detailed investigations into a variety of artistic practices (visual art, drawing, music, dance, performance, and so forth), discussing the adequacy of "hybrid studies" to account for those practices – both as a follow-up and renewal of earlier initiatives, such as Sudnow's *Ways of the Hands* (1978).

Secondly, the panel aims at re-specifying the currently fashionable debate on "artistic research," a debate that was recently introduced in art schools as part of artistic training and its institutional legitimation. Whereas this debate is often pitched at a generic conceptual level (Borgdorff 2012), the panel proposes to home in on artistic practices *in situ*.

Thirdly, the panel opens up reflection on how EM's own practices become form (in autodidactic, analytic, or hybrid terms), a reflection that might challenge the "art/science binary" (Jones & Galison 1998) and benefit from conceptual discussions in and around, if not beyond contemporary art (on "experimenting," "performing," "framing," etc.).

The panel invites presentations that contribute to the pursuit of (at least) one of the listed key aims and related research questions. The studious use of the plural in the panel title, alluding to hybrid studies and contemporary arts, marks both an acknowledgement of and a plea for EM's multiple heuristics, whilst hinting at the current multiplicity of artistic practices, forms, and interventions (Adamson & Bryan-Wilson 2016; Sormani et al. 2018). This shared condition of multiplicity finds also its technical expression, as both EM's studies and contemporary arts engage in audio and video recording, drawing and transcribing, breaching and observing, enacting and reenacting. Working out in perspicuous detail where the commonalities, contrasts, and critical issues lie constitutes the crux of the outlined panel.

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## Doing Choice and Decision in Shopping and Sales Interactions

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Shopping as mundane activity of everyday-life provides several selections and decision making processes shoppers accomplish in collaboration with co-shoppers or salesmen's with the aim to get certain objects in their possession. This includes finding and choosing goods in a semiotically rich environment of for example markets, stores or online-shops, the negotiation of the objects status as a "potentially buyable" (De Stefani 2013) and its appropriateness to be bought in regard to its quality, price and future use. Within consumer studies, decision making and consumer choice are of central relevance. A wide variety of works have attempted to model decision making processes, depicting them mainly as psychological, intra-subjective processes. However, shopping is often a socially situated activity that is accomplished in the co-presence of others. As such, these studies lack to understand and explain how choice and decision are made relevant and are accounted for within ongoing interactions. Only few ethnomethodological and conversation analytical (EMCA) studies focus on choice and decision making in shopping interactions highlighting the interactional construction of both the shopping activity, the participants and the potentially buyable (e.g. Clark & Pinch 1994, 2010, De Stefani 2013, 2014, Heath & Luff 2007, Llewellyn & Hindmarsh 2013, Meinhof 2018, Stokoe et al 2017, vom Lehn 2014).

Therefore, the panel presents EMCA studies which analyse consumer choice as an interactive, situated activity in a material world. The discussion will be based on preferably video-recordings that highlight the situated and multimodal interplay of these interactions in a semiotically rich environment with a special focus on choice and decision making processes. Topics to discuss will be

- The interactional construction of potentially buyables
- The interactional negotiations on objects quality, future use or price
- Constructions of member's identities, autonomous choice and/or consumer subjectivity
- Practices of choice and decision making in assisted shopping (e.g. with people with cognitive, physical or communication disabilities or children)
- If and how global and local contexts (e.g. markets) are constructed and/or show procedural consequentiality in situated decision making processes of shopping activities
- ....

References: (will be provided on request)

## The multimodal constitution of learning space

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The overall goal of preschools, schools, universities and other educational institutions is to enable people to learn. Classrooms are constituted as such in and through interaction (Mehan 1979). Conversation analytic work place studies have shown that “*it is within [...] local sequences of talk, and only there, that [...] institutions are ultimately and accountably talked into being*” (e.g. Heritage 1984: 290; Heritage/Clayman 2010). However, it is not only talk, but also context-sensitive bodily behavior that contributes to the constitution of institutions and social roles (Paul 2007; Mondada 2011; Heller 2016; Kern 2018).

In the panel, we want to explore which practices are used to construct, maintain and negotiate educational environments as learning space. Working with naturally occurring data, we aim at developing a multimodal concept of learning space that takes into account the holistic gestalt of teaching and learning in interaction. This line of work shall contribute to a more in-depth understanding of (embodied) practices in instructional interaction. We aim at addressing the following questions:

- How do participants constitute learning space? Which resources do they make use of and how?
- How can educational interaction be established outside of traditional educational settings?
- How does the participants’ deployment of embodied resources contribute to doing teaching and doing learning? Which kind of multimodal practices can be systematically described and differentiated? How are interactional roles then constructed and negotiated?
- How are learning and understanding fostered through the deployment of multiple semiotic resources?
- How do different methodological approaches contribute to the analysis and conceptualization of learning space (Breidenstein 2004; Pitsch/Ayaß 2008; Hausendorf 2012)?
- Which implications does a multimodal, practice-based approach to learning and teaching have for practitioners?

Contributions from various disciplines and backgrounds are welcome.

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## Children and social competence: talking about sensitive topics with children in different institutional settings

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This panel highlights young peoples' interactional competence in a range of institutional settings when they experience different types of crises. These might be everyday crises or crises that occur as a result of particular traumatic events. In all instances, the child's mental health might be at stake. We present naturally occurring institutional talk from different countries in which young people talk to professionals and disclose particular mental health concerns and ways of coping. Using video and audio recorded conversations of the interactions, the presentations further the empirical evidence that shows how young people employ discursive strategies to demonstrate their interactional competence (Bateman & Danby, 2013; Bateman, Danby & Howard, 2013; Theobald, 2016) and resist or protect claims that they lack interactional competence, especially in contexts where they might be seen as seeking support, or when their (dis)abilities, particular experiences or mental health are explicitly up for discussion (Jol & Stommel, 2016; Lamerichs, Alisic & Schasfoort, 2018; O'Reilly, 2008).

All presentations draw on insights from ethnomethodology, conversation analysis and discursive psychology. They take as a starting point ideas put forward in childhood sociology and sociolinguistics that propose that children possess interactional competencies that can be located as in situ achievements in talk and how this is talked into being in (institutionally) specific ways (Danby, 2002; Moran-Ellis, 2010).

As an increased understanding of children's interactional competencies can inform practice, panel presentations will also report on detailed reflections on their empirical work that were offered by professionals in the respective fields. Last but not least, all contributions will address relevant methodological issues, point to implications that cut across institutions and to areas where future research is needed.

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## **The daemon is in the details: Detail in ethnomethodology and conversation analysis**

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Ethnomethodologists and conversation analysts of all stripes differ from most other sociologists in their conceptualization of and interest in details that make up the production of social actions and interactions. In line with the phenomenological legacy of ethnomethodology, EMCA treats the 'surface' details of social actions as constitutive features of the ordinary intelligibility and analyzability of actions in–their–production, rather than as data for methods of controlled observation, experimentation, and analysis. A further point, often emphasized by Garfinkel, is that ethnomethodology's interest in detail is not a matter of "detailing generalities" (illustrating and applying conceptual frameworks devised by professional analysts), but of explicating how the production of actions becomes intelligible and analyzable for cultural members, and *then* for professional analysts, through the recognizability of local contextures of scenic and sequential details.

The title of this session recalls the vernacular idiom that 'the devil is in the details,' but uses the archaic term "daemon", in ancient use referring to a spiritual intermediary that inspires mundane human action. "Daemon" also is a term used in computer science for an operating system that runs in the background of a user's evident engagement with an interface. Rather than positing a daemon that stands behind, beneath, or above worldly actions, the papers in this session show that its relevance is immanent to the production of detailed action and interaction. The explication of such detail in ethnomethodology and CA is thus not a matter of pursuing smaller and smaller particles and relating them back to the larger orders they compose or the abstractions they index. Matters of detail and granularity are commensurable with what counts as the local-contextual relevance of constitutive detail on any given occasion. Analytically posited detail may or may not be commensurable with details relevant to the endogenous production of laic orders that our materials routinely exhibit.

The panel's papers will address this order of detail and its granularity in laic analyses of practical sociological action, and what is incommensurate about this regard for detail in EMCA analyses *vis a vis* more familiar professional and disciplinary academic treatments of coding, indexing and quantifying. These topics capture a good deal of what is distinctive about the radical initiatives of Garfinkel, Sacks, Schegloff et al. and the sociology that EMCA proposes.

## Culture as Method and Practice: Culture in EMCA Studies

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Over the past 30 years, studies of culture have become increasingly prominent – some would say dominant (see, e.g., Alexander, Jacobs & Smith 2015) – within and across social science and arts and humanities disciplines in Europe and North America. Although largely unacknowledged, work in EMCA prefigured, acted as a driver for and continues to offer unique insights into culture-in-action, part of this resurgent field's central concerns. If one of the foundational insights guiding contemporary studies of culture is Clifford Geertz's dictum that humans are animals suspended in webs of meaning they themselves have spun (ibid.), EMCA could be viewed as an attempt to look in detail at how the work of spinning is actually accomplished – a domain of methodic practices, "practices that display culture-in-action" (Housley & Fitzgerald 2009: 346), the new studies of culture continue to overlook. Making that domain of practices a topic of inquiry represents one of the enduring contributions of EMCA to understandings of culture "from within" (Garfinkel 1967: 76-77; Sacks 1992: l 21, 26). Nonetheless, while EMCA is interested in "culture as method" (Eglin 1980), that interest is not monolithic. Culture as method and practice was a focus in the work of Garfinkel, Sacks and their collaborators but in importantly different ways. Subsequent waves of researchers have taken up, pursued and built on but also modified the insights of Garfinkel, Sacks and others in light of *their* studies, taking the study of culture in EMCA in new directions as a result. Studies of culture-in-action in EMCA have thus developed distinctive strands and this panel reflects on the diversity of that work, the contributions made across it and what it might offer to researchers beyond EMCA. Bringing together researchers from different areas, it explores culture as method and practice as variously taken up in EMCA, what we learn from this family of studies and how the study of culture-in-action might develop in EMCA from here. The first session provides an overview of culture-*in*-action/culture-*as*-action in EMCA, examining culture in the work of Garfinkel and Sacks, the everyday logic of cultural practices and the relevance of contemporary EMCA work on culture to studies of language, practice and organisation today, (re)opening dialogues with, *inter alia*, philosophy, anthropology, sociology and cultural studies in the process. The second session examines specific cultures-*of*-action and what we learn from them, demonstrating the richness of contemporary EMCA studies through analyses of cultures of gameplay, air travel and practical computer work as well as what might be termed procedural cultures.

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## The multimodal turn in CA-SLA: Theoretical and methodological consequences

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Since Firth & Wagner's (1997) call for attending to social interaction on its own terms in second language acquisition (SLA) research, conversation analytic SLA (CA-SLA) has established itself as a solid branch of research. Taking a participant-relevant perspective CA-SLA attends to social practices *in situ* and *in vivo* and traces L2 development as emergent linguistic resources or methods to accomplish social actions (e.g. Eskildsen & Kasper, in press). Moreover, with the recent interests in video-data, bodily conduct and artifacts are increasingly attended to in language learning/teaching research (e.g. Kääntä, 2014).

This panel brings together scholars investigating the social occasioning and interactional procedures of language learning as an embodied activity. The panel furthers the need for reconceptualizing core SLA concepts in social terms (Eskildsen & Majlesi, 2018) as it spearheads a new development in CA-SLA that may be labelled "the multimodal turn", in which not only embodied conduct but also artifacts and physical spaces are part of the object of study with implications for learning procedures (cf. 'visual turn' or 'video turn' in Mondada, 2016).

"The multimodal turn" also requires adopting multimodal analysis of video data based on multimodal transcription (Majlesi & Markee, 2018). Accordingly, the panel presents studies that tackle the issue of multimodal analysis in SLA and will discuss the theoretical and methodological consequences of the multimodal turn for CA-SLA. Although studies in the EMCA literature more broadly has already shown how members choreograph embodiment and artifacts with talk-in-interaction (Goodwin, 2018), the discussion of the theoretical implications of these issues is less mature in the CA-SLA literature. The discussion of "the multimodal turn in SLA" may plausibly lead to further respecifications of the CA-SLA branch that would likely bring it into closer alignment with the ethnomethodological aspirations of the EMCA research agenda.

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## **Intersubjectivity and Diagnosis Delivery in Medical Interaction**

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The delivery of the diagnosis is a central activity in medical interaction. It is a critical phase of the medical visit following from the problem presentation and leading to the treatment recommendation. While the doctor has epistemic authority in formulating the diagnosis, patients also bring their own understandings and explanations of their problems to bear on the interaction. The patient's response to the diagnosis, whether it is acceptance or resistance, has important consequences for acceptance of the treatment recommendation and future engagement in treatment. This practice has been studied using conversation analytic and ethnomethodological approaches by e.g., Heath (1990), Perakyla (1998), Maynard and Turowetz (2017), Dooley et al. (2018) with Maynard (2003) and others also focusing specifically on bad news deliveries.

This panel will explore recent work on the delivery of a diagnosis in e.g. autism, depression and dementia with a particular focus on intersubjective orientation to the diagnosis. In particular, it will address how diagnosis is intersubjectively realised and the impact this has on patient resistance to or engagement in the diagnosis. We will discuss how clinicians present evidence for a diagnosis, use different diagnostic practices and the degree to which they engage the patient and family members in the discussion of problematic behaviours that are relevant for the diagnosis. Intersubjective orientation to the diagnosis appears to be particularly salient when the evidence for a diagnosis relates to behaviour (compared to physical signs and symptoms), which calls the patient's face and positive social value into question (Goffman, 1967). We will explore how different diagnostic practices are relationally situated and how preserving more of the coherence and value of the patient has different consequences for intersubjectivity, i.e., mutual understanding and acceptance of the diagnosis.

## Ethnomethodology and Ethnography I

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In this first panel on “ethnomethodology and ethnography” we aim to discuss the relations and differences between these approaches on a general level. In a first attempt at a broad characterization, ethnomethodology can be seen primarily as a theoretical perspective to focus on “organized artful practices of everyday life.” (Garfinkel 1967: 11) Ethnography, in turn, seems to denote a general methodological approach, which can be theoretically framed in many different ways (for a different understanding of ethnomethodology and ethnography, see Pollner/Emerson 2001). For example, Clifford Geertz’ semiotic ethnography and its method of “thick description” is theoretically influenced by Parsons’ structural functionalism (cf. Geertz 1973), while Erving Goffman’s corporal ethnography is theoretically influenced by symbolic interactionism and, therefore, focuses primarily on bodily co-presence (cf. Goffman 1989). At the beginning of ethnomethodology, Harold Garfinkel and his colleagues primarily conducted “ethnomethodological ethnographies,” such as Zimmerman’s “Paper work and people work” (1966), Sudnow’s “Passing On” (1967), Cicourel’s “The Social Organization of Juvenile Justice” (1968). These ethnographies are ethnomethodologically framed empirical investigations challenging both social theory and methodology. However, “ethnomethodological ethnography” was never canonized in handbooks or proposed as a general approach. Instead, “the unique adequacy requirement of methods” (Garfinkel/Wieder 1992) was formulated as a methodological principle, implying – among other things – participant observation and emphasizing the consideration and implementation of the specific methods of a particular research case (cf. also Garfinkel 2002: 100-1). However, this notion of ethnomethodological ethnography often leads to adverse juxtapositions, blurred boundaries, and misunderstandings. Therefore, the purpose of this panel is: (1) to uncover further as yet unconsidered epistemological relations between ethnomethodology and ethnography; (2) to discuss early methodological forms of “ethnomethodological ethnographies” beginning, e.g., with Garfinkel’s “Color Trouble” (1940); (3) to discuss different epistemological styles of ethnomethodology and/or ethnography which feature similar but also different approaches, methods, and the rest. We invite papers which address one or more of these topics.

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--See also Panel “Ethnomethodology and Ethnography II” (Alex Dennis, Yaël Kreplak)--

## The changing shape of media dialogical networks

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The concept of the dialogical network (DN) has been designed to study complex communications that typically occur in mass and social media (see Leudar and Nekvapil 2004 for a summary). Their most important characteristic is their spatially and temporally distributed character – the participants do not all meet face-to-face. For instance: somebody makes a claim at a press conference on Wednesday and then somebody else disagrees with this claim elsewhere, e.g. on TV, on Thursday. These claims and counterclaims may initiate further ‘branches’ of a DN if reported in several newspapers together with comments by journalists and other actors recruited by journalists. The media are networked in that newspapers report what has been said, say, at a briefing or on TV, and people ‘on the air’ refer to newspaper reports. The second important characteristic of a DN is that many contributions are duplicated – several actors may make the same point but formulate it somewhat differently, and certainly do so in different contexts. This has consequences. One is that, being duplicated, comments, agreements, challenges made in the media become more likely to be noted, acquire gravitas and be responded to. Another is that one claim will become connected to a variety of contexts and thus become more and more meaningful.

The concept of the DN was developed in the framework of empirical studies of media in the 1990s. Since then, however, the technological properties of media have changed dramatically and this has affected the shape of DNs accordingly. For example, in the 1990s, not very much happened during the very first day of the existence of a DN, and one week seemed to be an appropriate analytical unit for both experts and members (see e.g. Leudar and Nekvapil 2008). In contrast, current DNs may take a distinct contour even over the course of a single day (see Leudar, Kaderka and Nekvapil 2018). New technological possibilities of extensive duplication might also contribute to the rise of ‘emergent properties’ in DNs, which have been added to the main characteristics of DNs quite recently (*ibid.*).

The aim of this panel is to address DNs as a changing phenomenon depending on the state of technologies enabling new communication practices. The contributors to this panel will deal with DNs from various fields of practice, such as politics and finance, and in countries such as the UK, Czech Republic, Belarus or the former Czechoslovakia.

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## Understanding Hybrid interactions

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Hybrid interactions merging artificial agents and human participants into various types of language exchanges have left the labs and the experimental settings to join everyday life. Textual chatbots are used in various Instant messaging exchanges in order, for example, to book a travel or to order food; vocal conversational agents embedded in smart speakers and mobile phones treat various requests or information queries (Porcheron & al. 2018; Velkovska & Zouinar 2018); different types of conversational agents could be also embedded into robots (Pitsch, K. 2015). Consequently, studies of hybrid interactions constitute a stimulating emergent field, raising questions about the organization of social practices with and through these systems, often based on AI (Moore & alii, 2017), but also about the place and the role of these technologies in society. The objective of this panel is to explore the various theoretical, analytical and empirical challenges that emerge from the study of naturally occurring hybrid interactions, for example:

- Are there specific practices that users of conversational agents develop so as to make this interaction intelligible and to achieve understanding (asymmetry, etc.) ?
- How the visibility or the invisibility of the “botness” of one participant becomes relevant for the organization of the interaction?
- How participants deal with the various breakdowns which emerge during the interactions (repair organization, etc.) ?

We welcome papers on practical activities and different social practices with, through and around various types of artificial conversational agents (chatbots, personal and home voice assistants, robots...) in various social settings, lay or professional.

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## **On Sacks**

**Robin Smith<sup>2</sup>, William Housley<sup>2</sup>, Richard Fitzgerald<sup>1</sup>**

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The work of Harvey Sacks has had both a widespread and enduring influence across and beyond the social sciences. His ground breaking studies of the organisation of talk-in-interaction influenced the development of ethnomethodology, as well as founding conversation analysis and, later, membership categorisation analysis and discursive psychology. Sacks' work has also been at the heart of a number of recent developments in diverse fields such as human geography, socio-linguistics, computational sociology, and human computer interaction. At the same time, however, much of the truly original methodological insights generated in his work remain underexplored. While his work and research is mostly seen as being about the study of interaction this panel broadens this towards treating Sacks as primarily a sociologist and as an innovative methodologist; as a technician and a craftsman, working with whatever materials and data that enabled a 'good enough' grasp on a given social phenomena. The panel invites contributions that reflect on Sacks' original works in context as well as how his work informs contemporary studies of society. This may include examining his methodological approach, how he built up his analysis or how his work informs contemporary studies of society. The overall aim of the panel, then, is a focus on both the way he worked and with the 'what more' that remains in the rich seam of Sacks' pioneering work. Through this the outcome of the panel is to emphasise Sacks' contribution to social sciences through engaging with the methodology, materials, and inspirations offered through his works.

## **“All vision is perspectival” - Accomplishing visibility and establishing reference as professional practices**

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The constitution of publicly visible referents is a recurrent accomplishment in various professional settings, ranging from recreational activities (e.g. guided tours) to intimate and sensitive interactions in medical environments (e.g. analyzing ultrasound imaging). Indebted to Chuck Goodwin's work on professional vision, pointing and co-operative action, the contributors to this panel set out to explore how the visibility of a referent is established in ways that are recipient-designed for the audience addressed. Previous research has shown, on the one hand, that professional competence plays a crucial role in constructing the visibility of a referent (Goodwin 1994). On the other hand, participants may categorize (i.e. 'see') pointed at phenomena in many different ways, in accordance, among other things, with their own expertise and experience (Goodwin & Goodwin 1996, Nishizaka 2000, 2011, Neville 2013). Constructing a visible referent is an interactional achievement relying on the embodied organization of joint attention (Mondada 2014) around a “focal event” (Goodwin & Duranti 1992). Such referents, or “instructed objects” (Koschmann & Zemel 2014), not only have to be seen collectively (Stukenbrock 2015), they are also categorized in a way that is relevant for the (professional) interaction at hand (De Stefani 2014).

This panel brings together researchers working from an EMCA perspective and addressing the following questions, among others:

- Which linguistic and embodied practices are observable in establishing the construction and visibility of a referent?
- How do referential practices relate to the establishment of a joint focus of attention?
- How do referential practices relate to the material environment in which the interaction takes place and which artifacts are used?
- How do participants accomplish referencing when involved in settings of multiactivity?
- How are objects oriented to and categorized in a recipient-designed way and for the interactional purposes at hand?
- What roles do epistemic and deontic orientations and membership categorization play?
- How is a joint focus of attention created in two-party vs. multi-party interaction?
- Do participants – and should we as analysts – differentiate between linguistic practices, embodied practices and “multimodal packages”, “multimodal gestalts”, etc.?
- How should visually emerging objects be rendered in transcriptions?

The overarching aim of this panel is to show how the analysis of video data is not only necessary for the phenomena under examination, but also consequential for the ways in which we conceive of interactional practices, including the notions and methods we handle.

## Rhythm research via interaction analysis

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Being a feature in many classical theories of sociology (e.g. Durkheim 1912; for an overview see: Hassard 1990), there are some recent approaches into rhythm research in sociology, looking into the possibility of collective cohesion through rhythm (e.g.: Collins 2005; King/de Rond 2011). They perceive rhythm as connecting or intermediating link between bodies and/or other social entities, social situations, or macro phenomena, operating with rhythm as an interpersonal, outer body element. However, their descriptions often become vague when describing the concept's key element: the quality of the rhythm itself. Pointing to interaction or cooperation when describing the character of cohesion forces, they remain indistinct about what rhythm itself actually is. Some of them rely on methods borrowed from natural science's procedures or findings, e.g. using pulse as a primordial heuristic category. Others leave rhythm itself untouched, making it the quintessence of their concept, without thoroughly establishing rhythm as a category itself. As a corollary rhythm is a blank spot for sociological description either left with vague reference to sociological terms, intra-bodily occurrences, or remains entirely undefined. Although rhythm is a key instance for the coordination of bodies in sociality and interaction, it is at the same time unexplored.

This panel's idea is that sociology does not need to borrow concepts of intrapersonal exploration, but has the methods at hand to trace social instances of coordination via rhythm. The papers in this panel want to fill the desideratum left by rhythm research using the methods of 'interactional analysis' (vom Lehn 2018). They trace the establishment, maintenance, and losses of rhythms in interaction. They seek to follow and reconstruct the coordination via rhythms produced by any form of bodily contact, be it via language or any other proximity. They explore how people engage into rhythms, solving problems that occur in everyday life. In this perspective ethnomethodology and conversation analysis become a powerful tool for rhythm research.

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## Practices of interpreting a prior speaker's talk

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Persons in interaction sometimes offer an interpretation of another person's prior talk. Initiating repair by offering a candidate understanding, or formulating the gist or upshot of prior talk are examples of moves that involve such interpretations, and that have been widely researched across languages and settings since their first conversation-analytic description in the 1970s (Heritage & Watson, 1979; Schegloff, Jefferson, & Sacks, 1977). The panel considers these phenomena together, as examples of more generic practices of "interpretation". This allows us to explore the continuities between the domains of repair and formulations, and to shed new light on what participants do by offering interpretations of another person's talk. In everyday informal interaction, there are other, less recognized actions drawing on practices of interpretation. Here is an example. Lydia is talking about how she has recently started liking tomatoes, whereas her parents only started eating them when they were "well into adulthood" (lines 14-15), that is, much older.

### Example

- 15 Lydia: weil die beide ham des dann erst  
*because they both started*
- 14 gegessen wo se dann so richtig (0.3) schon im  
*eating that when they had properly (0.3) already*
- 15 erwachsenalter quasi drin warn  
*reached adulthood*
- 16 (2.0)
- 17->Cosima: (bis) du bisten bisschen frühreif  
*you are a bit precocious*
- 18 (0.3)
- 19 Lydia: ja(h)a genau  
*ye(h)s exactly*

Cosima's interpretation at line 17 has similarities to what is known as "formulations", but it does not provide either the gist or the upshot of Lydia's talk. The characterization of Lydia that it offers seems to deal with needs of everyday sociality, such as sharing humour, and maybe accomplishing an affiliational story uptake that is "late" (see line 16). Contributions to the panel examine practices of interpretation across settings and languages, addressing questions such as the following:

- Are interpretations a generic practice in interaction, occurring in specifiable contexts and having specifiable consequences?
- How do sequential environments, elements of turn construction, and multimodal aspects of conduct make recognizable the action launched with an interpretation?
- What methods do participants use to index the connection of a turn to a prior, thus making their move recognizable as an interpretation?
- How are interpretations adapted in particular contexts to do the work of a particular (e.g., institutional) setting?

Finally, the study of interpretations in interaction can be an occasion to revisit and discuss our (meta-)theoretical commitments concerning the study of "mental" phenomena, such as meaning, understanding, or inference.

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# TALKS

## **Anesthesiologist to surgeon: Can we let the patient breathe again?**

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With an approach grounded in ethnomethodology and conversation analysis, this study sets out to analyze the interactional organization of inter-professional team work in a surgical setting. The investigated teams are engaged in image-guided interventions of abdominal aortic repairs. The study focuses on a recurrent procedure that occur when the team of vascular surgeons, anesthesiologists, radiologists and nurses jointly perform digital subtraction angiographies (DSA). This procedure must be tightly coordinated in the team of specialized practitioners. To set up for the angiography, the surgeon routinely requests the anesthesiologist to temporarily put the anesthetized patient's breathing on hold—a so called apnea. Once commenced, the surgeon and a radiology nurse coordinate the injection of a contrast medium in the blood vessels with an image acquisition process. Finally, when this acquisition is completed, the patient's breathing has to be resumed, and a request to that effect is issued. While the procedure is seemingly simple, the coordination is not always straightforward and our interest has been to analyze *how* and *when* communicative problems occur.

The analysis is based on 58 hours of video-recordings of 12 surgeries. In total, there are 114 procedures that involves apnea during angiography in these recordings. We have analyzed this collection in its entirety and the results point to three recurring situations where complications are addressed by the practitioners in the setting. These can be glossed as situations where 1) the normatively expected order is explicitly articulated by practitioners in the different professional domains, 2) there is an expressed difficulty for the anesthesiologist to interpret, and therefore also act upon, the surgeons'/radiologists' requests for apnea, and 3) where the surgeons get caught up in their own work and the anesthesiologists have to ask for an instruction to resume the patients breathing. The study explicates the accountability of the setting including the local, practical and methodical achievements of acting in and addressing complicated situations. Highly skilled staff members with established expertise from different professional domains need to become attuned to each other's perspectives, orientations and situated judgments for action. Such shared attention and joint critical awareness in the treatment situation can only be safely established if the most critical quality requirements for each specialization is articulated and systematically taken into account.

## Epistemic Asymmetry in a Saudi Chemotherapy Clinic: A Case Study

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Prior qualitative research on epistemic asymmetry in doctor-patient-chaperone interactions (Greene, et al., 1994) indicate that chaperones acted as “surrogate patients” (Beisecker, 1989: 65) or through “pseudo-surrogacy” (Mazer, et al., 2014: 38) by taking over the patient’s role: interrupting the patient repeatedly and answering for the patients most of the time, even when the patient was competent and capable of answering (Coupland & Coupland, 2000). Such controlling behaviour increases the likelihood that physicians view competent patients as impaired or incapable of speaking (Greene, et al., 1994).

Patient’s epistemic asymmetry is not only breached by the chaperone’s dominating attitude but also the socio-cultural norms of disclosing patient’s cancer diagnosis. For example, the Saudi society is based on strong family ties rather than patient autonomy (Aljubran, 2010). Therefore, the disclosure of cancer diagnosis is still related to the misconception of incurability. To facilitate the misconception of cancer as a life-threatening illness, physicians tend to disclose cancer diagnosis to chaperones and conceal from, or even modify the unfavourable information given to the patients. Consequently, legislation concerning patient autonomy and truth disclosure have not yet changed in Saudi Arabia.

The aim of this paper is to examine a real-life problem, i.e. epistemic asymmetry based on observation of third-party medical interactions in Saudi Arabia. Two exceptional cases were chosen because they represent clear examples of epistemic asymmetry in medical interactions as they show epistemic fissures that breach the epistemic norms in social interaction. The Conversation Analysis approach was used to identify a variety of ways in which epistemic or knowledge-norms are violated in three-party interactions.

The findings showed that the chaperone tends to speak for the patient even if the patient is mentally competent. The findings also showed how cultural norms have an impact on doctor-patient interaction when discussing the diagnosis of cancer. Findings from conversation analysis of two exceptional cases raised ethical concerns about patient autonomy as well as the physician’s roles and responsibilities regarding maintaining and managing patient’s epistemic entitlement.

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## These aren't the agencies you are looking for: A comparative analysis of signposting in service provision

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In this paper, we present a comparative analysis of how members of the public are directed or 'signposted' out of organisations they are currently in contact with, to third-party agencies (TPAs). We use conversation analysis and discursive psychology to examine the interactional practices call-takers use to signpost callers to TPAs, drawing on a corpus of calls and meetings at four different institutions (including mediation services, local council, and a politician's constituency office, all in the UK). Significantly, the practice of signposting is typically bound up with the activities of *rejecting* the caller's case for receiving service, but simultaneously *offers* a service – namely, a redirection to a more ostensibly appropriate service provider. The caller below (C) has called the local environmental health service and is reporting discarded syringes in her shed.

### Extract 1: EH-106

01 C: I I d- I mean I couldn't (.) I am <tol:d this,

02 I have not opened the door: and gone in

03 m[ys~~elf~~. ( )

04 E: [Wu:ll it's not something that I would deal with:.=I

05 mean: .hhh uh you could speak to the clean:sing department¿

06 (0.2)

07 E: W:e're an enforcement um:: .hh section here.

08 (0.5)

09 E: In environmental health.=So we enf:-

10 [we do enforcement.

11 C: [Righ:t.=>So the< p'ljice said to speak to environmental

12 health.=

13 E: =Y:ea::h.=Whul↓ I th- think they'd 've got it wrong,

14 .HH uh: could y' ↑j'st hold on I'll just check w'a

15 colleague but .HHh th's not something we would do.

Following C's account for not having personally observed the syringes in her shed (L1-2), the call-taker (E) issues the well-prefaced rejection component (L4), before signposting C to another service (L5). C does not respond (L6, 8), meanwhile E explains the service remit (L7,9-10). C accounts for having called, stating she was already signposted to this service (L11-12). E persists with her delimitation of the remit, checking with a colleague before later transferring the caller directly to the 'cleaning department' (not shown). In this way, E has still performed a service, though not the requested one. This constitutes a 'signposting', as well as a negotiation of service remit.

The signposting in our data resists the relevance of the caller's case for the present institution. Our analysis examines the practices surrounding signposting - in particular, focusing on how the rejection is framed in the vehicle of an offer. Previous research on non-granting of requests showed how customers' expectations can be shaped ahead of a rejection into a more 'grantable' request (Lee, 2011). However, no prior work has addressed sending a caller to another service. The resistance of the call-taker to provide service is also not frequently reported in interactional literature; past examinations of screening cases for eligibility have focused on resistance from callers, not call-takers (e.g., Drew & Walker, 2010, p.106, Ex.10). Our analysis demonstrates practices for negotiating institutionality itself, through delimiting service remit, and through the orientations to the relevance of service provision as an institutional goal.

## Ways of the brush in Japanese calligraphy art lessons

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“Professional vision” (Goodwin, 1994) as a type of “aspect-seeing” (Wittgenstein, 2009) is a characteristic and pervasive way of perceiving particulars in various artworks. For instance, one can appreciate the dynamics in calligraphy arts following a “standard of correctness,” a criterion to “select the correct perception of [an art] out of possible perceptions of it” (Wollheim, 1980, pp. 205–206). The discovery of such noticeable features is accomplished by seeing works under a specific *aspect* (e.g., Goodwin, 1994; Wittgenstein, 2009). In drawing arts, artists also locally judge what features should be emphasized and abstracted in light of ongoing endogenous practical purposes. This local judgement makes a standard of correctness accountable.

This paper explores a series of Japanese calligraphy art lessons. Specifically, I investigate phenomena glossed as *ways of the brush*, such as ways of holding the brush, putting strength into drawing particular lines, and dipping the brush in a certain amount of ink (cf. Sudnow, 2001). In early lessons, a novice calligraphy student had neither a professional vision nor appropriate techniques for drawing. Therefore, the purpose of the lessons was to instruct the student in becoming competent to draw and to make a standard of correctness accountable. By the detailed analysis of the production of actions in lessons, I elucidate the longitudinal and interactional development of the student’s ways of the brush.

The lessons analyzed in this paper have been video-recorded by the author. The teacher is a professional calligraphy artist who has been teaching for more than 70 years. I participated in lessons as a student, who had been taught calligraphy between the ages of six and twelve. I held a brush for the first time in 18 years during the first lesson. Thus, this is also an ethnomethodology-informed autoethnography of my own work (Sudnow, 2001). In addition to the lessons, analyzing the data provides me with a powerful resource for my own reflection of instructions in developing the ways of the brush. This “hybrid” approach demonstrates unique-adequate descriptions that are intertwined with (a) the in-situ analyses of the instructions in lessons as a practitioner and (b) the analyses accomplished through describing the data as the analyst (Garfinkel, 2002).

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## Discourse acquisition in peer talk – the case of argumentation among kindergartners

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Peer-talk as a dominant practice of kindergartner's everyday life plays a prominent role in the acquisition of discourse competences (Cekaite 2014) and thus can be characterized as learning space in several regards. That leads to the question of how to explain and describe the supporting effects of peer talk concretely. By the example of argumentations, the paper determines that the children themselves establish interactive contexts that provide specific affordance for practicing and demanding discursive skills. Based on naturally occurring peer-talk of German-speaking kindergartners (audio- and videotaped and transcribed interactions, altogether about 10h, collected in 350 oppositional sequences), the conversation-analytically inspired study aims at describing both discursive competences as well as resources supporting the acquisition. The paper targets addressing the following questions:

1. In which interactional contexts are kindergartners arguing?
2. Which habitualized interactive patterns support the acquisition of argumentative discourse competence?
3. How do peers thus constitute possible learning space?

Although arguing is known as a relatively complex technique of dealing with opposition, findings indicate that kindergartners already use justifications and statements to support their positions. With regard to acquisitional resources and beneficial mechanisms (Heller 2014), it is argued that the following affordances, provided by peer talk, play a crucial role:

- a) demanding the other's arguments by continuously displaying opposition - mainly in contexts of playing,
- b) dealing seriously and cooperatively with the other's arguments and offering space for doing so and
- c) interactively co-constructing complex arguments by keeping up a coherent thematic focus.

Based on these findings, I reconstructed three different, but interlinked interactive patterns, which offer various learning opportunities:

1. On a macro-contextual level: practicing independently and learning from mistakes;
2. On a meso-contextual level: demanding and offering space and learning from specific requirements;
3. On a micro-contextual level: repeating and adapting locally and learning mimetically.

I assume that these findings can be applied to school contexts as well, for example in forms of cooperative learning and peer teaching.

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## “Good. So let’s start”: Lexical particles as resources for structuring and evaluating in interaction

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The use of lexical discourse particles like *gut* (‘good’, ‘well’) or *schön* (‘good’, ‘nice’) is a frequent phenomenon in talk-in-interaction. Speakers produce their meaning locally, interactively and situationally in interaction in which these particles reveal a broad and complex functional potential. Early research in conversation analysis demonstrates regular uses of particles and the reflexive relationship between language use and social reality (Jefferson 1984; Schegloff 1982). However, lexical particles have received little attention in today’s large (interactional linguistic) research field of response tokens so far. In order to address this issue, this paper deals with the role of lexical particles turning out to be highly relevant resources for the organization of social interaction. Thus, it is the main goal to describe the multiple practices and actions they constitute by means of detailed systematic analysis of formal, sequential and contextual aspects (cf. Heritage 2010; Schegloff 1997). The study is conducted by using a mixed-methods approach including qualitative, quantitative and multimodal analyses, in which data is encoded with regard to various parameters. The examples are extracted from a corpus containing 228 hours of audio- and video recordings and 2.2 million transcribed, annotated tokens.[1]

The results show that *gut* is mainly used for a) *marking the sufficient dealing with a (communicative) job*, b) *marking a restrictive concession* and c) as *assessment*, which all operate in the interplay of evaluating and structuring talk and include different ‘smaller’ practices. For example, in the former recurrent practice (a) the speaker with the appropriate deontic status uses *gut* in very different sequential environments in order to mark the ending of or transition between sequences and thus indicates the progression of topic and action. Therefore *gut* not only functions as a structuring device but also as an evaluation of the ongoing action since closing a sequence implicates that the prior job is done properly and completed.

These findings show not only the multidimensional and complex linking between single practice-building components, but also suggest that there are implicative relations between the various jobs for which particles are used in interaction, working on different ladders of action (cf. Clark 1996). In addition, the study sheds light on the participants’ culturally and socially fixed orientation toward these practices and actions in social interaction.

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[1] The corpus FOLK is accessible via [https://dgd.ids-mannheim.de/dgd/pragdb.dgd\\_extern.welcome](https://dgd.ids-mannheim.de/dgd/pragdb.dgd_extern.welcome).

## **Knowledge and expertise as domains in interaction**

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In recent years, epistemics has grown into a focal but also disputed area of conversation analysis (CA) (Heritage 2012; 2013; Lynch & Macbeth 2016; Lindwall et al. 2016; Drew 2018). The area addresses parties' adjustments of their actions and understandings according to their sense of what they know and assume others to know. We claim that one of the reasons why epistemics has become disputed, is that within it knowledge and expertise have been confounded and not treated as distinct, though related, domains. We propose to open a new domain, expertise in interaction, for scrutiny. It is no news that parties in interaction may orient to their expertise. There have been numerous studies on professional practices discussing also the expertise in interaction (e.g. Heath 2012; Mondada 2003; Maynard 2003).

A systematic discussion concerning the relationship between the domains of knowledge and expertise in interaction, however, waits still for its opening. Knowledge and expertise have often been assumed to be just different aspects of the same domain, but we will show with a set of examples from different contexts that parties may distinguish them and orient to them separately. Following Gilbert Ryle's (2009/[1949]) distinction between knowing-that and knowing-how, we claim that parties in interaction may distinguish propositional and procedural knowledge and their implications for parties in interaction may also be different, even contradictory. Within philosophy there has been a long debate concerning the relationship between propositional and procedural knowledge, but here we limit ourselves to inspect this in interaction as oriented by the parties involved.

In our presentation, we are interested in two distinctions: 1) between "lay observation" and "professional, or expert, vision" and 2) between "knowledge" and "expertise". In interaction, expertise may take a form of a professional vision that can be used for challenging lay observations (Goodwin 1990). An aspect of some forms of apprenticeship is actually to teach trainees how to "see" (Hindmarsh et al. 2011; Koskela & Arminen 2012). We also try to show that "knowledge" and "expertise" carry different implications for the parties in interaction (e.g. Heritage & Sefi 1992; Heritage & Lindström 1998). Whereas "knowledge" amounts to understanding a fact, "expertise" enables a party form an adequate response vis-à-vis the fact. Consequently, a party's expertise may be prone to a challenge also when parties acknowledge the party's indisputable knowledge.

In all, we are interested in how parties in interaction adjust and reshape their actions and understandings according to their sense of what their expertise and orientation to other participants' expertise. We aim at showing empirical cases where orientation to knowledge and expertise can be distinguished, or where there is a conflict between lay observations and professional vision. We will discuss cases where participants orient to expertise in interaction, and discuss how they differentiate observations from expert visions.

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## Capturing everyday complexity: video recording and analyzing mobile device use in everyday face-to-face encounters

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Smartphones and other mobile devices are part and parcel of our everyday life and increasingly used in co-presence of others. Within conversation analysis, their ubiquity has been recognized as having impacts on the way conversations are structured and how interactants display different types of engagements in face-to-face encounters (DiDomenico/Boase 2013, Porcheron et al. 2016, Raclaw et al. 2016). However, there is an observable lack of studies concerning what is actually happening on the device display, as most interactional research relies exclusively on video recordings of the overall encounter. This paper will present some thoughts on various recording set-ups for capturing technology use in mundane settings and how they can shape the analytic scope.

While video recordings of overall social encounters make the use of mobile devices clearly visible, the limits of this data type are reflected in the main phenomena that have been investigated up to now, such as verbal accounts related to the device use, or shifts of attention and their connection to sequence structure. Interactional studies establishing concurrent recordings of the smartphone displays, however, focus more on directly device-related practices, i.e., gaze orientation towards the display, negotiations between “drivers” and “passengers” of the device in collaborative searches, or gestures on displays (Brown et al. 2013, 2015). As the type and granularity of the recording reveals different analytical objects and foci, a complex recording set-up seems to be more suitable for studies interested in the affordances of mobile devices and their role in social interaction.

Our paper will present different recording set-ups for capturing social encounters and mobile device use by drawing both on previous studies and on our own recordings in various mundane, multi-party settings. We will assess different hard- and software solutions for screen capture, device manipulation and the overall encounter, considering technical issues (operating systems, compatibility, post-production), analytical questions (visibility of phenomena such as deictic gestures or device manipulation, conceptualization of multi-activity and multimodality), as well as ethical problems (device ownership and control). As a conclusion, we will contrast the potential of currently available recording technologies for grasping the complexity of everyday, mobile device-related practices with the challenges regarding data collection and analysis.

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## Resemiotizing boundary objects through time and space: Pre-producing inter-affective interactions for a live televised talk show

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Recently, several interactional scholars have taken an interest in exploring the analytical benefits of *longitudinal* studies of interaction (Doehler, Wagner and González-Martínez (eds.) 2018). The notion of 'longitudinal' however echoes a classic sociolinguistic attention to variations observed 'horizontally' in chronologically ordered, similar social activities at distinct points of time. This paper proposes an alternative, or additional, analytical approach by taking into account Garfinkel's (2008) observation that "the temporal "horizon" is not to be conceived of like a railroad track extending off to right and left with experiences stuck onto it like stations" (p.141). Rather, as Garfinkel notes, the momentary 'now' is a gestalt of past experiences and future expectations. In order to reassemble and present this temporal horizon, video data examples are analysed to show how *inter-affectivity* as a cultural product is continuously semiotized and resemiotized in local translations and transformations of exo-somatic artefacts (Iedema 2003) throughout the planning and pre-producing of a live televised talk show. The analysis moves backwards through hours of 360° camera recordings of meetings with different stakeholders, small talk amongst colleagues, written notes, text messages, email correspondences, phone calls, manuscripts, and cue cards, in order to trace the editorial process of organizing the onscreen "interactional structures through which [mass media] is conveyed" (Heritage, Clayman and Zimmerman 1988 in Hutchby 2006, p. 122). Throughout the paper, the analysis moves closer to revealing the temporal horizon as described by Garfinkel in the dense practices in which the participants base their editorial choices in the momentary now on their personal and professional experiences and anticipations for the future. The analysis shows that the journalistic work of pre-producing inter-affective interactions is remarkably dependent on the editorial staff's ability to anticipate and cultivate through acts of resemiotization the affordances of certain *boundary objects* (Star 2010). Accordingly, this paper presents a synthesis of a) single case EMCA studies with a strong emphasis on embodiment, and b) an enhanced focus on materiality and intersemiotic shifts in order to account for the interactional resemiotization of certain members' boundary objects across sites and modalities. The main finding of the paper is that horizontally-oriented EMCA studies can analytically benefit from treating particular artefacts as meaningful semiotic resources with certain boundary qualities, which resonate with the understandings and practices of predecessors and incite certain subsequent practices.

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## **Demonstrating indexicality: how an outdoor painter locates a subject to paint**

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Referencing and mixing colours directly from nature is a highly skilled activity for an artist. However, using footage that was obtained from a one day field ethnography, I aim to illustrate how an artist creates a series of *ad hoc* visible referents of another sort. These, I argue, make up a meaningful contribution of how an art object comes to be formed. For example, trekking to a general landscape, coming upon several painting subjects, viewing a subject for the first time, comparing subjects, exploring a subject from numerous vantage points, re-routing, and laying-in the painting subject on the canvas, all contribute to the mundane work of painting. In analysing such work throughout an artist's journey, we will see how the subject-to-be painted is worked-out as an object over a series of graphic transcripts. Language, pointing, gazing, and direct looking, make up part of the contextual conduct to be explored in detail. How the art object is seen, described, and 'worked up' by the artist challenges its status as existing independently of the work that goes into producing it (Garfinkel, Lynch and Livingston, 1981). In this paper I will demonstrate how the rational properties of indexical expressions (Garfinkel, 1967) become visible through the analytical method of indexicality. In concluding, I address a concern with how I approached the formal use of methods in this 'ethnomethodological study'.

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## **Coordinating Screen-Based Activities and Talk in Online Task-Oriented L2 Interaction: Longitudinal Change Over Four Years**

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In this study, we explore how small groups of L2 speakers jointly accomplish online tasks through technology-mediated video-based interaction using Skype. In these situations, the geographically dispersed participants switch continuously between ‘privately’ consulting the screens of their respective devices (computers or tablets) and ‘publicly’ interacting with others through Skype. Such a participation framework therefore requires participants to coordinate their individual orientation to the devices’ screens (which is not accessible to co-participants) and their participation, together with co-participants, to online talk-in-interaction for task accomplishment purposes. Participants are inclined to maintain their screen-based activities for retrieving information online, yet they are also normatively expected to attend to the progressivity of talk-in-interaction to avoid delaying task completion and/or disrupting intersubjectivity. Previous research showed that such coordination work can be achieved by alerting the co-participants to incipient screen-based activities, and thereby providing an account for the suspension of talk-in-interaction. For this purpose, participants observably deploy a diverse set of context-specific resources to navigate their complex interactional ecology.

More specifically, we explore the longitudinal changes in how participants coordinate screen-based activities with talk in online task-oriented L2 interaction based on two datasets: (1) 70 hours of multiparty interactions among groups of four participants meeting online once a week during 18 weeks, and (2) 13 hours of dyadic interactions, collected four years later and involving some of the same participants, over a period of 3 weeks. Using multimodal conversation analysis, we track the changes in a focal participant’s interactional conduct over four years, specifically focusing on the practices she deploys for alerting the co-participant(s) to incipient screen-based activities. The findings show that, during her first experiences of online task-oriented L2 interactions, the focal participant draws on a diverse set of interactional resources and constructions in various sequential positions in order to coordinate her screen-activity and talk-in-interaction. Over the period of 18 weeks in the first dataset, this coordinative conduct routinizes into the recurrent use of a verbal alert constructed around the verb “to check” (i.e. ‘I will check’, ‘let’s check’, ‘we can/should check’). Interestingly, four years later, the focal participant publicly demonstrates continuation of the previously routinized interactional conduct by repeatedly deploying “check” for turn-construction to signal incipient screen-based activity. Yet, we also see, within the timespan of 3 weeks in this second dataset, that the routinization eventually further evolves into “let me check” used as a sedimented formula for coordination. We discuss how such longitudinal change over the participant’s online task-oriented L2 interactional history contributes to our understanding of processes of mutual adaptation, the development of (L2) interactional competences, and online language learning.

## Multiparty interaction with Tablets. Challenges of participation framework in interaction of mediators with children and their (grand)parents

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Within the last years, tablets have been used more and more in leisure-time activities as well as in educational settings. At the same time a number of studies from different disciplines has emerged. Analyses of interactions from an ethnomethodological point of view involving tablets and tabletops are less numerous and focus especially on museum settings (Stolz et al. 2015, Rothe 2016).

Our corpus consists of interactions with tablets in another context: during a children's festival, the Lyon public library proposed a game session on a large tablet placed against a wall, small children and their (grand)parents participated in the presence of a library staff member, acting as activity leader. The complexity of this interaction resides at different levels, one of them is the configuration of the setting. The library staff member occupies the role of a mediator: he opens and closes the activity, orchestrates the game, and conducts the unfolding course of the interaction.

In this contribution, we focus on the positioning of the mediator, that we consider as playing a pivotal role in the organization of participation. Participation has been analyzed by Goodwin & Goodwin as practices rather than categorisations, practices "through which different kinds of parties build action together by *participating* in structured ways in the events that constitute a state of talk" (2004: 225). In doing so, participants rely on different multimodal resources.

In our data, the mediator's body posture, gaze and gestures play a fundamental role in establishing the participation framework, in a specific technologically mediated environment. The mediator simultaneously acts on the screen, showing and guiding through the applications, he interacts with players – adults and children – in order to explain, propose, suggest technical handling and game strategies. In other words, on the one hand, he operates through a screen to make possible the accomplishment of actions in the game space; on the other hand, he ensures the successfulness of the activity of *playing together*.

The mediator navigates across different participation frameworks mainly through different body movements and changes in posture, which occur at particular moments. During the opening phase, the mediator is leaning forward, between the screen and the players. Once the players are engaged in the game, he moves over to the side. When the game is blocked, when the game is over or when some difficulties arise, the mediator intervenes and approaches the screen. In this way, he enters the playing group as the expert in order to help solving stagnation problems. Through a detailed sequential and multimodal analysis we will focus on how mediators navigate fluctuating participation frameworks and their contingent activities.

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## Achieving a shift in granularity and its moral implications: The case of correction and aphasia

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Talk-in-interaction is maintained via interactants' regulation of various organisation of practice, including turn-taking, sequence organisation, repair, and overall structural organisation (e.g., Schegloff, 2006). These organisations are not, however, parallel streams that one must monitor independently. Instead, interactants measure their own and others' conduct with reference to the normative expectations for multiple organisations of practice, thereby making holistic sense of the current and foreshadowed state of the interaction (cf. Goodwin, 2013). On some occasions, however, particular organisations of practice may be thematised. That is, interactants may direct their attention to (or make accountable) finer or coarser levels of "granularity" (Schegloff, 2000). For example, in interactions involving people with aphasia, extended collaborative repair means that practices ordinarily accomplished by a single party at the level of the turn and TCU are reassigned to multiple parties, and accomplished at the level of the sequence (Barnes, 2016). A striking example of sustained engagement with the internal organisation of TCUs (cf. Iwasaki, 2009) is persistent cueing and correction of the talk of people with aphasia in everyday conversation (e.g., Aaltonen & Laakso, 2010). In these periods of cueing and correction, the action by action, sequential procession of (topical) talk is suspended, and the word by word, and sound by sound procession characteristic of TCUs is prioritised. This paper will address the linguistic and multimodal practices that interactants implement in order to enter, sustain, and exit engagement at this level of detail. It will also explore the moral implications of persistent attention to talk at this level of granularity, focusing on the moral properties of talk as a semiotic resource. These analyses will demonstrate the importance of within-TCU organisation as a fundamental locus for social action (cf. Schegloff, 2000). In addition, it will demonstrate the importance of this level of granularity for understanding the nature of aphasia as an interactional phenomenon, and discuss the technical value of understanding the internal dynamics of TCUs for aphasia rehabilitation.

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## Practices with divergent units and fuzzy boundaries in talk-in-interaction

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*TCU, action, practice* etc. are basic terms in Conversation Analysis, Interactional Linguistics, and ethnomethodology (e.g., Schegloff 2007). Yet, the segmentation of talk-in-interaction into such units is perhaps more challenging than we thought (e.g., Auer 2010, Deppermann/Proske 2015): the numerous clear-cut cases are accompanied by those whose unit endings on the various linguistic dimensions diverge (e.g., Ford 2004). This not only holds for kinetics as against the verbal part of turns (e.g., Li 2014) but also at a lower level, so to speak, for units on dimensions considered immediately relevant for determining TCUs, namely syntax, prosody and action (e.g., Ford/Thompson 1996). Moreover, also within these dimensions, unit endings may be fuzzy and divergent, as Barth-Weingarten (2016), for instance, has shown for the prosodic-phonetic dimension. While such fuzzy boundaries could be dismissed as "exceptions", they have also been claimed to be "precisely non-convergent" (Ford 2004: 31, cf. Clayman 2013: 158), i.e. to be functional.

This paper sets out to argue that such "challenges for segmentation" may indeed be an integral part of talk-in-interaction, as they afford the participants with more flexibility than clear-cut units, for instance with regard to turn-taking, accountability, preference organization, and action formation. After an introduction to the concepts of divergent units and fuzzy boundaries, it will discuss relevant cases of, for instance, glue-ons, non-add ons (cf. Couper-Kuhlen/Ono 2007), and pivot-like constructions (e.g., Walker 2007, Clayman/Raymond 2015) in English telephone conversation with CA/IL methodology. Although this may raise a number of issues with regard to defining the relevant practices, the paper will advocate greater granularity with regard to both segmenting talk into units as well as defining practices, arguing that this may help us gain deeper insight into the participants' pursuit of their interactional projects.

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## Leveraging, assessing, and enhancing expertise in interaction: the case of airport security screening

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The paper focuses on the professional vision (Goodwin, 1994) required to airport security screeners, and the ways in which they interact with colleagues to accomplish work tasks based on their sense of the colleagues' expertise and understandings. Further, it considers how expert vision is collectively enhanced via knowledge objectivation in interaction (Lieberman, 2013) — that is, how propositional and conceptual knowledge can build up to know-how and non-conceptual expertise.

The contribution stems from the ethnographic research I conducted for about two years at an Italian international airport, focusing in particular on security, border control, and surveillance. Data include fieldnotes, interviews with security guards and policemen, and video-recordings of hand baggage screening activities (35.5 hours), on whose analysis the paper is specifically based.

First, I consider the role of expert perception and reasoning (Levinson, 2008), or expert tacit knowing (Polany, 1966), in the collaborative handling of baggage control, and I show how screeners shape their actions in interaction by orienting to the other participants' embodied action (Goodwin, 2000) as well as assumed knowledge and skills (Heritage, 2013).

Second, I focus on screeners' adjustments based on their understandings of colleagues' exhibited understandings. This highlights how expertise is dynamically assessed in interaction (Hindmarsh et al., 2011; Rasmussen et al., 2012) when the primary goal is other than such an assessment, that is, outside training environments.

Finally, I show how security guards arrange their action in facing the appearance of a suspect-qua-unidentified object-image on the screen. Such situations are particularly interesting in that they usually bring to interactional sequences where talk increases and knowledge is made explicit, objectivated. This knowledge concerns the relation between images and their material referents, and serves to enhance screeners' professional vision. The analysis of these sequences allows to show how participants differently shape interaction when orienting to conceptual knowledge, on the one hand, and to non-conceptual knowing, i.e. expertise, on the other hand.

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## From Ethnosemantics to Sacksian Category Analysis, and Beyond

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As a graduate student, I studied ethnographic taxonomic analysis (a branch of ethnosemantics, along with componential analysis), which was aimed at elucidating culturally ordered category relationships. The Wittgensteinian and ethnomethodological critiques, with notions such as family resemblance and indexicality, decimated the ethnosemantic approach. Nevertheless, Sacks' notions of category collections and devices, together with Watson's observation that there may be devices within devices, reproduced the structural aspects of taxonomic analysis. Sacks' system, however, dealt with what I take to be two signal weaknesses of taxonomic analysis: 1. Taxonomic analysis tended to ignore the fact that categories can be created on the spot for current circumstances or for any purpose. 2. In addition, it failed to adequately recognize that the same item may be variously categorized. (So, from an ethnosemantic perspective, categorization subtracts information, whereas, for Sacks, it adds information.) Sacks' singular contribution to the study of categories is grounded in his fixed concentration on the ways that categories are deployed and organized in specific occasions of verbal interaction (in contrast to the cognitive orientation of ethnosemantics), although he does recognize a cultural dimension.

There have been various advances on Sacks' work, which will be covered in other papers in this panel. I suggest a refinement (derived from ethnosemantic taxonomic analysis) of Sacks' notion of "device," as well as a further development of Sacks' concept of category-bound activities. In addition, Sacks' emphasis on the analysis of categories in their local contexts of use is the basis for occasioned semantics, the study of the emergence and ordering of meaning (especially, but not only, categorial meaning) in talk. OS consists (at the moment) of concerns with two central aspects of meaning structure—taxonomy and scale. The taxonomic aspect is firmly grounded in Sacks' studies of categories. The scaling aspect is adumbrated in some of Sacks' work, but made more explicit in Pomerantz' (and subsequent scholars') attention to upgrading and downgrading and extreme case formulation, as well as in linguistics and particularly Gricean and post-Gricean notions of conversational implicature.

## Visualizations of Brain Activity in Neuropsychiatric Research and the Normative Function of Psychiatric Diagnosis

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Neuropsychiatry searches to understand mental disorders in terms of their underlying neural substrate(s). The promise of neuropsychiatry is to grant psychiatry its desired 'objectivity' by making obsolete the distinction between mental and physical disorders through revealing the neurophysiological causes of a 'pathological' symptomatology (e.g., APA 1994, xxi). Brain imaging technologies such as (f)MRI and EEG are crucial in this respect, because it is through these that visualizations of brain activity *in vivo* can be developed. However, it is only in light of previous diagnostic processes, which do not use brain activity as a diagnostic criterion that these visualizations can be meaningfully interpreted (Cohn 2012).

In this paper, I will discuss *how* previous diagnostic processes shape the way a link between brain activity and mental disorders is established. I do so by analyzing conversations between people working in a neuropsychiatry lab in which experimental data obtained by brain imaging technologies is interpreted. Inspired by Conversation Analysis (CA) and ethnomethodology, I use these real-time interactions in order to reveal the norms that are oriented to during processes of interpretation (cf. Garfinkel 2002; Lynch 1985). My analysis focuses on (i) how psychiatric diagnoses function as norms in neuropsychiatric research, and (ii) how visualizations of brain activity are used as norms to challenge the outcome of previous psychiatric diagnostic processes. Doing so, I show how the brain is made interactionally present as an explanatory cause of the symptomatology of mental disorders.

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## Risks of richness: Some (ethno)methodological reflections on working with video data in conversation analysis

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The „visual turn“ has all but transformed CA's self-conception in the last decade. Much as the possibility of recording talk on tape opened up vast options of capturing, describing and analysing the micro elements of social interactions in the 1960s, the readiness of video equipment has considerably broadened conversation analytic insights. Influential studies such as Heath & Luff (2000), Streeck (2009) and Goodwin (2017) have opened up important insights into the non-verbal resources members draw on in order to coordinate their actions. The social world, video has taught us time and again, is far more complex than we ordinarily assume navigating it.

But while opening exciting new avenues of discovery, the promise of video data also has its downsides. (Ethno-)methodological reflections of how to handle the data have not kept pace with the developing technological opportunities. This paper sets out to explore some of these implications. We argue that the use of video data confronts us with three issues that are not sufficiently discussed in the discourse. 1.) *Abounding detail*. The sheer quantity of detail in social situations calls for ever more sophisticated technical solutions, yielding awe-inspiring compilations of recordings, aiming to capture each and every last detail of the situation in focus. Working with such data proves far from trivial, and often reduces analysis to issues of presentability. 2.) *Return to the natural attitude*. Bergmann (1985) has convincingly described transcripts as tools for bracketing common sense. Video data cannot be prepared in quite the same way: while heard-but-unnoticed details can be made visible in audio transcripts, video transcripts tend to be reduced and much less accessible than the original material. Researchers often recur to their recordings, thus often relying on common-sense observations and reducing details in ad-hoc ways. 3.) *The lure of omniscience*. CA has always tried to reconstruct participants' methods. In relying on complementing camera perspectives, it follows a positivist hope of getting to the core of what is 'really' happening, thereby disregarding that the members themselves do not have all-time 360° access to the situation. The focus thus may shift from members' practices to elaborate descriptions of context.

Looking at the methodological discourses so far, we will argue that a more economic and ethnomethodologically reflected approach to video is called for. We propose returning to a reduced but sequential perspective which gives focused attention to *a detail*, expanding its findings going from there, rather than *compiling details* and remaining at a meso level of analysis.

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## Talking community into being: Multi-modal practices in doing grassroots activism

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Over 5,800 grassroots activist groups have formed across the United States since the 2016 election (<https://www.indivisible.org/resource/stand-indivisible-coordinate-indivisible-groups/>). This study examines the multimodal practices of one such group, located in a rural mid-Atlantic region of the United States. After initial data analysis (sources described below), we began to ask how these members build, or “talk into being” (Heritage, 1984), the issues and constituents of the local political landscape. This vein of research was inspired by generations of conversation analysts, who have argued that “‘context’ and identity have to be treated as inherently locally produced” (Heritage, 2013, p. 5; see also Garfinkel & Sacks, 1970; Stokoe, 2010).

Our ongoing project emerges from a variety of data sources. Videorecordings of meetings are transcribed and analyzed using a conversation analytic framework. Other data include: member notes, letters to the local newspaper, meeting minutes, and facebook interactions. We explore instances when participants talk about their own and others’ talk and actions (Garfinkel & Sacks, 1970), in order to create locally useful descriptions of their work and contingent categories of the people around them.

Specific practices include: (1) formulations (for instance, publicly accounting for physical actions of group members); (2) the use of single cases (or anecdotes) as evidence for creating possible categories of local citizens (Baccus, 1986); and (3) what we loosely term as “doing being conversation analysts,” as participants explicitly talk about recipient design, as well as the fine-grained details of their own talk and that of the people around them (Garfinkel & Sacks, 1970; Heritage & Watson, 1976). For these activists, then, top-down categories such as “Democrat” and “Republican” do not seem to be useful. Instead, their activism depends on talking their rural community into being, in the context of a divisive political climate.

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## Referential practices in the Science Centre: Constructing natural phenomena through multimodal actions

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Science centres (SCs) offer their visitors hands-on exhibits, which the latter can manipulate in order to discover natural phenomena. These exhibits do not present phenomena directly, but they can be produced by experimenting. While experimenting, visitors often construct something, which they know to be a natural phenomenon; however, they neither have a term for 'it' yet nor do they know which are its relevant features.

Thus, reference is a particular issue in SCs: Visitors refer to potential phenomena before they know exactly what the phenomenon is. In order to do this, visitors use embodied referential practices not only to refer to an observed detail of a potential phenomenon, but also to indicate particular qualities of observed features of the potential phenomenon. In these cases, referencing is done through iconic gestures or "vocal depictions" (Brandenberger/Hottiger 2018). These multimodal referential practices, in particular, highlight the characteristic qualities of the phenomenon. Therefore, these practices construct the phenomenon itself through the way it is referred to. There is quite a lot of research on how a co-present and visible referent in the environment is constructed and referred to (Hindmarsh/Heath 2000; Mondada 2014; Stefani 2014; Vom Lehn/Heath 2007 among others). Drawing on methods informed by Conversation Analysis, this paper faces the novel question of how visitors manage to refer to a phenomenon that is not defined yet and thus not visible and co-present as a phenomenon before the referential action. The paper examines the embodied practices visitors use to not only establish a joint focus, but also to define a particular aspect of interest at the same time. Thus, these referential practices themselves define what the phenomenon is like for the participants. Based on examples from our corpus of 35 hours of video and (partially) eye-tracking data recorded at the Swiss Science Center Technorama, this paper demonstrates that multimodal resources fulfil a central function for referring to a still unspecified referent and shows how they are used by participants to construct natural phenomena step-by-step. The paper contributes to the question of how embodied practices are directly involved in the construction of a referent and its characteristics.

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## Creating Space for Instruction: the Organization of 'Student-Centred' Learning in 'Open Classrooms'

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Based on video recordings of naturally occurring interactions between teachers and students in 'open classrooms' in German Primary Schools, this presentation investigates how learning space is organized in these settings through using different resources, which include not just talk but also embodied conduct, as well as spatial arrangement and material objects. Students' and teachers' activities in 'open classrooms' in German Primary Schools are bound to the idea of 'student-centred' teaching and 'self-guided' learning. Considering that one of the practical problems of the organization of teaching and learning in these settings is a scarcity of the teacher's attention and assistance of students who are working 'individually' on their own tasks, our aim is to look more closely at methods teachers deploy to deal with this problem. In particular, we focus on different multimodal practices of how a dyadic teacher-student-interaction is organized in 'open classrooms' so as to create an 'individualized' space of instructional interaction.

Methodologically, the analysis is rooted in the ethnomethodological "studies of work" (Garfinkel 1986; Rouncefield & Tolmie 2011) enabling a detailed description of social practices as routinely organized and situated activities from *within* the practices themselves. The video data we draw on originate from the camera-ethnographic study on practices of individualized teaching and learning (s. Mohn & Breidenstein 2013) and were recorded in two mixed-aged classes (1st and 2nd or 1st to 3rd) at one German Primary School.

Focussing on teachers' and students' practices as their mundane work, we show, first, how the instructional interaction is embedded in local "contextures of action" (Goodwin 2011) and has to be continually adjusted to the contingencies of the actual situation; second, how it is based on the complex interplay of bodily, spatial and verbal resources; third, how the mobilization of teacher's body and different arrangements of positions of teachers and students (from face-to-face or side-by-side to standing-behind) are used as specific ways to singularize and to individualize the interaction within a crowded and busy setting; and finally, how these different practices of organizing the learning space constitute the temporal structure of instruction in 'open classrooms', but also how specific temporal features of organization of teaching and learning in 'open classrooms' constrain the instructional interaction.

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## **Media matter - How forms of publication configure complex news production practices**

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This paper takes an EMCA multimodal approach to investigate how collaborative publishing practices at a Swedish news media group may relate to the medium of publication. More specifically, we study how a group of page planners on the one hand, and a group of web editors on the other, collaborate within their teams in publishing news in and for different media. The page planners work on four printed newspapers, and the web editors on equally many newspaper websites. The settings are complex, both in terms of technology and in terms of their multiple and dynamic participation frameworks. Studying the settings require an equally complex and flexible recording set-up to capture the features of the collaborative activity. Therefore, this study is based on multiple camera video recordings, aiming to document editing and communicative practices at relevant levels of detail. Two recording researchers used up to five simultaneously recording high definition video cameras at each setting. Both fixed and mobile cameras were used to follow the action where it happened. Recordings were made of a morning's work at both settings, and later these recordings were partly transcribed, verbally and multimodally. As the recordings of the page planners and the web editors were made simultaneously, they allow us to study how each group received and managed the very same "morning list" of news produced by reporters at one of the local newsrooms. The morning list includes information about news content to be published and when that content is expected to be finalized by reporters.

Comparing the work practices of the two groups, differences that can be linked to the essential qualities of the two media (print and online) are readily observable. A first difference relates to temporality: whereas the newspaper is sent to print once a day, web editors are normally expected to publish a new article online at least once every two hours throughout the day. If there is no article available, material from the other sites of the news media group can be recycled, and if more than one article is available, then those articles may be saved for later. Whereas web editors may orient to what kinds of news work best during what hour of the day, page planners rather orient to workday or weekend content. A second difference concerns repairability. A printed mistake is impossible to delete, but an online mistake can be deleted or changed. This is consequential for how mistakes are oriented to, prevented and handled within the two groups. A third difference involves spatiality: whereas page planners distribute text and visuals on a finite number of printed pages, which makes it necessary to know the actual or projected length - and hence space needs - of articles, web editors mainly focus on making attractive headlines that work within the spatial limits of mobile phone and computer screen sizes.

Overall, the study demonstrates how orientations to temporal, repairable and spatial aspects of two different media of publication are manifest in journalistic publishing practices.

## "Working Alliance - A central concept for change"

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Since psychoanalyst Richard Sterba (1934) described the concept of the „working alliance“ (WA), it has been widely researched. The original concept included a dimension of „We-ness“, which has gradually vanished. In psychotherapy process research (PPR), the WA-concept has undergone two substantial changes: a) WA is measured by descriptions done by the therapist and b) WA is individualized as something the patient „owns“ like an individual property. The collaborative nature is invisibilized. Conversation Analytic methods can take up Sterba's intention again and contribute to a more interaction oriented conception of WA.

In my presentation, I will first briefly document how this invisibilisation has happened in PPR. Second, I will use relevant concepts and observations of Conversation Analysis which include „We-ness“ as a common practice of both participants. The concept of „collaboratively constructed sentences“ (Lerner 1993) or „collaboratively co-constructed utterances“ (Hutchins 2011) can describe WA more precisely. Concepts like „alignment“ and „affiliation“ will be included, too. These concepts focus on special dimensions of the interaction process in psychotherapy and other change conversation.

Collaborative practice in helping relationships can be analyzed with CA by bringing back attention to concepts like alignment and/or affiliation that aim to establish moments of common ground as prerequisites for change. The aim is to better understand how therapists' conversational practices manage the paradox of maintaining the client/patient's self-coherence, while at the same time the complexity of self-understanding increases. Examples from the CEMPP-project (Conversation analysis of empathy in psychotherapy process) are given. This exploratory project (Buchholz 2014, 2016, 2017) used 5 therapy processes of Psychoanalysis, depth psychology and cognitive-behavioral therapy (CBT) for a comparison of interactive processes with the aim to better understand how diverging therapeutic concepts contribute to empathy and guide therapeutic process.

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## **“The foot in the door”: undercutting expertise and controlling the interactional agenda**

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In the current paper we investigate how expertise is built and challenged in interaction. Rather than regarding expertise as ‘solely’ the provision of knowledge claims, we argue that displaying expertise can be regarded as creating an *entitlement to speak in a particular context* (Myers, 2004), which is to be negotiated between participants in interaction (cf. Heritage & Raymond, 2005). We show that one might display respect towards another person’s *knowledge*, while simultaneously undercutting this person’s *expertise*.

Our conversation-analytic research focuses on 5 video-recorded public meetings in the Netherlands (total duration: 9.5 hours), where experts present research about effects of livestock farming on human health to nearby residents. These meetings can be regarded as controversial, that is, livestock farming in the Netherlands has been a point of discussion for decades, and is a ‘hot topic’ as many citizens would rather see the number of farms diminished.

In these meetings, residents’ speaker rights turn out not to be self-evident. Yet, occasionally, residents become successful in creating participation space (cf. Ford, 2008; 2010). We focus on one dominant practice by which residents get and secure the floor, which we call the ‘foot in the door’ (cf. Freedman & Fraser, 1966). For this purpose, residents pose questions that (a) concern the expert’s epistemic territory (i.e. technical scientific or methodological information), and (b) treat the addressee as more knowledgeable (K+).

However, once experts provide answers to these questions, residents treat these as not sufficient and/or satisfactory and start pursuing next responses, thereby controlling the meeting’s agenda and challenging the expert. Accordingly, residents’ first questions act as pre-challenges, opening up participation opportunities for the questioner and others (cf. Ford, 2008; 2010). In this way, questioning helps residents to temporarily control the agenda.

Along these lines, residents keep intact the expert’s ‘K+’ status, while undercutting the expert’s expertise; that is, residents show the expert is deemed more knowledgeable, while at the same time they refrain from treating the information as consequential. Consequently, tapping into the expert’s knowledge by asking questions and pursuing responses seems to be a way in which residents can acquire an entitlement to speak.

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## Expertise and humility in entrepreneurial practice: Using CA to probe the epistemic work of entrepreneurial teams in context

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This paper considers entrepreneurial uncertainty as a members' matter (Schegloff, 1997). It draws on Conversation Analysis to reveal how entrepreneurial team mates engage with and account for uncertainties – including the limits of their expertise – in the moment-by-moment details of their workplace interactions. It enriches our understanding of entrepreneurship as practice (Johannisson, 2011) and adds to our understanding of the structural features relevant to the normative dimensions for a particular context (Stivers, Mondada, & Steensig, 2011). It shows how entrepreneurial team mates identify and accept the boundaries of their individual and shared expertise through the use of downgrades, oh-phrases, and other structural features of conversation.

Entrepreneurs face many forms of uncertainty (Shane, 2003; Sarasvathy, 2008). Every type is connected to a team's knowledge and confidence. Uncertainties also are related to each team member's functional expertise (in marketing, engineering, etc.) and access to supportive experts through advisors and board members. Because verbal interactions are the "building blocks" that give rise to entrepreneurship (Dimov, 2018), teams establish and evolve their individual and collective sets of expertise while grappling with uncertainties in their intra-team conversations. Team mates identify the contours of uncertainties and adjust their levels of confidence by verbally addressing imbalances in knowledge. They verbally achieve situated humility as much as contextualized expertise.

To uncover the interactional means by which teams account for uncertainties, this paper features excerpts from innovative entrepreneurial teams in action. Early-stage, two-person teams recorded their workplace conversations while participating in a university-sponsored lean-startup contest in the US. Drawing on these recordings, the study examines the roles of relative epistemic status and stance in the enactment of entrepreneurial work. It considers the importance of downgraded positioning and the implications of sequence order on the moral expectations of entrepreneurial teamwork (Stivers et al., 2011). Through their interactions, team mates establish and assess what is possible to know, what is acceptable to know (and not know), and what levels of certainty are permissible (Buttny, 1993; Shotter, 1984; Silverman, 1987). The structure of the teams' interactions reveals what it means to be a competent entrepreneur in relation to the persistent uncertainties in their environment.

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## **The social display-rule of indignation An attempt of extending the Facial Action Coding System**

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The first things that come to mind when thinking about practices are conversations and interactions between humans. Both phenomena are mostly structured by speech. We talk in order to figure out the people around us and even the world itself. During conversations, we are able to construct a reality and reinsure the way we and others experience our surroundings. During the last couple of decades, the meaning of nonverbal behavior in interactions came to light. It was found, that nonverbal cues can change the impression of a person, influence the meaning of something that has been said and even uncover lies (Bucy: 2016; Bush et al.: 1986; Ekman:1986). Since Paul Ekman's discovery of the 'basic emotions' (anger, sadness, happiness, contempt, and disgust) and the development of the Facial Action Coding System there has been a lot of research on applying this knowledge in different areas (Ekman & Rosenberg: 2005). But rather few attempts at extending the list of recognizable emotions can be found.

In my ongoing dissertation, I attempt to expand Ekman's theory with a sociological factor by looking at indignation in the context of political speeches in the German parliament. In contrast to the basic emotions, I assume that indignation is a socially learned pattern that might differ in different countries. According to Mead (1973) and Schütz (2003) I view indignation as a display of behavior that can be understood by others because of the cultural origin and following Goffman (2013) I assume a certain rule of displaying indignation.

The hypothesis is that indignation is a synthesis of basic emotions that follow (1) certain rules of displaying and (2) a certain order in order to be understood. In the context of practices, the extension of the Facial Action Coding System might be able to assist in analyzing human interaction more precisely and open the door for the possibility of culturally specific displays of feelings in the human face.

The paper will present the first findings regarding the ideal type of indignation in Germany drawn by data from political speeches in the German parliament and analyzed with the feldpartitur by Moritz. Afterward, it will discuss possible applications of these findings and touch on the possibilities of further research on other feelings that might be constructed similarly.

## Seeing “real” pain or faking as organizational issue in TV broadcasting of football matches

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Instead of considering pain as an internal process, EM approaches relocate expression of suffering into their contextual and interactional environment. A number of EMCA contributions have studied displays of pain in interaction, mainly in medical context, with a focus on the patients’ verbal descriptions (Heath, 1989; Ruusuvuori, 2013; De Fornel, 2014), or their embodied displays (Heath, 2002; MacMartin *et al.* 2014). This allow to consider pain as an emergent and negotiated interactional phenomenon (Jenkins, 2015; Jenkins & Hepburn, 2015).

In this presentation, we draw on an ethnomethodological and multimodal conversational analytic approach in order to investigate professional practices of accounting (verbally and visually) for others’ displays of suffering. Based on a corpus of 50 hours of video-recordings in a TV control-room during the live production of French football league matches, the analysis investigates how player’s displays of pain on the pitch are perceived, described and filmed by TV crew members in real-time. This presentation will therefore mobilize works on professional video practices (see Broth *et al.*, 2014) in particular in the control room during live filming and editing (Broth, 2009).

As players may perform displays of pain in a tactical manner in order to get a free kick, a penalty or to win time, one activity of the control room members is to evaluate the intentional character of the pain scene. Three points will be discussed in this paper. It will analyse the reflexive practices by which TV members identify a player’s expression of pain and make a visual account of it (1); make an inquiry about the potential causes of this pain by mobilizing alternative angle shots and replays, and by doing so, requalify the expression of pain as “real” or simulated (2); and eventually project a new set of coordinated actions both for the game and for its live filming (3).

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## The co-creation of fictional “personas” in interaction: association, agency, and turn design

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Very often in interaction, the voices of self or others are evoked in talk (Bahktin, 1982; Voloshinov, 1971), represented or (re)enacted (Clark, 2016) through what is generally known as reported or represented speech/dialogue (Günthner, 1996). This results in changes of footing (Goffman 1981; Levinson, 1988; Goodwin, 2007), that is, the splitting of a speaker’s role into *author, principal, and animator*, as well as to the displacement of time and place in interaction through deictic shifts (Denny,1978;Stukenbrock, 2017)

The picture becomes more complex and laminated when participants *co-animate*, by jointly engaging, in the here-and-now of the interaction, in the co-representation of other voices, anchored in the there-and-then of past dialogue, thought, or of an imaginary or stereotypical situation (Terraschke, 2013). Co-animation then involves the division of an animated voice into two physical voices, with the roles of author and principal being attributed and oriented to in different ways, and the here-and-now of interaction and the there-and-then of represented content co-existing simultaneously (Couper-Kuhlen, 2006, Holt, 2000, Günthner, 1999).

In a collection of over 90 cases of co-animations in English interaction data (MCY, 2018; RCE, 2011), co-participants (speakers B, or C) have been found to join in animation during speaker A’s ongoing animation of Self by “doing being” A, or by proposing an alternative “character” for A, that then A takes up in co-animation. This is done in responsive position and mostly through turn sharing practices (Hayashi, 2012), which open up a slot for a third position (Lerner, 2004). This presentation will focus on the design and participation consequences brought about by the latter form of co-animation mentioned: the co-creation of fictional or alternative “personas” for Self (A), generally prompted by emergent situations in the here-and-now of interaction that invite the collaborative and incremental building of “shared fantasies”.

It will be claimed that these co-creations of “interactional personas” through co-animation constitute special forms of association (Lerner, 1993), and display features that point to the tension between individual and distributed agency (Enfield, 2017), as they are oriented to as a less threatening environment to speak on each other’s behalf. It will also be shown that co-animating fictional “personas” is an emergent activity that depends on the ongoing marking of approval of the creative decisions made by co-participants on a turn-by-turn basis. Evidence of this can be found in their linguistic and embodied design, as well as in their sequential position, as the emergence of these co-creations invites new forms of sequential juncture. All these multimodal aspects of turn design have been explored in detail from an Interactional Linguistic perspective, employing parametric impressionistic analysis of prosody with instrumental validation (Walker, 2005), and the annotation of gestural units and trajectories (Kendon, 2005), and will be discussed in the paper.

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## Epistemics in an Intensive Care Unit: The practice of informing in nurse-physician interaction

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As many institutional domains of clinical practice, nurse-physician interaction is “marbled through the exercise of authority” (Heritage, 2005, p. 83) and still organized around the cultural primacy of medical knowledge. Nevertheless, little is known about the details through which this medical interprofessional interaction is organized and epistemics is managed (Drew, 2018; Heritage, 2012). How nurses and physicians negotiate assessments, treatment options, yet also organizational hierarchy, access to domains of expertise and types of knowledge? What conversational and multi-modal practices do they rely on? Following these interrogatives and in line with an embryonic line of research (Manias & Street, 2001; Paradis, 2014), our paper analyzes the management of knowledge and expertise (i.e. the knowledge-and-experience based competence for evaluating information and copying with practical circumstances by anticipating the possible course of action as well as their possible consequences) at stake in nurse-physician interaction. We focus on one of the most frequently used nurses’ conversational activities: informing (Caronia & Saglietti, 2018). Drawing on an intensive ethnographic research of an Italian Intensive Care Unit and adopting a CA-informed approach on a corpus of video-recorded morning briefings, we illustrate how even one of the less agency-implicative activities is a meaningful resource in interprofessional encounters. Particularly, we illustrate how “informing” is performed through different conversational practices that differ according to the turn taking, turn design and sequential position: from “giving information when asked” to “initiating a sequence by giving unrequested information”. We show how these different conversational practices imply different degrees of agency and therefore differently impact on the unfolding of the diagnostic reasoning by the interprofessional team. Our findings suggest that the nurses indubitably align with (and therefore contribute in maintaining) the socially sanctioned distribution of knowledge as well as the doctors’ deontic rights and the medical cultural authority. However, *the ways* in which they perform the activities they are entitled to perform, display their capacity to make a difference in the unfolding of the interaction from within the boundaries of their epistemic domain (Broom et al., 2016).

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## **“Based on what we are told by the experts”: the management of knowledge and expertise in parent-teacher conference**

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As many institutional interactions, parent-teacher conferences are marbled by a social distribution of territories and types of knowledge (Heritage, 2012 a, b), and related differential distribution of epistemic rights and authority (Heritage, Raymond, 2006; Drew 2018). Participants orient themselves to such a distribution (Drew, Heritage, 1992; Arminen, 2016): while parents stage themselves and are addressed as the first-hand knowing person regarding the “child-at-home”, teachers stage themselves as knowledgeable regarding the “child-at-school” (Pillet-Shore, 2015). Drawing on and managing differences concerning first-hand and second-hand knowledge, participants locally negotiate who the expert is, i.e. *the one who possesses the kind of knowledge providing her with the right to assess and decide*. Although, teachers are institutionally provided with such a professional expertise, contemporary middle class parents are reported to increasingly undermine it as if -when learning and socio cognitive development are at stake- differences between expert’s professional vision (Goodwin, 1994) and layperson’s vision collapsed. This phenomenon is particularly evident in the case of parent-teacher conferences concerning children with special needs. This paper reports data from a mother-teacher conference concerning a gifted child. Using a CA-informed approach complemented with background knowledge (Maynard, 2003; Arminen, 2016), we illustrate how the mother and the teachers use a range of communication strategies to pursue two different “assessment trajectories” by relying on their respective epistemic domains. While the mother pursues “a problem trajectory” and paths her way for lobbying (Bergen & Stivers, 2013) the teachers for an individualized treatment, the teachers pursue a “no problem trajectory” that accounts for their “group-oriented” approach to classroom work. We focus on the mother’s strategy of quoting the “experts’ voice” as a means to indirectly question the teacher’s classroom conduct, and tell her how to cope with the “gifted” child.

We advance that the mother’s interactive competence in navigating the multilayered epistemic landscape of this institutional event explains her gaining deontic rights (Stevanovic, Perakyla, 2012) over the teachers and her success in shaping their professional conduct. Risks related to the everyday erosion of the teachers’ expertise and the re-crafting of epistemic asymmetry in parent-teacher communication are discussed.

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## **Decision making and sensorial enskillment during family supermarket visit**

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This paper examines family (parent-child) shopping encounters with a particular focus on analysis of decision making in relation to the quality and the relevance of produce. The data are from a video-ethnography conducted in American families living in Los Angeles. It will be shown that parent-child supermarket visit serves multiple purposes, and that decision making and the finalization of commercial choices is associated with sensorial practices, quality evaluation and multisensorial enskillment of the child.

Detailed multimodal interaction analysis (Goodwin, C. 2000) of family interactions show that asymmetrical positions of knowledge are involved in parent-child shopping choices. The child can be positioned as yet-not-competent actor who needs to gain knowledge about the distinctive features of what constitutes good or bad quality of produce. Multisensorial (Mondada, 2018) experiences of the young buyer are developed and trained through an improvised informal olfactory, visual and haptic inspection and instruction.

The interactionally situated sensorial enskillment of the child as an accountable buyer was accomplished through informal instructional sequences, where the child, for instance, selected various fruit items, which then were examined by the parent: Parent provided an explicit commentary on the child's choice and made publicly available his own practices and skills for expertly examining fruit, by making explicit the criteria, contrasting features, pointing, and smelling. Parent produced ostensive definitions, using demonstratives, and environmentally coupled gestures, and evaluated the child's sensorial distinctions. Finally, it is argued that family shopping provides a rich sensory - tactile, visual, and olfactory - encounters with produce, and an interactionally situated opportunity for discovering, instructing, and learning about desirable and undesirable features of merchandise. All these acts were part of embodied sensorial enskillment of the child, fostering consumer choice and accountability,

and final ground for the decision making.

## The interactional construction of truth: talking about visualizations in court

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An institutional setting in which the use of visualizations is rapidly increasing and the conversation around the visualization is of extreme importance, is the courtroom. The digitization of both society and the court system enables citizens, police, lawyers and prosecutors to create and obtain visuals that can be used as evidence in court. In American courts, the use of visuals is already a common phenomenon (Feigenson & Spiesel, 2009). Screens in every courtroom allow for prosecutors and defense lawyers to digitally display photographs, surveillance camera footage, graphs, victim documentaries and animated reconstructions of events.

The presentation of visuals in court is accompanied by first, a spoken introduction and second, a description guiding the attendees through the visual. Subsequently, along the lines of institutional rules and conventions of the courtroom, the visual is discussed by the other participants present. In our research project we investigate how this introduction, description and conversation around the visualization shapes its meaning and how “talk and image mutually enhance each other” (Goodwin, 1994), building on Goodwin’s professional vision (1994).

Based on a collection of publicly available video-taped American courtroom interaction, we will demonstrate how prosecutors and lawyers “guide” the audience through a variety of visuals (static and dynamic) using multimodal analyses. Prosecutors and lawyers constantly alternate between meta-comments about the production of the visual (as can be seen in line 1-3 below), preparing the audience what to pay attention to in the visual (lines 5-7) and providing ‘online’ comments carefully timed with the visual (see lines 9-15) guiding the audience’s interpretation of the visual. Through the precisely-timed interaction with the visual, this defense attorney creates a framework within which to look at the image, similar to the participants in the Rodney King trial as analyzed by Goodwin (1994).

- 1 D: so,
- 2 some artificiality that I have had to include in the  
animation,
- 3 to SHOW you is just things like that.
- 4 ehm,
- 5 but (.5) >what I want y- to look at< is: how the event  
may have happened at the T-intersection?
- 6 and how things are going >to progress< from there,
- 7 and how that comports with some of the evidence.
- 8 ((D walks to computer. Turns on animation, enlarges screen))
- 9 \*t-intersection,  
\*((video: two people walk towards T-intersection))
- 10 the first-
- 11 ^<sup>(3)</sup>  
^((video: person in black sweatshirt punches person in  
red sweatshirt – slow motion))
- 12 there’s the shot,
- 13 (1)
- 14 to the nose,
- 15 we \*contend,  
\*((video: arrow moves from “number 1” to “number 8”))

As the use of visuals in court is becoming more common worldwide due to technical improvements in the courtrooms, we conclude this presentation by discussing how we should continue this important line of research.

## Displaying inference and interpretation in conversation: a study of “candidate inferences”

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Within the conversation analytic perspective, this paper questions the role of a particular conversational device that is involved in the display of interpretation in verbal interaction. Our study considers the practice of articulating information inferred from previous talk, which we will call “candidate inference”, and which presents features of both requests for confirmation and what is known as formulation (Heritage & Watson 1979). The focal phenomenon falls thus within the action of “articulating the unsaid” (Bolden 2010). Our proposal is to examine the unfolding of this kind of display of interpretation through the prism of inference.

The present paper focuses on a corpus of spoken French data of informal encounters between friends, looking at turns that articulate a particular interpretation of what has been previously said and are followed by a confirmation or a disconfirmation. We can exemplify this collection by the following excerpt from our data, where JUS is explaining to her friend ARN that her boyfriend Séb has an annoying habit of moving a movie forward on his computer before watching it:

01 JUS : séb c` qu'il fait/ (0.6) souvent/ (0.2) il avance le film tu sais/ [...] JUSQU'A LA FIN//

*Séb what he does often he moves the film ahead you know [...] up to the end*

[...]

02 ARN : ah mais oui mais c'est pour euh (.) au lieu d` lire au d` lire le résumé en fait

*oh (but) yes (but) it's for uh instead of reading the plot (actually)*

03 JUS : oui://

*yes*

At line 2 ARN articulates the reason for which Séb moves the movie forward. The presence of markers such as “ah mais oui” and “en fait” prefacing and closing the turn indicate that ARN has conducted an inference. What ARN does here is displaying an interpretation of a previous turn through a submission of inferred information. This candidate inference is then followed by a confirmation on behalf of JUS, who has the primary epistemic access to information articulated by ARN.

A first examination of our collection suggests that these kinds of turns display a particular type of reasoning (known as “abduction”) and articulate a “missing” part of a logical chain. Our study presents a way of reconstructing this process through the analysis of the turn design, focusing on the stance displayed by the participant regarding the inferred piece of information. More generally, our aim is to show the crucial role of inference, and its display through different cues, in the unfolding of the meaning and shared knowledge co-construction in conversation. Considering the display of interpretation through the prism of inference also allows to revisit devices such as requests for confirmation and formulations in a different way.

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## **Interpretations, repairs and reformulations in workplace interactions between L1 and L2 speakers**

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One of the most pressing sociopolitical issues Germany is facing since 2015 is the integration of several hundred thousand refugees into the country's job market. Our project "German at Work: The Linguistic and Communicative Integration of Refugees" has been documenting this process from its early onset in three state-funded short-term vocational measures lasting around three to six months. The measures are representative of many approaches that are currently being implemented across the country. Our ethnographic field studies followed participants into a wide span of professional contexts such as the non-industrial fields of metal construction, carpentry, and the food service and into highly complex fields such as IT-management, technical services, marketing, book keeping, journalism and media design.

Our aim is to analyze the acquisition of communicative and linguistic competences that are required to successfully operate in different work-related environments. The analysis reveals a high occurrence of dysfunctional and misleading conversation situations with new immigrants which call for practices like interpretation, repair and reformulation on behalf of the L1 interlocutors (Brouwer 2004, Hosoda 2006, Svennevig 2018), especially because not all immigrants had received formal language instruction yet and therefore were unable to speak German at the B1 level of the Common European Framework of Reference for Languages (CEFR). We will present such situations from short-term vocational and work meetings during vocational training and internships to show the ways of achieving understanding (Bremer et al 1993) and how such communicative practices are adapted in particular contexts so that the work of a particular (e.g. institutional) setting can be performed. These examples will also illustrate how sequential environments, elements of turn construction, and multimodal aspects of conduct (Koshik/Seo 2012) serve to identify the action that is launched with an interpretation .

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## Comparing notions of practice, materiality and description: Ethnomethodology vs. Actor-Network-Theory

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Ethnomethodology (EM) and Actor-Network-Theory (ANT) have a lot in common: Both seriously question conventional social science, each provided ground-breaking contributions to Science and Technology Studies and both refuse to be treated as “theories”, continuously promoting their commitment to empirical phenomena rather than abstract conceptual discussions. Collaborations between the two have been productive but rare and although they appear to have influenced each other over time, their relationship remains obscure.

My contribution aims to clarify the similarities and differences in their understanding of practical knowledge and materiality by examining two classic studies from each “camp”: The notorious ethnomethodological “pulsar paper” (Garfinkel/ Livingston/ Lynch 1981) and Latour’s analysis of Pasteur’s lactic acid yeast (1993). Both studies investigate and challenge the traditional notion of “scientific discovery” from a praxeological perspective by showing how scientists’ practices, within their specific socio-material settings, literally bring the objects of discovery *into existence*. At the same time, interesting points of comparison come into view when considering how Garfinkel et al. and Latour each methodically approach and describe their phenomena under investigation.

Garfinkel et al. base their analysis on a tape recording and meticulously examine the sequential interactional flow of scientific practices leading up to and culminating in the discovery of the pulsar. They place great emphasis on the “local historicity” and the “quiddity of the night’s work”, i.e. the original sequence of unfolding events, and argue that retrospective accounts necessarily lose crucial details of the original accomplishment. They introduce the phenomenological idea of the pulsar as a “potter’s object” and as “performatively objective” in the scientists’ “embodied work”.

Latour, on the other hand, has a very different approach. His analysis focuses on Pasteur’s *report* of the discovery and the way the lactic acid fermentation is transformed throughout the course of the report from an almost “invisible by-product” to a “full blown heroic entity”. Thus, the lactic acid yeast emerges as a central *actor* within a network of associations (rather than a more passive “potter’s object”). Moreover, from Latour’s perspective, Pasteur’s report does not “lose” details of the yeast’s original presence. On the contrary, the long-term existence of the yeast depends on the stability of its network, i.e. on whether Pasteur *by means of* his written report manages to persuade the scientific community.

Finally, I would like to reflect upon how the different notions of practice and materiality in EM and ANT impact the way they position themselves in relation to the social reality they are studying. More specifically, I suggest that their view on what *sociological descriptions* are and ought to be, is the central difference between them: Ethnomethodology is passionately devoted to an authentic understanding and to minute or “praxeological” descriptions of phenomena of order. By contrast, the “adequacy” of a text in ANT does not lie in its phenomenological commitment to original details. Because it views texts as actors in a network of associations, a text’s adequacy lies in its *strength and persuasiveness* in bringing certain discourses and phenomena into and maintaining their existence.

## **Nurses' Interaction Competence around the patient file: analysis of meetings and work shifts in psychiatry service**

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How do nurses, in a psychiatric context, deal with the mutualisation of information about the patients, their care and personal medical files? The reform of the health system organization steered towards new modes of cooperation encourages medical teams to be efficient when dealing with communication issues. Considering the specificities involved in nursing practice in mental health through relational care and the continuity of care, there is an increasing number of caregivers dealing with patients. From an Ethnomethodology and Conversational Analysis perspective, we want to analyse the nurses' practices during their work shift meetings, from both conversational and multimodal point of views.

In this paper, we propose on the one hand to present the interaction's configuration itself, which is a sensitive matter ; and on the other hand to describe the role played one specific member of the healthcare team, that includes all the caregivers, during these work shifts meetings. Indeed, we have observed in our data that one of the participants embodies the whole team's virtual knowledge, to mutualise information, and share this very knowledge to every team member, whether they were working at the moment this information emerged, or not. In a more concrete aspect, we'll focus on how Conversational Analysis perspective is useful, in this kind of research, for caregivers themselves in their own workplace.

This research - lead with a nurse and in partnership with health professionals - is based on 15 hours of work shift meetings recorded every monday during 5 weeks, in a public psychiatric hospital (Centre hospitalier Le Vinatier), in Lyon, France. Every meeting involves between 4 and 20 participants. The data are transcribed according to the ICOR conventions (ICAR Laboratory, Lyon).

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## Organised creativity as an ongoing accomplishment

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Ethnomethodological studies into work practices elucidate the “just-thisness” of those practices (Garfinkel, 1991). Traditional sociological topics, such as division of labour, informal networks, normative demands, decision-making procedures, Garfinkel (1996) had argued, should be left to “formal analysis”, while ethnomethodology observes the mundane and methodic practices in which members accomplish their work and render that work accountable as such. Since the majority of those early studies were focused on administrative, scientific or in other ways instrumental practices, those endeavours generally aimed to “catch the work of ‘fact production’ in flight” (Garfinkel, 1967: 79). One challenge of an ethnomethodology of creative work resides in moving away from work practices that centre around “facts” and towards those that are concerned with “fancy”, the imagination or the creation of purposefully ambiguous or narrative-laden symbols and objects. A further challenge consists in observing creative work practices that are spread out within organisations rather than creative and artistic practice that revolve around singular performances or skills (e.g. Sudnow, 1993). In my current research on evaluative practices at a large architecture office, I seek to confront these challenges. I describe practices that are both aimed at constructing cultural and creative goods, and which are set within courses of action that span across an organisation in terms of time and people involved. To that effect, I will discuss two sets of practices that I have observed in my recent field research: Firstly, the use of tracing paper in collaborative teamwork, and secondly, the role of review sessions. I will show how these practices focus on creative forms and objects, and simultaneously enact the organisation as a whole. Refocused in this way, ethnomethodology could make a meaningful contribution in re-specifying recent studies in the sociology of organisations and valuation studies (Antal, Hutter, & Stark, 2015).

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## OH+OKAY in informing sequences: From multi-unit turn to turn-initial particle

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This paper is based on prior work on the freestanding particle OH as a token for marking a change of state, e.g., in a speaker's knowledge (Heritage 1984) and on the freestanding particle OKAY as a token for accepting or acknowledging information delivered in an immediately prior turn (Couper-Kuhlen, Forthcoming). The focus here will be on *combinations* of OH+OKAY occurring in sequential third position (Schegloff 2007) and used to receipt information that has been elicited by the speaker in a prior turn. For example:

(1) "Linguistics" (Call Friend 6899)

1 Mom: did karen exPLAIN this to you? **Elicitation of information**

2 (0.3)

3 Sal: no i haven't TA:LKED to her. **Provision of elicited information**

4 Mom: OH oKAY; **Third-position receipt/response**

5 (0.3)

6 Mom: it's sOMething to do with LINGuists.

The study examines a collection of approximately 25 instances of turn-constructural units such as the one in line 4 culled from recent telephone and face-to-face interactions in American English. It explores in particular the prosody and phonetics of OH+OKAY as a feature of turn design and in relation to the action or actions being implemented. Among the questions to be asked are: (i) Why does the speaker use both OH and OKAY in third position, when one of these particles would arguably have been enough? and (ii) How does the prosodic-phonetic delivery of OH+OKAY contribute to an interpretation of what the turn is doing?

Provisional findings include the following: (i) The particle combination OH+OKAY serves as a means of marking a 'new' understanding brought about by the information just imparted: OH receipts the information that has been elicited, while OKAY deals with its implications for the speaker's (often revised) understanding. (ii) OH+OKAY can be delivered in two prosodically and phonetically separate units, in which case their single actions go on record separately, creating a multi-unit turn that proposes sequence closure, or the prosodic-phonetic boundary between them can be blurred, in extreme cases creating a single complex unit that serves to preface more talk by the same speaker. It is the potential fuzziness of the prosodic-phonetic boundary between OH and OKAY that allows a succession of two particles and two actions to evolve into a single turn-initial particle OH OKAY.

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## Building rapport with students while accomplishing pedagogical goals: Balancing conflicting institutional agendas

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As has long been argued, talk in institutional settings is often in the service of one or more organizationally mandated goals (Heritage & Clayman, 2010). In many cases, these goals may conflict with one another. Such tensions, which often seem to involve creating friendly rapport while accomplishing an institutional task (such as filling out a survey), have been described a variety of settings. These include sales calls (Freed, 2010); meetings among caregivers and intellectually disabled adults (Antaki, Finlay & Walton, 2007); and, more recently, the language classroom (Waring, 2014; Waring, Reddington, & Tadic, 2016). This study extends this line of research to examine practices used by an experience teacher as she balances the need to reach pedagogical objectives with equally significant task of building rapport with her students.

Data are taken from a corpus of videotaped math tutoring sessions where an experienced teacher worked with emergent bilingual students between the ages of 3.5 and 5.5 years old. The videos were transcribed and analyzed using conversation analytic methods.

Findings suggest that the teacher used a consistent set of practices in moments when teacher and student goals seemed to conflict. She started by doing *noticing*, either echoing student language, or narrating student actions. She then moved in one of two directions, at times *weaving* students' own language and ideas into her planned lesson, and at times *embroidering* mathematical and linguistic complexity onto student language. These practices resulted in an integration of teacher and student goals, allowing the teacher to build rapport with students without letting go of her pedagogical objectives. Thus, the teacher in question used student talk and actions as a resource (Goodwin, 2013), enabling her to simultaneously attend to potentially conflicting institutional agendas. These interactions, then, suggest that the constraints of institutional talk can be permeable—or at least that individuals can work within those constraints, adhering to institutional objectives while also creating more equitable and connected (Waring, 2014) interactions.

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## Beyond decision-making: accomplishing routine orders in Italian cafés

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EMCA-research on commercial settings has focused a) on service encounters involving a large diversity of goods and services (e.g. Merritt, 1976) and b) on interaction between customers in commercial settings (e.g. in the supermarket; De Stefani, 2011). Decision-making has been described as a recurrent activity in which interactants engage in these settings, and the literature has shown that decisions are made collaboratively, even in seemingly routinely accomplished service requests or orders.

In this contribution, we discuss different practices customers and baristas collaboratively deploy when accomplishing what they accountably treat as the customer's order. We have documented more than 60 orders in 6h of video-data collected in two cafés in northern and southern Italy. We have identified three basic ways in which orders are initiated (after the greeting sequence): a) the customer initiates the order, b) the barista initiates it by articulating a 'possible order' with interrogative prosody, c) neither the customer nor the barista utter a (possible) order – in this case customers display their being regulars (Laurier, 2013) and baristas treat them as such by serving them what they usually have. We examine, on the one hand, how the deployment of these sequences is sensitive to the availability – i.e. the physical perceivability – of the interactants and of the products that are being ordered. On the other hand, we show that participants accomplish the order in a way that is sensitive to their social categorisation (e.g. 'regular' vs. 'occasional' customers, 'workers' vs. 'leisure customers'). Participants can be seen to adjust orders to co-occurring embodied displays, locally emerging relevancies, changes in the participation framework, and sensorial access to objects and persons – and this accounts for the pre- and post-expansions (Schegloff, 2007) we observe in the ordering sequences.

Hence, this paper contributes to the topics addressed by the panel (by analysing the collaborative dimension of orders in a service setting), as well as to the overarching theme of the IEMCA conference (by discussing *practices* as situated and embodied achievements). Our research thus continues prior interactional investigations on café house practices in Italy (De Stefani, forthcoming) and in the UK (Laurier, 2013) and contributes, at the same time, to a theoretical discussion of the notion of *practices*.

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## **An interaction analysis of lessons in singing Japanese songs: Focusing on sequential structures and vocal visualization**

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This study examined lessons designed to teach Japanese songs. The examination was conducted using video data from the perspectives of ethnomethodology and conversational analysis.

This study focused on actual lessons provided by a professional voice trainer when teaching the Japanese song "KAYANO-KIYAMANO." The research was conducted from 2010 to the present, and data for this report were acquired in October 2010. In the lesson, students are required to learn how to sing a score. The teacher then instructs them through methods not directly related to the score, but that are important for improved singing. Thus, these singing lessons involve both correctly singing a score and improved singing. This study focused on the aspect of improved singing.

This analysis revealed the structures of "doing singing lessons" as activities containing two aspects (i.e., the sequential lesson structures and vocal visualization).

First, the singing lessons were divided into three sequentially organized sub-activities. During the lesson, the teacher specifically helps students improve their vocal abilities by determining the necessary points of instruction. The teacher then concentrates on a specific point using visualization, which aids the student in their understanding. After providing instruction, the teacher then has the student sing the song again to determine their progress. A set of three sequential sub-activities thus provides a rational structure that can be used to improve singing.

Second, an instructional method involving gestures is used to provide a visualization of the singing process (Cf. Nishizaka 2008).

Here, the teacher makes the body and voice visible. The teacher then instructs students to stop singing. This action shifts the participatory framework from singing to instruction. The teacher then performs two types of actions (i.e., exemplification and explanation). For exemplification, the teacher sings a corresponding section to exemplify proper singing instances using gestures to indicate the rhythm. After singing, the teacher engages with students to determine their level of understanding. The teacher also explains the same section. Within the shifting participation framework, these successive actions yield the knowledge required to improve singing.

Exemplification also involves singing and gestures that harmonize to result in visible singing. This synchronization allows students to understand how to inhale and the necessary configurations of the oral cavity for a corresponding section despite the invisibility of these aspects of singing.

After exemplification and explanation, the teacher compares proper and improper singing instances. The teacher characterizes the improper instance using gestures that contrast them with the proper instance. Instruction is structured through the above methods. The observance of a lesson using video data allowed us to understand certain methods and their combinations by using singing and gestures to compare proper and improper singing instances. This enabled us to present singing (which is temporally nonlinear and invisible) using a visible structure, thus enabling students to improve singing.

## Doing inclusion and exclusion in young children's peer interactions

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Young children collaboratively organize their social participation and construct their social relationships to accomplish their peer social orders (Cekaite, Blum-Kulka, Grøver, & Teubal, 2014; Corsaro, 1985). An investigation of everyday peer interactions makes visible how children accomplish routine member practices. This single case ethnomethodological analysis shows how young members of a preschool classroom accomplished a local social order that produced a collection of methodic practices in the conduct of including and excluding another member of the classroom. First, two girls invited a third girl to join in their activity, and then they collaboratively produced a push-and-pull sequence of interactions that consisted of invitations and partial rejections. These interactions produced a social order that, from a distance, appeared to show that the girls were collaboratively engaged in a shared activity through spatial proximity. Close-up, though, analysis showed the two girls framing their talk and interaction as exclusionary through producing directives and rules that limited the third girl's access to play materials and to full membership rights. The two girls' collaborative interactions accomplished a social order where the third girl was produced as not a fully participating member of the peer group. Explicating this social phenomenon of inclusion and exclusion shows peer culture is an ongoing situated accomplishment. The findings point to how preschool-aged children competently engage in complex actions that work as a choreography of delicate interactional moves to simultaneously include and exclude another peer member.

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## Practices of positioning in norm conflict situations

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Interactions in touristic encounters have often been analysed under the viewpoint of identity construction – e.g. how hosts position themselves as “inborn locals” and therefore as authentic experts of their region, culture and language (e.g. Heller et al. 2014, Kelly-Holmes/Pietikäinen 2014). The “links between performances of ‘self’ and ‘other’, and the contestation of different identity positions with regard to social actors’ multilingual repertoires” (Heller et al. 2014: 425) can be explored by analysing interactions between hosts and their guests. But practices of positioning (cf. e.g. Ribeiro 2006) can also be traced in interviews with hosts about their interaction with tourists. Taking interviews as “conversations in their own rights” (König 2014, Liebscher/Dailey-O’Cain 2009) they reveal, how hosts position themselves in relation to their guests but also in relation to the interviewers, constructing and performing social and discursive identities.

Within the corpus of 29 interviews with Tyrolean hosts, that forms the basis of this contribution, hosts position themselves as competent interlocutors managing different linguistic repertoires as well as brokers of the Tyrolean dialect (Dannerer/Franz/Ortner 2017). When analysing the negotiation of the norm conflicts mentioned between accommodation (Giles 2009) and the usage of “authentic dialect” it has to be considered, that the interviewer is also a speaker of Tyrolean dialect.

The aim of this contribution is to show which meta-communicative practices (cf. Deppermann et al. 2016) are used for self-positioning in this conflict situation and how they stand in relation to activities such as reasoning, justification and the expression of uncertainty. The use of verbal patterns (constructions) and their specific combination like the indefinite pronoun “man” (cf. Imo/Ziegler 2018), the passive voice or the other-positioning as a stereotyped group (definite article + collective noun in singular – e.g. “the German”, “the guest”) or the shift from regional dialect towards standard language will be traced in their interactional use in the course of the interview.

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## **Ethnography Respecified**

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Both Sacks and Garfinkel acknowledged the importance of ethnography in their understanding(s) of how the social world is constituted. Sacks admired its recognition that the world is made up of 'this-and-that', taking it as a starting point for his more radical approach to what constitutes data and how data can be analysed. Garfinkel, on the other hand, saw ethnographies as things members 'do, recognise and use' to accomplish the sense of settings, as fundamentally immanent and lay practices of enquiry. Their fragmentary comments on the matter seem rather different, but there are a number of points of similarity between them. Firstly, neither Sacks nor Garfinkel treat ethnography as particularly interesting as a method of sociological enquiry. For Sacks it points towards a radical approach to how the social world is put together, uniquely recognising the situated, contextual and particular nature of social activities. For Garfinkel it is a members' practice, something 'seen but unnoticed', without which sense and order could not be produced, recognised and described. Secondly, Sacks and Garfinkel treat ethnography as something both ubiquitous and ordinary: their interest(s) in the topic are directed both towards deflating it as a principled method of sociological enquiry and also towards expanding its domain of use well beyond the realm of 'professional' investigations. Finally, both retain ethnography (in a radically respecified form) as an integral part of their 'mature' study policies. For Sacks it is the bedrock of the 'context-dependent' aspects of talk, without which the formal, 'context-free' elements are groundless. For Garfinkel it is the unstated basis of how both the specifications of the unique adequacy requirement of method can be cashed out: understanding what is going on (as a member/participant) and being able to recognise how what is going on is produced and recognised by competent practitioners (as an analyst/observer). It will be argued that the deflationary and expansionist tactics employed by both writers represent an early version of respecification, and that the relative neglect of ethnography in some contemporary ethnomethodology and conversation analysis is the consequence of failing to recognise the ways the term was repurposed in the development(s) of ethnomethodology and conversation analysis.

## The art of tentativity: Formulating unilateral psychological interpretations in psychodynamic psychotherapy

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Reaching a shared understanding of patients' problems is a primary means for achieving psychological change in psychotherapy. Psychotherapists demonstrate how they understand patients' prior turns, which are mostly tellings of narrative episodes of past experiences, by providing interpretations which in some way or another reformulate the patients' turns. Therapists' reformulations typically focus on psychological aspects, i.e. motivations, emotions, aspects of self-concept, etc. of the patient which they infer from patients' narratives (Weiste et al 2015). In contrast to formulations in other institutional settings, therapists' interpretations often do not purport to explicate meanings of the prior turn which the patient meant to communicate (Weiste/Peräkylä 2013). Instead, therapists can be seen to explicate meanings which are „unilateral“ (Deppermann/Helmer 2013) in the sense that they index that they are themselves the author of an interpretive inference which may not be acceptable to the patient.

Building on a sample of 100 recordings (25 sessions with 4 patients each) from psychodynamic focus-therapy in German, we will describe one practice of therapists formulating unilateral psychological interpretations. This practice consists in building temporally extended multi-unit turns with a characteristic multimodal design. Therapists start their turn with gaze aversion, which continues over several TCUs and usually lasts until the main point of the interpretation is about to be made explicit. Interpretations are framed by meta-perceptive and meta-cognitive formulae like *when listening to you I get the idea* or *what you say sounds to me as if*. Epistemic hedges, inserted accounts, parenthesis, self-repair, and self-reformulations are pervasive. All these design-features work together to index that the therapist produces an interpretation which does not claim to express what the patient meant to communicate, but can be heard as being tentative. While the interpretation can possibly be rejected by the patient, it is, nevertheless, framed as being warranted by the wording of the patient's prior talk.

The ways in which the therapists' turns are built reflexively index the expectation that the patient might resist against the interpretation; at the same time they are built to undermine the patient's resistance and to invite patient's self-exploration into new directions, often with a focus on their emotions. In addition to the composition of the therapists' interpretive turns, we consider a) their sequential position (mostly after story-endings and silences) and b) their sequential consequences in terms of patients' responses to them and how therapists later pursue their interpretation if the patient resists to it or takes it up only in a superficial way.

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## Address terms in multi-party interaction: Do unaddressed co-participants count?

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Recent research in Conversational Analysis and Interactional Linguistics has shown that address terms are recurrently “deployed in the service of a variety of actions beyond addressing per se” (Clayman 2010: 160) or, in other words, that they serve “a plethora of other interactional achievements” (de Stefani 2016: 60; see Clayman 2010, 2012, 2013; Lerner 2003; Günthner 2016; Rendle-Short 2007; Couper-Kuhlen and Selting 2017). Previous studies on address terms in multi-party interactions have not taken account of other participants than the addressee systematically (but see Clayman 2010). This conversation analytic study investigates in which ways the embodied conducts of unaddressed participants in multi-party face-to-face interactions are reflexively linked with the use of address terms. Data comes from German informal social interactions sampled from a diverse corpus of video recordings. The findings are based on the close examination of the multimodal, sequential context of turns enhancing an address term, with particular attention to the co-participants’ embodied conducts and the specific turn-designs. We present evidence that speakers do not only orient to the addressee but that they may also or even primarily orient to unaddressed recipients when using address terms in multi-party interactions. The paper aims to contribute to our understanding of practices that participants use to co-construct courses of action by adding evidence that the use of multimodal resources is fundamentally intertwined with the orientation and sensitivity to the situated arrangements and embodied conducts of the co-present participants.

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## Practices of dysfunctional management of knowledge in a Bosnian doctor-patient interaction

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Conversation analytic research on epistemics focuses on the knowledge claims that interactants register, assert, and defend in and through turns at talk and sequences of interaction (Heritage 2013: 555f). In medical encounters, doctors display their expert knowledge and their legitimate right to apply it, but they also orient to the lay expertise of patients regarding the symptoms and experiences of their illness (Brünner 2005). A patient's authority as an 'expert' is reproduced through the organization of interaction in the practices through which the doctor receives requested information. Therefore, doctors and patients have their own territories of information or epistemic domains (Labov/Fanshel 1977, Stivers/Rossano 2010) that result in an exchange of medical information or expertise during the medical history taking.

This article considers interactional practices between the Bosnian patients and doctors, which lead to epistemic discrepancies, and moreover to a dysfunctional management of knowledge and information. Heritage (2012) shows that serious epistemic discrepancies can occur when a speaker's epistemic stance encoded in a turn at talk is not compatible with their epistemic status relative to the topic and the recipient. Using the methodology of conversation analysis, this article draws on a corpus of 24 doctor-patient encounters in one of the biggest Bosnian hospitals.

The article focuses on sequences in which the patients (mostly, but not exclusively, chronic patients, older patients, patients from a lower social class or patients with low levels of education) display an inability to provide requested information despite their status as putatively more knowledgeable or display reduced access to information they should account for (such as present medical condition or past treatments and surgeries). Some examples are the following: When a patient doesn't provide his prescribed medication or doesn't know the rule to take medicine on an empty stomach, or when a diabetic doesn't act in accordance with his or her knowledge such as taking care of their feet. By avoiding any claim of epistemic authority as well as wishing to appear more or less knowledgeable than they really are, the Bosnian patients display low health literacy and orient to a fundamental asymmetry between the doctor's knowledge and their own. The occurrence of dramatic epistemic discrepancies leads to interactional misunderstanding, more often to dysfunctional sharing of knowledge and information, and even worse facing threatening actions such as accusations, criticism and disciplining of the patient.

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## **The Needle and the Damage Done: Expressing and Managing Pain in Cognitive Neuroscience Experiments.**

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Pain is a well-established topic of study in psychology. Further, it is also an ethical issue; professional codes of conduct exist stipulating that subjects should not experience harm, and experimenters should mitigate against the possibility. Yet, beyond what is contained in these codes and best practice advice provided in textbooks, we currently lack an empirical understanding of how pain and discomfort are managed as practical and interactional matters during psychology experiments. This stands in contrast to an established ethnomethodological and conversation analytic literature on pain in interaction; primarily in medical consultations (e.g. Clemente, Lee, & Heritage, 2008; Heath, 1989; McArthur, 2018). Taking the unique context of electroencephalogram (EEG) experiments as an example, this study investigates how pain is made interactionally relevant and how experimenters and subjects deal with it during these sessions. In such a way, this paper also further contributes to our understanding of the situated and interactional nature of cognitive neuroscience practice.

The data are video recordings of 45 cognitive neuroscience experiments using EEG technology, with 60 hours of data from four laboratories. Conversation analysis and qualitative video analysis are used to examine a collection of *non-solicited pain reports*- instances where subjects say, "that hurts", "ouch" or something similar, seemingly spontaneously. That is, not in direct response to some prior talk or question. The cases all occur during a specific part of these experiments; the set-up phase. EEG set-ups involve experimenters filling 64 electrodes on a cap, worn by subjects, with gel from syringes (with needles attached) to increase electroconductivity. In these cases, pain is inflicted on subjects by experimenters' use of the needle (e.g. too much force or scratching the skin).

The analysis documents two different ways that subjects can display pain. The first, "concrete pain reports" involve subjects explicitly reporting pain. The second, "ambiguous pain displays", are treated by experimenters as possible displays of pain, whose exact nature is then unpacked. Both types are dealt with in different ways in the subsequent talk. The study also shows that pain is inextricably bound up with the activities occurring, and way work is organized, during EEG set-ups. For example, subjects tailor their pain reports given their concurrent engagement in tasks such as filling out questionnaires, and experimenters must coordinate their work with the demands of responding to the subject's pain. Experimenters can respond to pain displays in a variety of ways- by apologizing and suspending their work (amongst other actions). Finally, two dimensions of responsibility emerge as relevant concerns in how pain is displayed and dealt with; who is responsible for inflicting the pain, and the various responsibilities of, and as, the lead experimenter.

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## Adaptability in Instruction

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Following Fuchs (2012), it is possible to distinguish between different kinds of 'body memory', among which 'procedural memory' prominently figures as a kind of knowledge that comprises patterned and well-practiced sequences of movement. While procedural knowledge may be acquired in different ways, e.g., implicitly as 'learning-by-doing', it is common for many embodied practices – such as sports, dance and music – to be taught and instructed in institutional settings.

Recent research has shown that instruction is in itself a highly structured social practice and that instructors have a broad range of devices at hand to transmit their knowledge (Reed/Szczepek Reed 2014; Zemel/Koschmann 2014). Importantly, instructors may bodily demonstrate positive and negative versions of (a part of) the embodied practice, which are delivered in minute coordination with the verbal level (Keevallik 2010, 2015). In addition, instructors may give the learners verbal instructions adapted to specific situational needs, e.g., the temporal immediacy of implementation (Deppermann 2018; Mondada 2014).

The present paper analyses how instructions are shaped depending on the local activity environment in classes of Argentine Tango. It focuses on the question of how instructors adapt their instructions to changing circumstances in this specific instructional context (cf. Raevaara 2017). In Tango classes, the participation framework changes continuously, alternating between (a) the teachers' explanations and demonstrations in front of the class and (b) the students' practice with one-to-one coaching by the teachers. In addition to changes in the bodily configurations and the immediacy of implementation, these activity environments also differ with regards to, for example, the skill level of the students and the progression of their learning during the class and in individual coaching. The paper will explore how the design features of instructions at the verbal level (e.g. the use of declarative formats, imperatives) as well as at the bodily level (e.g. touch, spatial configuration) are adapted in real-time to different activity environments.

The data is taken from a Spanish spoken corpus of 50h of Tango classes collected in Argentina.

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## **Multiactivity and attention-drawing in adult-child interaction: Verbal and embodied coordination of multiple activities when children seek adults' attention**

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Everyday life in multi-child families and large day-care groups can be characterised as busy and 'complex'. In these settings, interactions involve multiple social participants requiring intricate and skilful coordination of action. These situations often involve 'multiactivity', i.e., the managing and coordination of multiple, simultaneous courses of actions through talk and embodied action (e.g., Haddington et al. 2014; Mondada 2011). This paper studies how adult participants temporally and sequentially organise multiple intersecting, omnirelevant activities in multiactivity situations when children seek their attention. The main focus is on the moments where adults suspend either the interactional activity initiated by a child, or the activity they were carrying out prior to a child sought their attention. Finally, this paper examines the interactional and multimodal practices that adults use for suspending as well as displaying their involvement in multiactivity situations to the children seeking their attention.

This study draws on the principles of ethnomethodological conversation analysis, analysing talk and embodied action as they unfold moment by moment in real-time interaction (e.g., Hutchby & Wooffitt 1998). The data consist of over 30 hours of video recordings collected in naturally-occurring family interactions at homes and in cars, recorded in Finland and the UK. Additionally, the corpus includes video materials collected in day-care centres in Finland. The analysis of the data shows that adults often use the practice of an activity suspension as a means to socialise and teach children which activities need to be prioritised over others and what kind of behaviour is appropriate in situations where multiple courses of action take place at the same time. I argue that examining these practices is important since the way adults organise and coordinate multiple activities may be used for socialising children into realising the social norms concerning interaction, as well as indexing moral stances towards different activities. Acknowledging these practices is also educationally important, so that parents and professionals of childcare have the chance to change and improve the practices used for raising and socialising children as members of the society.

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## **Directive sequences in collaborative activities involving people with dementia**

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This study explores the organisation of directive sequences in collaborative activities involving people with dementia. Generally, directives have been described as "utterances designed to get someone to do something" and are actions that project compliance as a next action (M. Goodwin, 2006, p. 517). Telling someone else what to do can be done in a number of different ways including action such as orders, commands, assignments, requests, suggestions, proposals and hints (e.g. Searle, 1979; Ervin-Tripp, 1974; Stevanovic & Svennevig, 2015). While directives have been foregrounded as key to both controlling and eliciting actions of another party, it can also be used as a resource to facilitate for a person with dementia to be able to participate in everyday activities (Vikström, 2001, 2008; Jansson et al., 2001; Hydén, 2014; Majlesi & Ekström, 2016). As dementia affects a person's both cognitive and communicative abilities, for a person with dementia to be able to partake in everyday activities, it is often required that someone else both plans and monitors the tasks, and a collaborating partner usually needs to tell the person with dementia both what to do and when (Vikström, 2001, 2008; Hydén, 2014; Majlesi & Ekström, 2016).

This study offers a moment-to-moment analysis of the temporally unfolding of directive sequences involving people with dementia living in both ordinary housing and care homes. For the study, video recordings various everyday activities such as cooking, baking, eating, and moving from one place to another have been analysed. The analyses show that collaborative activities involving people with dementia are generally organised as a series of successive directive-response sequences with few gaps in between. Directives are shown to play a crucial role when a person with dementia should initiate and finish a task, while performing a specific sub-task is recurrently done without any guidance in form of directives. Similar to what has previously been described in relation to family interaction (e.g. Goodwin, 2006; Goodwin & Cekaite, 2013), the directives in our material move in a trajectory from more mitigated to more direct directives in the case of non-compliance. However, in relation to interaction involving people with dementia, it might not be entirely evident to speak of upgrading as the case. The co-interactants may use varied directives in response to not performing the requested action and the trajectory of upgrading directives in the activities involving people with dementia might rather be described in terms of economy rule. By economy rule in the trajectory of directives, we mean that the requests for an action in conversations with people with dementia may take the form of imperatives as they are more direct, simplified and shorter in forms compared to requests. Similar to what has previously been described in relation to adults with intellectual impairments (Antaki & Kent, 2013), we argue that the organisation of directive sequences in activities involving people with dementia illustrates an orientation toward non-compliance as unablens rather than unwillingness.

## Doing the daily routine: Development of an embodied interactional L2 repertoire through a recurring classroom activity

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In a recent study of second language (L2) learning and interaction, Eskildsen and Markee (2018) showed through meticulous microanalyses of participants' visible orientations (i.e., their constant displays of their current ecologically mediated thinking through multimodal actions) how teaching, explaining, understanding, and learning are accomplished in ways that are embodied and fundamentally co-constructed and which cannot be reduced to any one constituent turn-at-talk. Viewing language as an embodied semiotic resource for social action and learning as a fundamentally social process that is observably organized in real-time interaction, ultimately sustaining the accountable processes of achieving and maintaining intersubjectivity (Kasper, 2009), this paper continues this line of research as it reveals that Carlos, a beginning L2 speaker, is learning, or routinizing, a range of specific embodied semiotic resources – an interactional repertoire – as he participates in the construction of a recurring classroom activity as a daily routine and in the local accomplishment of its constituent components.

Using conversation analysis, the paper focuses on the establishment of a daily routine in a beginning English as a second language (ESL) classroom consisting of three components: 1) handing out name tags; 2) taking attendance; and 3) writing the dates of today, yesterday, and tomorrow on the whiteboard. It is a routine in which the entire class participate, but the focus of the analysis is on Carlos and his changing participation in the routine over time. The data used here span 8 months beginning from Carlos' first day in class. As the recurring activities become established as a routine, Carlos changes his participation accordingly and develops an embodied interactional L2 repertoire in and through that routine.

The data show that as Carlos is engaging in the teacher-led work to establish the daily routine, he is employing and routinizing specific embodied, interactional, and linguistic resources needed to volunteer, distribute name cards, take attendance, write, account, as well as elicit volunteers and index an upcoming activity in the L2. Carlos' emergent repertoire includes, for example, embodied behavior to indicate willingness to participate and volunteer and accompanying verbal resources (e.g., *I can write, I go check*) and a repertoire to instruct others to participate seemingly overtaken from the teacher's repertoire (e.g., holding up a pen asking "who wanna write?"). Tracing Carlos' emergent embodied interactional repertoire in and through the routine, the study substantiates L2 learning as a fundamentally usage-based process, anchored in meaningful interaction, and suggests that the semiotic resource known as "language" is a residual of embodied social sense-making practices.

The study draws on the MAELC database at Portland State University, a longitudinal audio-visual corpus of American English L2 classroom interaction.

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## **Action bids in children with speech impairments**

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The paper investigates action formation (Drew & Heritage 2000), i.e. how "How does saying X count as doing Y?" (Enfield & Sidnell 2017) in the conversation between 3-6 years old children with Down syndrome and caregivers. We will argue, firstly, that children may have repertoires of practices that do not map one-to-one with the action nomenclature used for adults, and, secondly, that the analysis of talk of children with speech impairments can help understand how practices such as type-specific adjacency pairs are assembled from the perspective of children's themselves.

Children are capable of exploiting the sequential properties of talk since a very early age (Garfinkel, 1982; Wootton, 1990); in terms of practice, however the contingency relation between a first and a second pair part of an adjacency pair is easier to attain than other more complex and content-related components, especially for children with difficulties (Ochs & Solomon 2004). Drawing on initiating turns of children during free play activities, we illustrate how they function as 'bids', in that what action they will turn out to be is shaped dynamically throughout the sequence. Whereas this is a staple of interactions between all types of speakers, according to CA, reliance on familiar action categories often overshadows the fundamental openness of interactional moves (see Enfield & Sidnell 2017). We argue that, by looking at children with difficulties, the basic interdependency of speakers as concerns action formation can be further evidenced and understood. Secondly, children in our corpus, because of their speech impairment, often rely more heavily on a certain modality or feature of turn design to convey the thrust of an utterance; the format of initiating turns in this corpus reveals children's own analysis of the central features of action, the findings offering cues for action and turn design in children and adult conversation in general.

## **The complex journey of recommending a treatment in oncological setting: When is the patient's acceptance enough?**

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Variety, complexity and uncertainty in the therapy outcomes of cancer illness make the treatment recommendation (TR) in oncology a "monumentally difficult task" (Gilligan, 2017). Information about the toxic collateral effects of some therapies (mostly, chemotherapy) and the disclosure that prognostic results remain to a certain extent uncertain, may solicit the patient's resistance toward accepting the recommendation, or affect the alliance with the doctor, necessary in the oncological context to support a durable therapy. This makes the information giving in this medical field a sensitive, risky communicative activity in itself.

As conversation analytic studies have shown, doctors deliver a treatment recommendation in different ways, ranging from options that rely more on the physician's authority to options that allow opportunities for the patient to have a say and dispute what the doctor frames as a proposal, suggestion, or advice (Stivers et al. 2017, Wheat et al. 2015). Different (more or less authoritative) ways to formulate TR may inhibit or solicit a negotiation process with the patient, resulting either in 'unilateral' or 'bilateral' decision-making (Collins et al. 2005, Ijäs-Kallio et al. 2011, Toerien et al. 2011).

A recent study in the US context (Tate 2018) has revealed how orientation to patient's involvement in TR may change accordingly to whether the recommendation is new or whether it occurs in mid-course adjustments of cancer therapies.

Our own studies in the Italian context have outlined some of the strategies that doctors use to support certain treatment options, restricting the range of choices available to the patients (Fatigante et al 2014, Alby et al 2016).

The aim of this paper is to look in detail at the organization of action sequences of treatment recommendation in oncological settings; in particular, we aim to analyze what the oncologist makes relevant as the patient's uptake and when he considers it as sufficient to put the treatment recommendation to a close.

The data corpus consists of 60 video-recorded cancer consultation visits, collected in two Italian hospitals.

Results show that the structure of treatment proposal in the oncological visit is a multi-event accomplishment, due also to the fact that it includes recommendation for multiple treatments, and it develops through several, recursive rounds. At each round, and accordingly to different degrees of risk present in the patient's case, the doctor makes relevant the patient's response primarily in terms of agreement and endorsement of the rationale behind the therapy, thus, opting for displaying himself as accountable professional rather than solidary, neutral partner in the patient's decision. Far from approaching the "closing" of the visit, in the oncology setting the treatment recommendation opens up a (in Byrne & Long's terms) a "consideration" stage in itself, which makes relevant that the patient agrees with the doctor's explanation before /rather than accepts the recommendation. Implications are drawn, both as regards how to establish relevant coding procedure for analyzing TR in this specialized context, as well as, how to consider the doctor-patient partnership and the concept of shared decision-making in such an encounter.

## Expert vision in football match analysis

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In this paper we will contribute to the analysis of expertise, analysing cases where descriptions of events is accomplished through expert vision. We will show how expert vision is made possible through the use of new technologies of vision and visual display, which surpass simple uninstructed vision.

The paper is based on data from video sequences of (English) football TV programs (found on Youtube) where commentators are asked not only to verbally analyse the game just played, but to concretely show - to other pundits in the studio and to the audience at home – what happened during particular sport actions on the pitch. “Showing” in this case is less a matter of making available to viewers some objects which can be visually inspected naively: more than that, it is a way of making something visible, noticeable, observable, perceptible, and in the end making it understandable and clear.

Building from Harry Collins’ paper on the work of umpires and referees in sports (Collins 2010), we will analyse the ways in which match analysis expertise is a matter of “epistemological privilege”: a display of “superior view” and of “specialist skills”.

Previous studies demonstrated how broadcast talk is first and foremost produced for the audience. In this paper we want to show how a match analysis expert commentary is designed for an audience through skillful practices of enhanced vision. In the paper we describe methods of highlighting, coding scheme, graphical effects, visual emphasis, individuation practices, pointing, inscriptions, etc. (Goodwin 1994 & 2000; Mondada 2012), used to disclosing for the viewers the very logic of the game. In order to make people “seeing something as it is”, expert commentaries make use of video clips showing the actions from a “superior” point of view (not at the level of the players but on a higher level), and relying on professional, technical, specialist knowledge in describing the actions. We want to show how expert vision emerges in real time interaction (Carr 2010) as a technologically-achieved shared world.

Besides being a contribution to the study of expertise-in-interaction as the mastery of knowledge and skills of viewing together, this paper wants to contribute to a growing corpus of studies of video based work practice (Broth, Laurier & Mondada eds. 2014), with reference to football video analysis.

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## **Epistemic Stance as a Practice in Conducting Roleplay: An Analysis of Storytelling in Roleplaying Games**

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Recipient design proposes that participants design their turns relative to their recipients, and as such, will not tell them something they already know (Sacks, 1995). However, during roleplaying games such as Dungeons and Dragons (D&D), participants often tell each other stories that they are already aware of through other means. This paper examines the relationships between epistemic status, epistemic stance, roleplay, and story-telling through the analysis of online videos of participants playing D&D.

The study argues that each participant observably orients to (at least) two individual but overlapping epistemic domains – one representing the knowledge and rights they possess as a player of a game, and another representing that of the character they roleplay as. As such, there may be information that the player possesses that their character does not. Moreover, participants move fluidly between two frames: a player frame and a roleplay frame. When roleplaying as their characters, participants orient to the epistemic status of the characters rather than the players. This may lead to sequences where characters are aligned as unknowing participants despite the player's higher epistemic status. As such, knowing characters may tell stories to unknowing characters despite the corresponding player's knowledge of the story. Thus the prohibition against telling another participant what they already know is tied to the relevant frame. This is observed when a teller aligns a knowing character as an unknowing recipient and the recipient subsequently blocks the telling. Therefore, we argue that practices oriented to displaying epistemic stance, the moment-by-moment linguistic encoding of relative epistemic access, provide participants with a resource for displaying orientation to a roleplay frame, and that these practices impact the way storytelling is accomplished. More generally, the analysis contributes to the identification of the interactional practices by which participants orient to different knowledge statuses and enhances our understanding of the relevance of knowledge statuses to story telling from the perspective of both story teller and story recipient.

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## **Drafting the Simplest Systematics, Lessons from the archive**

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*A Simplest Systematics for the Organisation of Turn-Taking for Conversation* by Sacks, Schegloff and Jefferson is a landmark paper becoming one of the most cited publications in the CA literature as well as the most cited paper from the journal *Language*. The publication of the paper in December 1974 was a culmination of six years of work. While the paper is of course well-known it did not arrive fully formed in its published form. Rather, like any paper, the ideas, the structure, the writing, the content were the product of the collaborative development of drafts, of shifting emphasis, of edits and of responding to and negotiating reviews of the drafts with each other and of the journal the paper was submitted to. To be sure the ideas were no ordinary ideas but the work of drafting and getting published would be familiar to many. This paper draws on four versions of the paper contained in the Sacks archive, and examines the development of the paper through various drafts, including the reviews and responses to the paper by William Bright, the then editor of *Language*. Examining the ways in which the ideas in the paper were developed allows a glimpse into a period of time where Sacks' analytic work was evolving, and, together with his colleagues, how they went about articulating their form of ethnomethodological inquiry, in this case for a linguistics audience. This also provides a fascinating insight into the way Sacks transformed his ideas and his research into the final publishable form as the different versions show the development of the work from the more informal style towards the highly specific and technical style that characterizes his more formal papers.

## A Single-Case Analysis of Resisting a Threat

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This study uses the family setting to explore the sequential organisation of oppositional moves (Hutchby 1996) which resist parental threats and how they are oriented to by family members, turn-by-turn. This analysis draws on previous work by Kent (2011; 2012) on resisting directives and Hepburn and Potter (2011) on defying threats in family interactions. Hepburn and Potter (2011) examine four response options following a threat: compliance, defiance, undermining, and minimal compliance (or “compliance with a flavour of defiance”). Here, we identify a fifth option: resistance.

Hepburn and Potter (2011) identified the conditional grammatical structure (if-then constructions) used in threats. This complex linguistic structure allows a “threat-in-progress” to be recognised after just the first component, which in turn allows recipients to resist by taking a turn prior to the completion of the threat.

The sequential placement of the recipient’s turn either during or after a threat allows for different ‘response’ options. The resistance we observe here occurs before the completion of the threat and halts the issuing of the negative consequence. The recipient can therefore resist the threat at a sequential point where compliance or defiance have not yet been made relevant. Thus, the data we explore here do not fit any of the ‘response’ options outlined by Hepburn & Potter (2011).

The resistance in our data is not *inresponseto* the threat, instead the recipient resists the “threat-in-progress” by negotiating the conditions of the threat (as expressed in the “if-clause”). This sequentially blocks the issuing of the negative consequence, redirecting the action orientation of the talk.

This study thus investigates the relationship between linguistic structure and action formation in doing and resisting threats. This allows for further investigation of threats as social actions and how interactants can achieve resistance as a form of oppositional move. This study also contributes to an existing field of literature on parent-child interaction, however here we explore family interactions with older children than is typically seen in interaction research, contributing to knowledge concerning family life with older children and teenagers. This paper contributes to a wider research project on orientations to conflict sequences in family interactions which includes family arguments/discussions, mockery and teasing between family members, disagreements, and of course, children resisting parental threats.

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## **Medical Practices and the Transitional Body: the Case of Pain Consultations for Non-verbal and Poly-disabled Children**

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This communication focuses on the interactional resources participants rely on in pain consultations for non-verbal and poly-disabled children, in particular on the multimodal characteristics of the different postural and gestural configuration at work during the anamnesis and physical examination phases, when participants are asked to account for a child's pain. To address this problem fully, a better specification of the multimodal concept of semiotic transposition is in order.

Our approach allows one to analyze how the bodies of the parents and the medical team may constitute a "transitional body": to account for past symptoms and suffering incurred by the patient, caretakers of the child experiencing pain set up a participatory framework that includes the elaboration and the negociation of a multimodal integrating space. This in turn constitutes a powerful semiotic tool to depict and negotiate, in an inter-subjective way, both the generic characteristics and the singular expression of these symptoms.

## **"You've not to put your hand in!": Children's orientation to recipient's epistemic access**

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This study examines intersubjectivity from the point of view of public expressions of 'understandings' during moment-by-moment interaction, within adult-child conversation. Conversational phenomena such as assessment sequences and preference organization often display participant's orientation to implied claims regarding epistemic knowledge or epistemic access (Heritage & Raymond, 2005). Given the likelihood that young children have to learn how to recognize and display those conversational actions relevant to displaying 'what it is to know', one route for understanding the development of such skills is to examine interactions where recipient-tilted epistemic asymmetry occurs. Here we examine video recordings of pre-school 3 to 5 year-old children (n=18) asked to participate in an 'experimental game' where they observe somebody (their parent), carrying out a sequence of actions that they have been led to believe might be inappropriate. Adopting the methodology of conversation analysis, this study examines sequences where children exhibit an orientation to their own locally-grounded epistemic status, and documents their marked surprise, fascination and interest in breaches of appropriateness – even though the said 'conventions' are actions which the children themselves have only learned about in the immediately prior context of the game-scenario. We find that children's attempts at gaining knowledge from a more knowledgeable other are noticeably insistent, elaborate and exhibit subtly designed self-repair strategies, particularly when their co-participant is not forthcoming (e.g., in response to their questions). Furthermore, while children's responses to parent's inappropriate actions display an orientation to locally-relevant sequence-focused 'understandings', the form of the responses do not necessarily reflect epistemic asymmetrical relations common to adult-child interaction. The analysis raises questions regarding certain assumptions that inform representationally focused theories of social-cognitive development, and concluding comments call for a more detailed examination of the locally-managed criteria for what constitutes reflexively accountable displays of knowledge in context.

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## What children do in video-mediated interaction with their migrant parents

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Parent-child interaction has been investigated extensively in ethnomethodology (EM) and conversation analysis (CA). Studies have explored, for example, how adults 'shepherd' the child by deploying various resources such as gaze, gestures and touch (Cekaite, 2010) or how adults upgrade their directives to children in order to achieve children's compliance (Craven & Potter, 2010). We would argue that many of these studies, for understandably methodological and practical reasons, tend to adopt an 'adult-centred perspective'. However, there is also a tradition in EMCA to adopt a more explicit 'child-centred' perspective.

In fact, Garfinkel et al., (1982 [unpublished]) have described children's competences when interacting amongst children and adults (see also Butler, 2008). By focusing on what children can do in interaction, a growing number of EMCA studies has provided important insights on children's interactive competencies (e.g. Filipi, 2009; Gardner & Forrester, 2010; Keel, 2016: Chapter 4). Our paper aims to contribute to such 'child-centered' analytical studies by investigating children's engagement in a particular interactional setting: video-mediated parent-child communication.

Our data are drawn from video recordings of habitual video calls between Chinese migrant workers (who have moved to the cities) and their 'left-behind' children (who are left behind to live with their grandparents in rural areas). Data consists of both a screen capture of their mobile phone and a traditional camera recording of the interaction in front of the mobile phone. Since the children in our data are very young, aged from 10 months to 3 years old, they are often accompanied by at least one caregivers (i.e. grandparents) while conducting the video calls with remote parents.

In this paper, we investigate the instances where children explicitly display whether or not they would like to participate in the video call. We therefore focus on 'positive' and 'negative' sequences: firstly, self-initiated sequences where children select to interact with their remote parents, for example, by initiating to show parents some material objects; secondly, resistance-sequences, where adults attempt to involve children into video calls, but children chose to resist those interactional invitations not only by employing verbal actions (e.g., by saying to the grandparent: "no, you talk"), but also by making use of various embodied, indeed material, ways to resist (e.g. by moving away the screen, by pressing 'hang up' button, etc.).

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## Resisting an activity: a child's reluctance to continue in a projected course of actions

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Activities have been described as coherent courses of actions maintained by participants over a series of sequences (Heritage and Sorjonen 1994, Robinson 2003, Levinson 2013, Reber and Gerhardt In Press). While participants often cooperate to continue in the projected way, there may also be conflicting agendas, one participant resisting the trajectory of the overall structural organization.

In the data, a German father daughter dyad are tidying the 8-year old girl's room, sorting through her things, throwing out unused items and putting the rest where they belong. The father uses a wealth of resources to engage the girl in that activity (interrogatives as first pair parts, rising intonation, terms of address, facial expressions, positioning of the body, gaze and the gesture 'showing') to establish a joint activity space and mutual orientation, and position the girl as expert in their common endeavor. Dad's actions do not only project answers by the girl, but also, importantly, a continuation of the overall activity. However, the girl does not always follow the projected course of actions, instead she sometimes resists Dad's agenda, walking a tight line between open non-cooperation for which she could be reprimanded and other means such as "doing being immersed" for which she cannot be easily held accountable. While earlier work focused on Dad's behavior (Gerhardt In Press), the current paper will describe the girl's practices of resistance, such as humming, pausing or non-repositioning of the body/gaze.

This paper will propose an understanding of resistance against the backdrop of an ongoing activity, as practices that are geared towards momentarily suspending the projected trajectory. It will discuss a single case study in conversation analytic, interactional perspective taking into account the multimodal embodiment of these practices of resistance.

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## Changing media practices, changing institutional roles: arguing in television news interviews

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The context of the news interview sets certain restrictions regarding the organization of interaction that relate both to the turn-taking system and to turn-type pre-allocation. As a result, the interview is organized around a series of question-answer sequences, with interviewers asking questions which interviewees are obliged to answer. (Clayman & Heritage 2002, Heritage & Greatbatch 1991).

The question-answer format is related to the institutional role and the tasks that journalists are called upon to fulfil. More specifically, journalists are expected to maintain a position of 'formal neutrality' or 'neutralistic stance' (Clayman & Heritage 2002a: 120), and it is this neutralistic stance that the news interview turn-taking system is designed to ensure. By restricting themselves to questioning, journalists shield themselves against accusations of bias or unfair treatment of interviewees.

However, examination of news interviews on Greek television shows that alternative patterns of organization seem to emerge. Within the framework of conversation analysis, this paper investigates a set of practices that seem to pose a challenge to the norms of the canonical news interview. My analysis is based on 17 news interviews broadcast on four Greek television stations (both private and public) between 2011 and 2013.

The results of the analysis reveal that, often enough, question-answer sequences are followed by argumentation sequences, in which interviewers disagree explicitly state their personal opinions and overtly display their disaffiliation from their expressed statements.

What these results point to is a blurring of roles in news interviews. In a growing adversarial context (Hutchby 2011, Montgomery 2011, Patrona 2011), interviewers do not hesitate to break the norms of interview conduct by foregrounding their own agency and engaging in argumentation with interviewees, rather than simply asking questions on citizens' behalf. These findings suggest that journalistic values such as the notion of neutralism need to be revisited.

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## **Choreographing Instruction as Contingent Practice**

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Performing action while instructing in collaborative work (as when skilled persons teach novices how to read a cookie recipe, how to distinguish ripe from unripe fruit at the grocer, or how to identify various co-present geological features in a wilderness setting) requires that participants deploy their bodies within spatial configurations that facilitate the collaborative projects they pursue. Simultaneously they must attend to those projects and their required work as pedagogical problems. In order to effectively "see" the object under scrutiny, co-participants work within simultaneously overlapping trajectories of action -- operating on the object as the perceivable "thing" ready-at-hand for immediate use and re-use as well as for its later use in subsequent work. In addition they attend to the object for its role as an "instructable" in the current activity

Both more experienced and novice members construct actions to co-operatively achieve their mutual accessibility to the object of focus (Goodwin, 2018), to index and discern relevant features entailed in the carrying out of an activity; baking, shopping, or identifying relevant rock materials require direct sensory visual and tactile access to the objects being categorized or referenced. Learning where to look (C. Goodwin, 1994), how to read a text document, how to manipulate a tool, or how to recognize relevant "qualia" (Chumley and Harkness, 2013) entailed in the object of scrutiny is central to the work of pedagogical activity in progress, processes of enskillment (Ingold 2000).

This presentation investigates the embodied work entailed in orchestrating the teaching of relevant practices with reference to a given object by a more skilled practitioner to someone less skilled. In doing so, we analyze the moment-to-moment work people deploy in arranging their bodies and the world around them in order to contingently accomplish their collaborative projects. Data consist of videotapes of a seven-year old child learning to bake cookies from her fictive "aunt" (1 hour), a six-year old daughter being instructed by her father as how to shop for produce (3 hours), and a computer scientist being instructed by a practicing geologist (8 hours) as to how he successfully perceives, identifies, and analyzes geological features. In each of these we argue that competently rendering objects and aspects thereof as visible is indeed a multi-sensory endeavor that is thoroughly lodged in the projected courses of action that the participants pursue-- instruction being central. Within processes of instruction 'visibility' is continuously constituted and re-constituted through subsequent use and re-use of materials; indeed processes of inskillment are particularly likely to be constructed via multiple modalities, not simply the visual. Thus action is performed not by talk alone, but by action in interaction -- entailing the nuanced voice, bodily postures, gestures and facing formations -- which constantly change to take into account the bodies of participants and their epistemic access to publicly observable phenomena and the project under way (C Goodwin 2000), as well as references about what they can properly perceive.

## Interpretations of explanations in social interaction

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This paper is concerned with an analysis of explanation activities in a variety of institutional settings such as education and financial institutions, as well as the non-institutional setting of friends and family talking about game rules before playing a game. In all the datasets, an explanation deliverer is set to the core task (Drew, 2003) of making sure that one or more explanation receivers understand something. 'Doing understanding' is therefore a very relevant aspect of the interactions in this dataset. Participants in the dataset use different practices that specialise in doing understanding, like single-word response tokens such as 'yes', 'hm' and 'oh' (Gardner 2001, Sorjonen 2001) and bodily activities such as head nods (Stivers 2008, Whitehead 2011). For this paper however, we are concerned with responses such as formulations (Heritage & Watson 1979) that show an interpretation of prior talk.

As stressed by Heritage (1985) and for instance acknowledged by Hutchby (2005), formulations are generally found to be produced by questioners in their professional or institutionally representative roles. However, in our dataset the interpretations are only offered by the explanation receivers, while they are not occupying the professional or institutional role of 'expert'. This is similar to what Drew (2003) observed for psychotherapeutic patients checking their understanding of a prior comment of the therapist. Since understanding is central to the task (Drew, 2003) participants in our dataset are facing, it is not surprising that explanation receivers use formulations to show an interpretation of the (ongoing) explanation. The question then rises: when do explanation receivers use formulations (in contrast to other practices for doing understanding) and what types of formulations (Heritage & Watson, 1979) do we come across in this particular setting?

In the paper, it will be shown that formulations are particularly used to index an understanding of what we have called a bigger *scope* of understanding, meaning an understanding of larger units of talk. This in contrast with for instance bare claims of understanding indexing a smaller scope of understanding (see also Koole, 2010). We will show the different linguistic realizations of formulations (Drew, 2003) that are used to index understanding during an explanation activity and will discuss what the explanation receivers do by offering interpretations of the larger units of talk.

## Communicative practices orienting to the (paying) organization as third party in coach-client relations – a CA perspective on identity constructions in executive coaching

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Despite its business orientation, executive coaching is person-centered and integrates feelings-talk to initiate (work-related) change for the client. As coaching is an instrument of human resources development offered to executives by their organizations, those organizations do not only pay for the coaching and (pre-)select the coach, but often also take an interest in the topics by authoring (written or oral) statements covering what should be addressed in the coaching sessions. Coach or client (taking the role of principal and animator, cf. Goffman 1979) introduce the organization's voice when establishing coaching frame and coach-client relationship and must position themselves regarding these views and the third party itself. While clients may adopt the organization's view as worthwhile, dispute or even reject it, it is among the coaches' responsibilities to integrate the (perhaps disputable) view of the organization, i.e. to acknowledge the third party and its interest, and concurrently to foster a good and confidential relationship with clients by claiming sufficient independence.

This triadic constellation alters the dyadic social interaction 'coaching', causes a potential conflict of interest for both coach and client and represents one of the core paradoxes of coaching (Bjorkeng et al. 2008; Graf in press): The coaching alliance is conceptualized as the *sine qua non* for clients to open up, to access and work with their emotional experiences, while the triangular relationship and the coaches' dependence on the paying organization threaten the confidence and intimacy of this very alliance. Both participants must therefore manage – on a turn-by-turn basis – complex identity work.

In this paper, we analyze the local impact of the third party 'organization' in the dyadic coach-client conversation. We apply a CA perspective by focusing on sequences from first sessions of different coaching processes (the corpus comprises of 145 hours of authentic coaching data), where coaching frame and relationship between coach and client are established (cf. Graf in press). By drawing on membership categorization and positioning theory (see, e.g., Hitzler (2011) and Deppermann (2013)), we discuss communicative association and dissociation practices whereby clients position themselves as organizational representatives or as independent executives. These invoked self-categorizations bear on the categories clients ascribe to their coaches and on the actions clients and coaches (are expected to) perform (e.g. accepting or challenging the coach's authority). Concurrently, the positions client and coach discursively adopt and/or are ascribed to with respect to the organization impact on their relational identities during the coaching sessions (managed e.g. by terms of address or emotional displays). We present patterns of how association practices with the third party result in distancing practices from the coach-client dyad and vice versa.

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## Do mathematicians make mistakes? Mathematical certainty in practice

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Mathematics is often seen as an epistemic exception among the sciences, due to its perceived absolute certainty. Mathematics is supposedly based on proof, which “does not admit degrees” (Rota, 1997: 183). As Polya (1957: 215) put it: “What intends to be a proof must leave no gaps, no loopholes, no uncertainty whatever, or else it is no proof.”

However, it is widely known that there are many published errors in mathematics. Lecat (1935) listed nearly 500 errors published by over 300 mathematicians. There have been numerous (in)famous ‘proofs’ of conjectures, such as Fermat’s Last Theorem, the Four Colour Conjecture, or Kepler’s Conjecture, published in respectable journals, which turned out to be false (Auslander, 2008; Harrison, 2008; Nathanson, 2008).

Thus mathematicians distinguish between the ‘ideal’ of absolute certainty and the ‘reality’ of degrees of correctness. They also acknowledge that, in practice, checking is not best done by reading a proof line-by-line, from start to finish, but rather to try to understand the overall ‘logic’ and to ‘spot check’ crucial parts of a proof (Szpiro, 2003: 208).

How do mathematicians deal with the tension in practice? I have conducted interviews with editors of journals and asked them both what kind of ‘checking’ they expect from referees and how they themselves typically try to check a paper that they are refereeing. From these interviews it transpires that the more ‘interesting’ a paper is perceived to be, the more scrutiny it may receive it may during refereeing process. Furthermore, carefully checking a paper does not necessarily mean reading it line-by-line, but knowing *where* to check.

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## “Reading the face like a book” – facial expressions as a resource for multimodal stance-taking

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The aim of this contribution is to show how facial movements in interaction contribute to the multimodal gestalt of stance-taking actions in face-to-face interactions. Besides focusing on facial resources of displaying affiliation and empathy, we will show how the face of interlocutors come into play while communicating epistemic and evaluative stances towards a prior turn or an external object of talk.

Facial movements are an essential interactional resource for the constitution of the multimodal gestalt of actions (e. g. Deppermann, 2018). Nevertheless, the human repertoire of facial expressions and gestures may be the last domain that hasn't yet been analysed systematically within multimodal interaction analysis. Formerly being almost exclusively a field of research within psychology focusing on human ways of expressing emotion via facial expressions (e. g. Ekman & Friesen 1969, Ekman 1993), the interactional impact of facial movements has only recently been discovered for multimodal interaction analysis (e. g. Ruusuovori & Peräkylä 2009; Peräkylä/Ruusuovori 2012). Also here, potentially meaningful facial movements has primarily been examined as facial *expressions*, i. e. as resources to contextsensitively express affiliation in interaction. In our contribution we aim to show how the use of facial communicative resources in interaction can do “more”: Besides expressing an affective stance of speaker and recipient, *Mimik-in-Interaktion* (Germ.) is used to display evaluative and epistemic stances (Peräkylä/Ruusuovori 2009). By use of facial as well as verbal and other visual resources interlocutors make accountable to each other how they understand and assess prior turns or external objects of talk and conversely, how their own turn should be treated. Sometimes, it might be displayed solely by facial gestures that (contents of) prior turns are treated as objects of (non)understanding and evaluation. Based on audio-visual data of various mundane and institutional face-to-face-interactions (talks at the coffee table, beer tastings, lectures at University, religious sermons) we want to demonstrate the potential of *Mimik-in-Interaktion* to make affective, evaluative and epistemic stance intersubjectively available – as one puzzle piece in the multimodal interplay with other bodily and (para)verbal resources.

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## Communicating a cancer diagnosis: Practices of relationship-building in oncological doctor-patient interaction

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This presentation will address practices of relationship-building between oncologists and their patients during the extremely sensitive and emotionally challenging consultations when a definitive diagnosis of malignancy is communicated (Maynard 2003; Reineke/Spranz-Fogasy 2013; Günthner 2017; i.pr.). In these institutionally situated interactions, oncologists are charged with two principal communicative tasks: (i) to inform their still ignorant patients about clinical evidence of their cancer diagnosis and thus, about the details of the life-threatening disease; (ii) to propose and negotiate possible therapies.

On the basis of 64 recorded interactions, I will illustrate how the participants form a relationship which is based both on their institutional roles of doctor and patient and on contingent social activities, which develop throughout the process of the interaction. During the various phases of these emotionally challenging interactions, doctors make use of a number of practices which encourage affiliation, confidence and hope.

This talk will focus on several aspects of relationship-building in communicating distressing diagnoses and show how doctors make use of specific communicative practices to display a personal connection and sensitivity toward the patient; e.g. addressing the patient by his/herself, using certain concessive constructions, displaying „tie signs“ (Goffman 1971; 1974) to index „withness“ (Goffman 1971; 1974), employing various strategies to demonstrate affiliation (Stivers 2008) and to provide some comfort to the patient (Imo 2017).

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## Shifting patient's focus of talk on self

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In psychotherapeutic setting, therapists are oriented towards examining the patient's talk beyond its intended meaning (Peräkylä, 2013). Questions are an important working tool for therapists to convey their understanding of the patient's experiences (McGee, Del Vento, and Bavelas, 2005; Halonen, 2008; MacMartin, 2008). The present research investigates moments in psychotherapeutic talk when therapists use questions to shift patient's focus of talk from other/s or other matters to talk about self. Data involve psychotherapy sessions video recorded in Tirana / Albania. A total of 21 questions occurring predominantly in psychodynamic and psychoanalytic therapies is analysed, the following example being an extract from a psychoanalytic session.

Extract 1.

01 P: [unë e shikoj

I it see

I think

02 T: [line omitted]

03 P: të trishtueshme të ndihesh (.) ë:: i vetmuar

sad to feel lonely

it is sad to feel lonely

04 midis shumë njerëzve.=

among many people

among many people

05 T: =°mh°, të ndodh ty?

to+you happens you

does this happen to you

06 P: m?=-

07 T: =ju- të ndodh ty?

to+You to+you happens you

does does this happen to you

These questions are designed as either content or, as in the above extract (line 05), positively formatted straight interrogative polar questions and placed as third position utterances. The patients' responses exhibit dysfluencies and/or difficulties in answering. Similar to the above 'open class' repair initiation (line 06), the answers either offer multi-unit elaboration of the suggested topic, count for the absence of a response or delay the latter altogether by long gaps. We argue that questions that shift patient's focus of talk from other matters to the patient's self are heard as threat to the coherence of self-representation produced so far in the talk by the patient. A confirming answer would preserve the affiliation but threaten the coherence of self-representation, whereas a disconfirming one would preserve the latter but threaten the affiliation with the therapist. We conclude that challenging the patient's self-representation is a delicate task in terms of working alliance between the therapist and the patient.

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## Intermission talk in the theatre foyer: epistemological, methodological and ontological aspects of 'culture' in a CA-ethnographic research project

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In our talk we discuss central results of a research project (Gerwinski/Habscheid/Linz 2018), that analyzed intermission talks in German theatre foyers on the basis of an ethnographically extended CA. Within the project, funded by the German Research Foundation (DFG), 43 conversations totalling 12.5 hours were recorded. According to Geertz' dictum that anthropological research is carried out *at* places but is not *about* places (Geertz 1973, 22), cultural 'practices' characteristic of such situations between art communication and recreation, communion and distinction, cooperation and informal learning were empirically reconstructed for the first time.

Based on the results, theoretical questions at the intersection of CA and cultural studies will be considered: Epistemologically, approaches in the tradition of the sociology of knowledge (e.g. Berger/Luckmann 1967) and EM can contribute in different ways to clarifying the question of why resp. how (ontologically) subjective cultural phenomena, such as an educated audience, appear to the participants as (epistemically) objective facts.

Methodologically, CA and praxeological research directions can help to concretize an 'empirical constructivism' (Knorr-Cetina 1989) which allows for reconstructing social institutions like theatre as cultural 'construction machineries' (ibid., 91). Regarding observations the so-called "observer's paradox" should also be treated as a cultural phenomenon, for example on the basis of Goffman's (1974) frame analysis.

Finally, as an object of inquiry practices can be described – referring to the concept of an interactive "infrastructure" (Schegloff 2006) – as socially acquired and thus culturally shaped – 'bodily ability' and 'implicit knowledge of how something is done' (Deppermann/Feilke/Linke 2016, 8). In the case of *communicative* practices, complex culture-specific backgrounds of understanding that are treated as "taken for granted" by the participants are presupposed by the situational use of verbal and other conventional signs together with coordinated perceptions, the human body and material resources (Garfinkel 1967; cf. Habscheid 2016).

The talk illustrates these aspects on the basis of communicative practices that are central to intermission talk, such as interactional assessments, verbal reconstructions and phatic communication.

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## Parents' accounts for multiactivity and complexity in families with several small children

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This study explores 'interactional complexity' by focusing on verbal turns by which parents account for (e.g., Robinson 2016) their involvement in multiple concurrent activities, or for the complexity of the interactional situation. Such account actions display participants' orientation to 'multiactivity' (e.g., Mondada 2011, 2012, 2014; Haddington et al. 2014), and their function is to coordinate and manage the progression of two or more activities. This study builds on the principles and concepts in ethnomethodological conversation analysis, analysing the step-by-step progression of interactants' talk and embodied actions. The materials come from video-recorded naturally occurring family interactions at homes and in cars (approx. 60 hours). The studied languages are Finnish and English. We show that in account turns, adult participants can display a preference over or voice a decision to progress one activity over another, or they can voice their inability or impossibility to progress the multiple activities. Account turns also publicly prioritise some actions over others, showing the hierarchical relationships of the activities. In our data, these accounts occur almost exclusively in interactions with children, which could indicate that adults are socially expected to recognise multiactivity and adjust their conduct accordingly so that no accounts are needed. We further suggest that through accounts children can be socialised into recognising multiple involvements (being busy, inability to engage, etc.) and interactional complexity. In this function, the account turns are sometimes used to index moral stances concerning the unlawfulness or inappropriateness of conduct.

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## **The display of (non-)availability as a communicative practice – a multimodal approach on progressivity in class council interaction**

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In order to interactively organize progression in interaction it is crucial to recognize whether an interlocutor is available (Heath 1982, Schmitt/Deppermann 2007). Our contribution investigates the display of availability but also the display of non-availability and its interactional consequences on progressivity in class council interaction. Class councils are a school format among students aiming at planning and organizing learning as well as various other school-related topics. Class councils are also promoted for supporting extra-curricular learning objectives such as citizenship education, self-determination and joint decision-making. Typically, one student takes on the role of a moderator while the teacher stays in the background. According to the teacher's self-imposed goal of handing over the leading role to students, the teacher strives not to intervene in the students' conversation. However, even being in the background, the teacher can still be addressed by students (gaze, gesture, verbally...) and as a consequence, s/he is obliged to display availability (respectively, under certain circumstances also non-availability).

We address the following questions:

- How does the teacher display (non-)availability multimodally?
- How are interactional roles constructed and modified when (non-)availability is displayed?
- How is the "preference for progressivity in interaction" (Stivers/Robinson 2006) organized when the teacher as a selected next speaker "gazes away" (Weiss 2018: 28)?

Our database consists of 38 class council sessions of one school class (year 5 and 6) and of 14 class council sessions of different school classes (year 3 to year 9). All school classes are German-speaking.

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## Practices for achieving & sustaining count-ability

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Garfinkel proposed that to understand survey administrators' work, we must describe the practices that constitute society as a 'surveyable society' (Maynard 2012:213). In earlier work, Garfinkel (1962) asked how we render aspects of society 'countable.' As part of that task, members can also treat some matters as 'not countable', not needing to be counted, not worthy of counting, etc. In this paper, we examine and describe in detail practices that help constitute counting for practical purposes.

Central to this analysis is work by Garfinkel (1962, 1967, 2002), Sacks (1992) Maynard (2012), Lynch (2009), Sudnow (1967), Pollner (2010), on the situated features and practices of counting. This paper, an example of ethnomethodological conversation analysis following from the work of Maynard (2012), uses detailed sequential analyses of mundane and institutional interactional data to elucidate members' practices for managing/constituting countability.

For Garfinkel, when one counts, one is simultaneously doing the count, and *claiming an entitlement* to count just this thing, in just this way, for just this purpose. Thus, one is claiming to know how to count in a manner that takes into account the "normative orders of practical circumstances" (Garfinkel 1962:1; see also Sacks 1988).

One practice the paper will explicate is the approximation elicitor (line 15 below) (see also Maynard 2012:218). In this segment, the doctor and patient have been discussing the patient's craving for sweets.

### [SSMC50sweets]

9 Dr: Tell me alittle bit more about it.

10 (0.7)

11 Pt: "That's all I kin tell ya."

12 (0.5)

13 Dr: Ah huh (eh-) how often does it happen.

14 (1.2)

15 -> Would you say.=

16 Pt: =well this sumpim I've be:n had all my life.

17 (0.5)

18 Far as I can remember I always was a sweet (eater).

19 (.)

20 Dr: O::kay so its nothing new.

While we show how an approximation elicitor can elicit a 'standard' count, measurement or rate, there are also cases where the respondent demonstrably reaches beyond 'episodic' or 'event' metrics, that she might have thought (because a question implicates the matter, as at line 13 above) the questioner expects. At line 14, the patient withholds response, and then the Doctor produces the approximation elicitor (line 15). Then, the patient produces a well-prefaced response (line 16; cf. Schegloff and Lerner, 2010) and elaborates with an approximation 'all my life,' and a downgraded marker of epistemic stance, 'far as I can remember'. The doctor both accepts and further formulates the approximation with a related "gloss" (line 20; cf Garfinkel and Sacks, 1970).

Related to answers like the above, questioners' efforts to elicit a count or rate sometimes result in responses such as 'once in a while,' 'it depends,' and 'enough to 'x.' In this paper we show that questioners treat these responses as reasonable and orderly, and how they do so. We also analyze cases where responses such as that in the example above are treated as insufficient, and we consider how that insufficiency is managed.

## **Stones and stars: Conversation circles as learning space**

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In the kindergarten, the “morning circle” is a standard format that has been attributed to a high potential for language and social learning. Yet, studies show that in these settings, the kindergarten teachers direct the conversation often in an IRE-format and do most of the talking (Becker-Mrotzek 2011; Kurtenbach et al. 2013; Morek 2013). However, conversation circles can become relevant for the development of discursive abilities such as argumentation through changes in theme, materialities and communicative practices. In our paper, we analyze such a format of a conversation circle in a kindergarten, where it is known as “Stumbling Stones and Wishing Stars”. Every two weeks, the children aged 5-6 years can participate in a conversation circle to discuss problems –stumbling stones – and wishes – wishing stars. The children discuss either problems that they are dealing with in the kindergarten or at home and for which they seek solutions, or wishes they want to present to the other children. They develop joint solutions, implement them in their home or institution, and reflect on the viability of this solution. The purpose of this paper is to analyse the communicative practices that constitute this learning space.

In the paper we shall, after a brief review on the role of conversation in morning circles, introduce our data. In the first period of the project in 2015/16 all conversations were video recorded (total length of 4h 20m). During this period the eldest group encompassed 37 children of which 31 children took part in a conversation circle at least once. In average 8 children took part in each conversation circle. Methodologically we integrate a description of verbal and vocal features with bodily positioning and the handling of material features (the stone and the star). The core of our analysis will be the initial phase of the conversation, where the children have to choose an object – stone or star – and explain their issue. Working out a shared question is the first step in argumentative exchanges. This phase is centrally marked by conceptual work (is something a problem or a wish?) that is supported by the teacher’s communicative practices of categorizing, specifying and formulating the issue. We will argue that through the interlinkage of thematic orientation, specific practices in talk, bodily arrangement and the handling of material objects, the conversation circle offers a learning space to enhance argumentation competence and can function to support societal participation.

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## The temporary suspension of turns-in-progress in interpreted interaction

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In this presentation, we demonstrate how participants in interpreted hospital interaction co-organize the interpreter's turn-taking through use of different multimodal resources. We explore *at what point* during medical professionals' ongoing multi-unit turns interpreting is made relevant, *how this is done* and *by whom*.

The paper is based on video-recordings of interaction between health personnel and patients, where interpreting is provided via video-technology. The video-recordings are made from both the ward and from the interpreter's studio and thus provide complementing perspectives for the analysis.

In interpreted conversation, long multi-unit turns pose a specific interactional problem, as the interpreter will need to intervene into the turn space of the speaker in order to render what has been said up until that point. Our analysis describes the practices employed by primary speakers (health care personnel) and interpreters in order to manage this temporary suspension of the turn-in-progress.

First, the primary speakers may design their multi-unit turns as a series of *instalments*, that is, decompose the multi-unit turn into several smaller component parts and present them one at a time (Iwasaki 2013, Svennevig et al. 2017). After each instalment, they may invite the interpreter to start interpreting by leaving a pause and by orienting their gaze and their body towards the interpreter. Thereby, they create what we propose to call a *temporary suspension point* in the turn-in-progress. The temporary character of the suspension is signalled by ending the instalment with continuing intonation, and by pausing at a point where the turn-in-progress is syntactically or pragmatically incomplete.

Second, interpreters may contribute to creating a temporary suspension point by producing pre-beginning signals such as audible in-breaths, opened mouths or speaker-directed gaze as the speaker reaches a syntactic or prosodic boundary in the multi-unit turn in progress.

Both these practices propose a temporary suspension of the multi-unit turn-in-progress in order to allow for interpreting. As proposals, they may be either accepted or resisted. Acceptance results in smooth speaker transition between primary speaker and interpreter, whereas resistance will often result in synchronization problems. Interpreters resisting to accept the invitation to interpret at a speaker-initiated suspension point may lead to extended pauses, and primary speakers resisting the interpreters' pre-beginning signals may lead to overlapping talk. Hence, successful interpreting of multi-unit turns requires a fine-tuned moment-by-moment coordination and monitoring of one another's actions.

This fine-tuned coordination is highly sensitive to the temporal unfolding of the turn-in-progress. We conclude the presentation by showing how even a slight time lag caused by the video technology may create severe problems for the management of turn-taking in video-interpreted interaction.

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## Meaning constitution longitudinally: The incremental elaboration of a complex artistic concept in instructional discourse

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In professional discourse and in pedagogy, complex concepts often play a key role in conveying skills and (expert) knowledge. Complex concepts include various semantic facets, they are tied to larger networks of theoretical and factual knowledge and they have different indexical meanings when applied to different referents. Consequently, complex concepts which are new to recipients cannot be established on the spot, but require that their different facets be introduced incrementally over a number of interactional episodes.

Our paper tracks the process of the introduction of a complex concept in an artistic, educational context. It is the concept of 'imaginary/inner movement', which is a key notion of the Chekhovian acting technique used for training of stage actors (Zinder 2007). The study builds on approx. 60 hours of video-recordings of training sessions that took place in 2016, in the context of the „theater summer job“ project produced by the URB art festival in collaboration with the City of Helsinki. In the yearly project, young adolescents explore contemporary art and artistic working methods, and create a theatrical performance under the guidance of a theater director and an invited artist.

Beginning with the very first introduction of the concept 'imaginary body/movement' in the summer job project, we track how facets of its meaning become accumulated, step by step, in the director's instructions over a series of exercises. We will show how later uses of the concept build and elaborate on prior uses, both in terms of their linguistic design and bodily enactments. Over the course of the participants' rehearsal of skills and techniques captured by the notion of inner movement, we could observe enrichments and alterations of the concept with respect to the following dimensions:

- Epistemics/intersubjectivity: Knowledge of the concept is increasingly presupposed, e.g. by co-reference, possessive attribution to the recipients, reminders, etc.;
- Factualness: While the imaginary object is first introduced as conditional and counter-factual, it is increasingly reified and treated as referring to factual (although immaterial) bodily processes;
- Embodiment: The teacher uses routines of embodying the imaginary movement, which create both embodied and notional coherence by visibly linking subsequent uses to prior occurrences;
- Autonomization/agency: While the 'imaginary' body movement is first introduced as agentively controlled intentional action, it increasingly becomes an agentive force itself which is to guide the actor's performance.
- Enrichment of semantic features: The notion of imaginary movement gets enriched by a network of experiential, energetic, pedagogic, and ideological meanings;
- Referential extension: The concept is first introduced with reference to simple body movements of head and hands and then applied to increasingly complex movements of the whole body, finally also including vocal performance.
- Lexical differentiation: Different, but partly overlapping facets of the concept are encoded by different lexical resources; the movement is characterized e.g. as "invisible", "imaginary", "inner", "energy", "radiation".

Our study adds to our understanding of how complex meanings are multimodally constituted in social interaction over time.

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## How to avoid trouble: the role of honesty in accounting for dispreferred actions

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Despite extensive emphasis in linguistics and philosophy about the role of truth and honest contributions in interactions (e.g. Grice, 1975), very little empirical research has focused on how claims to honesty are employed in everyday talk. Building on Edwards and Fasulo's (2006) analysis of the use of Honesty Phrases (HPs) in mundane and institutional settings, this paper examines how teachers use HPs, specifically "to be honest", as part of a conversational practice. In particular, I focus on how these teachers use claims to honesty to promote affiliative responses to actions that could be seen as "possibly sanctionable" (Boyle, 2000: 599).

The paper draws on a corpus of 82 interactions that constitute one element of a professional development activity, referred to as Quality Teaching Rounds, for participating teachers. These interactions are structured according to a framework of professional practice and protocols that have been developed to support collegial learning. Participating teachers are required to share their thoughts on 18 elements of a lesson, delivered by one of the teachers, that they have observed.

Situated in this institutional setting, I examine how these teachers use the conversational practice of HP+complement to promote affiliative responses to turns of talk that do potentially delicate work. In particular, I demonstrate that this practice is used in accounts for not meeting institutional and interactional expectations of having prepared feedback for colleagues that will support the progressivity of collegial discussions. I argue that these HP+Complement structures work as a device to promote social solidarity (Pillet Shore, 2017) even when used in talk that could otherwise be seen as dispreferred.

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## **The facilitative use of silence in repair sequences and teacher responsiveness**

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This study explores the interaction between Japanese EFL learners' use of classroom silence, namely pauses, gaps, lapses) defined by Schegloff et al. (1974) and teacher responses in dyadic interactions in the whole class in Japanese EFL contexts. The use of silence has been traditionally seen negatively as an indicator of interaction problems (Sacks et al. 1974), particularly when spontaneous interaction is considered the norm. However, its interactional role has not been fully explored within specific cultural contexts. This study specifically sheds light on the pedagogically facilitative use of silence in cases of L2 Japanese EFL where classroom silence is valued in specific local contexts, examining the extent to which the use of classroom silence by learners at tertiary level can be utilised as an interactional space (Walsh, 2007) scaffolded by teacher responsiveness to enhance L2 learning.

Adopting conversational analysis as an analytical framework, this study focuses on sequential appraisal of eight hours' video-recorded data of dyadic interactions between a teacher and individual students with limited oral proficiency, focusing on the extent to which learner-initiated silence and the teachers' wait-time are interactionally related (Schegloff 2000). It also examines the extent to which students' L2 learning can be enhanced in repair-sequences through the use of silence and teacher responsiveness at the third and subsequent turns. The study specifically explores interactional patterns and their mechanism by examining turn-taking distributions, types of repair used by the interlocutors (Schegloff et al. 1977; Hall 2007), the design of adjacency pairs and teachers' responsiveness in repair sequences, as well as its contribution to learners' L2 output.

Conversation analysis of classroom interaction between teachers and learners was found to illustrate that, following a learner silence, the use of other-initiated self-repairs (OISR) facilitated by teachers to provide opportunities for learners to carry out self-repair had a dominant role. Self-repair was therefore mainly promoted in response to a teacher-initiation. Further, learners usually carried out self-initiated-self-repairs (SISR) when they allocated turns to their peers. Thus, the occurrence of vocally oriented self-initiated repairs (SIs) was limited and the majority of learner repairs were enhanced through teachers' initiation. However, with the use of silences with embodied actions as interactional resources, learners succeeded in maintaining interaction by progressivity and also could gradually developed answers over multiple-unit-turns, approaching L2 output through the use of the interactional spaces which they created themselves, further supported by teacher responsiveness. This study also reveals how teachers' interaction with learner silence through wait-time and their moves at the third and subsequent turns can influence the outcome of exchanges, depending on how multiple turns after learner silence were extended, while illustrating their use of elicitation strategies as responses to the use of learner silence in specific local pedagogical contexts.

## Pointing as a component of recognizable location formulation

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In a relatively early paper, Schegloff (1972) showed how formulating location in a way that is not only correct but also right within the local interactional context requires work, such as membership analysis of the parties to the interaction. Research on the use of pointing gestures as part of location formulations, such as Enfield (2009), has shown how such gestures can be an important component of the formulation. Building on such work, this presentation focuses on a common practice of pointing as a component of location formulations in Japanese interaction, specifically, pointing when the location is formulated as recognizable.

The data come from meetings of a neighborhood organization in Tokyo and from post-meeting conversations. The data were video-recorded, allowing for analysis of location formulations as embodied conduct, with both spoken and gestural components. Within the data, location formulations are common and, in line with Schegloff (1972), they are produced so as to be recognizable to their recipients, thus showing the speaker's analysis of the recipients as, for example, organization members.

One notable feature of location formulations in the data is that pointing gestures are often part of the formulation. In particular, pointing gestures are often used when the location is formulated as immediately and easily recognizable by the recipients. For example, in one instance, someone formulates a location by using a building name, "Shukaijo." As the organization often uses this building, the speaker can assume its immediate recognition. As he says "Shukaijo," he also points quickly, more-or-less straight up, with his index finger. One thing to note about this gesture is that it does not indicate the direction of the named location. This is a common feature of this kind of pointing. At times, the gesture points in the general direction of the formulated location, but often, there is no connection between the direction of the gesture and the location. Nevertheless, neither the person who has produced the gesture nor the recipients orient to it as defective or in need of correction. It is argued that what such pointing gestures indicate is merely that the location is elsewhere and that the recipients do not need more information about the direction, thus indexing that the recipients will easily recognize the location without directional information. In addition, while such pointing gestures are usually done with the index finger, as in the example, they can also be done in other ways, which does not seem to change how they are being used. Given research which has shown connections between the form and function of pointing gestures (e.g. Enfield, 2009), this itself is an interesting finding. Finally, this research demonstrates both how formulations may have gestural components and how CA can be used to investigate the use of gesture within interaction.

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## Discovering instructed action in choreographic work

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Whereas a growing number of interaction analytic studies have shed light on the realisation of instructed action in instructional sequences, the majority of these have drawn on settings where members are coached to perform an action by more expert co-members (Koschmann & Zemel 2014; Mondada 2009). Whether in driving instruction (Mondada 2018), cooking class, violin tuition (Stevanovic 2017) or language teaching (Park 2016), the work for the instructor is to assist the instructed party in both understanding the instruction, and being able to identify the instructed target object in order to produce the requisite action. In all cases, there is an orientation to a target object *already* known by the instructor and ultimately realised by the instructee.

However, in collaborative arts activities such as theatre performance, the target objects are commonly *not (yet) known*, and a process of discovery is engaged in by performers and instructor through which a candidate instructed action is negotiated and settled upon. This paper draws on video data of performers and choreographer to show how this dialogic activity is achieved. Here, the interactional shape of the instruction involves both performers and choreographer taking up and modifying one another's suggested actions – in this case dance movement – until the instructed action is agreed upon and subsequently trialled in the subsequent performance.

We present a number of sequences where an embodied action is produced by a performer during a rehearsal, and subsequently foregrounded and discussed with others in the team. This leads to a reconstituting of the action as a malleable object, one that can be shaped further in a negotiation between the choreographer and performers. This work is undertaken as mutually elaborated embodied demonstrations of the action by both parties, with members monitoring one another and adapting their production of the action accordingly. Once agreement has been reached on the shape and quality of the movement to be trialled, members orient to this as the instructed action to be realised on a next occasion.

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## Instructing Self Correction

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In instructional settings, instructors and instructees collaborate to produce the accomplishment of a task in just such a way that the instructee may discover for themselves how to do a task, and then display their understanding in subsequent attempts (Ekström, Lindwall & Säljö, 2009). In this presentation we examine how instructors provide those resources to their instructees so that the instructee does the work of discovering how to accomplish the task at hand, rather than the instructor taking over to do the work themselves. The co-production is focused on the instructee producing the task's accomplishment and thus showing their own newly gained competence. The work of the instructor here then is not to complete a task but rather to induct an instructee into membership (Garfinkel & Sacks, 1970). The instructee then is provided the opportunity to *feel* what are proper bodily manipulations in relation to the materials at hand and what it takes to successfully accomplish that task (Mondada, 2011).

The data consist of recordings of volunteers and supervising team leaders at a home refurbishment site. A volunteer attempts to use a floorboard cutting tool that she has only been shown how to use but has never used before. In this attempt, the supervising team leader notices the volunteer's troubles and comes over to intervene (Ekström & Lindwall, 2014). The supervising team leader shows her own competence with the tool, describes and enacts the actions needed. The volunteer then attempts the actions described under the explicit supervision of the team leader who gives encouragement, gives corrections of the volunteer's actions, and provides resources as various troubles emerge within the interaction culminating with a final bodily manipulation by co-performing the task. This co-performance allows the volunteer to understand what the proper actions *felt* like to do and in turn allows her to discover her own troubles and their solution after the successful accomplishment.

According to Schegloff, Jefferson & Sacks (1977), competence is the ability to self-monitor and self-correct (p. 381). This example shows how actors achieve such competence through demonstrated self-monitoring, embodied enactment and a displayed understanding and formulation of the task performed. The volunteer's formulation allows for self-correction on future occasions. The achievement of competence in this case demonstrates just how we "induct a next generation that knows" (Macbeth, 2011, p. 449) through assisted discovery in interaction.

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## Constituting participation in task-based interactions

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Learning opportunities emerge from the turn-by-turn collaborative accomplishment of a given task by participants (Hellermann & Pekarek Doehler 2010). An essential resource for participating in the negotiation, organization and accomplishment of learning tasks is the ability to employ and exploit the turn-taking machinery (Sacks, Schegloff & Jefferson 1974).

Children with Autistic Spectrum Disorder are known to have difficulties in taking turns, especially in group settings; they are often described as failing to understand the contextual cues for turn-taking in conversation (Sigman & Capps 1997). Only few studies investigated how autistic children manage turn-taking in classroom interaction (Dickerson, Stribling & Rae 2007) and showed that they sometimes use different resources to project a response and signal ongoing engagement. Other studies explored family member's strategies to scaffold children with ASD into participating in everyday conversation (Kremer-Sadlik 2004; Sterponi & Fasulo 2010).

Focusing on multimodal resources for turn-taking (Mondada 2007), we want to bring those to perspectives together by exploring how children with ASD, and their peers, organize turn-taking taking and participation in task-based activities at school. Drawing on video-recordings of two autistic children (aged 10 and 13 years) in different problem-solving activities, we describe the embodied practices their peers draw on to allocate the turn to the child with ASD. Findings demonstrate that they facilitate the turn allocation by using questions as first pair parts, gaze, arrangement of material objects, and address terms as scaffolding devices. Furthermore, they orient to the autistic children's different displays of engagement and often select them as next speaker when they show signs of disengagement. In sum, the devices constitute complex practices to secure the achievement of a joint learning space in which problem solving can be cooperatively accomplished.

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## Strategic interpretations in public mediations

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In interactions, speakers sometimes offer interpretations (like formulations, but also types of repairs) of others' talk in order to secure mutual understanding and establish intersubjectivity. In everyday interaction, intersubjectivity is typically accomplished in a grounding process (Clark & Schaefer, 1989): Speakers routinely display how they understand each other and whether they feel understood correctly.

While it can be assumed for most everyday interactions that speakers want to achieve mutual understanding, this is not necessarily the primary goal for specific forms of talk such as conflict talk. This is especially the case for public interaction types like political debates or public mediations. The underlying motives for offering an interpretation may be different then: Speakers use formulations, repairs, inferences or ascriptions in order to make accusations, or to position themselves and their party.

In my talk, I will analyse strategic uses of interpretations in a publicly broadcasted mediation, which took place in 2010 in order to solve a severe conflict between supporters and opponents of a railway and urban development project in Germany.

I will show which types of interpretations speakers offer: For example, the opposing participants are granted a restricted speaking time and are usually not interrupted by the mediator/chair while they hold the floor. But occasionally the mediator does intervene and offers interpretations in the form of repairs in order to clarify technical words (*volatil heißt sch schwankend (.) nich*, 'volatile means fluctuating, right'), or to lead a topic into a certain direction, often orienting to the overhearing audience (cf. Heritage, 1985). The opposing participants in turn usually can develop complex arguments, while the addressed opponents are not permitted to react directly. This allows for interpretations like strategic inferences (cf. Deppermann & Helmer, 2013), often containing ascriptions of intentions and hidden motives (Haugh, 2008; Helmer, forthcoming) (*des heißt also mit falschen zahlen wern falsche argumente aufgebaut*, 'so that means with false numbers false arguments are constructed').

The paper contributes to research on how and when participants offer interpretations of others' talk. I will focus on strategic interpretations that are especially apt for achieving particular goals such as strengthening one's own position and discrediting others' positions.

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## Engaging with clients' requests for medication changes in psychiatry

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In psychiatry, as in other medical fields, practitioners are encouraged to adopt a patient centered approach that emphasizes the sharing of decisions with their clients. At the same time, psychiatrists operate under an institutional responsibility to prescribe medications to clients who may be mandated to treatment or at risk of harm to self or others when not under treatment. In this paper, we shed light on how psychiatrists and clients come to an agreement about treatment regimens by analyzing how medication decisions unfold when clients with severe mental illnesses (schizophrenia, bipolar disorders, etc.) advocate for their treatment preferences. Our focus is on how the psychiatrist responds to clients' requests for changes in their medication regimen, e.g. requests to eliminate or lower dosages of psychotropic medications or to prescribe a new medication. The paper uses Conversation Analysis to examine audio-recorded consultations between a psychiatrist and her clients in a long-term intensive community treatment program.

As we showed in previous research (Bolden, Angell, & Hepburn, 2017), clients can launch requests for medication changes in a variety of ways. First, medication changes may be requested indirectly by reporting a problem: e.g., by reporting a possible side effect ("I'm having a tremendous tremor") or by reporting an issue with a medication ("Geodon is the problem now"). Second, clients may request a change directly (e.g., "I was wonderin' if you could take it awa:y") or demand a change (I wanna be taken off Seroquel).

Drawing upon a corpus of 27 examples of client requests for medication changes, we build on this previous research to show that clients' requests typically engender an expansive course of action, in which the psychiatrist first interrogates the grounds for the request at length. Our analysis shows how the psychiatrist's eventual treatment recommendation (for or against the requested treatment) is formulated in ways that display sensitivity to the client's concerns. We also examine how the clients' experiences and psychiatrists' professional authority are used as interactional resources in pursuit of agreement about a treatment plan.

Even though psychiatrists have the institutional mandate to prescribe medications, we show how the extensive engagement with clients experiences, feelings, and opinions displays psychiatrists' orientation to building consensus with clients in achieving medical decisions, by balancing medical authority with the sensitivity to the treatment relationship. Overall, the paper advances our understanding of patient advocacy in psychiatry and across medical contexts (Angell & Bolden, 2015, 2016; Bolden & Angell, 2017; Gill, 2005; Gill, Halkowski, & Roberts, 2001; Kushida & Yamakawa, 2015; McCabe, et al., 2013; Quirk, et al., 2012; Robinson, 2001; Stivers, 2002, 2007), as well as, more generally, what shared decision making might look like in interaction.

## Mediation as the Art of Ventriloquism: A Videographic Study of Mediator Practices

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What ventriloquial practices can be identified in mediators' turns of talk during a mediation session? We propose to address this question by investigating the interactional dynamics of this well-known form of conflict resolution through a videographic study (Heath, Hindmarsh, & Luff, 2010).

Mediations function as alternatives to court hearings in such diverse areas as divorce settlements, environmental issues, work disputes (Greco Morasso, 2011). Participants strive to find a common ground or a resolution with the help of an impartial third party, the mediator. In this paper, we start from the premise that mediators are experts in *making others speak* (Cooren, 2010; Cooren, Matte, Benoit-Barné & Brummans, 2010). In other words, the art of mediation entails translating what the disputing parties are saying or feeling in such a way that the latter can feel that they participate in the resolution of their own conflict. To gain insight into this practice, we investigate how mediators, as ventriloquists, make disputants say particular things to guide them in the disputing process.

Our data consists of over 25 video recordings of one-hour mediation sessions, held at the Quebec Administrative Tribunal in Montréal, Canada. The cases involve disagreements over decisions made by the ministry of the provincial government that a citizen contested. In each case, the object of disagreement concerns payments due by a ministry, or by the citizen. These citizens come from all walks of life and present varying dispositions to express their ideas and emotions.

Video-recording allowed us to track emotions, actions, and objects (mostly documents). While the visual dimension often validates the soundtrack (inflection of the voice, its tone and, of course, the words themselves), it can also inform on the participant's material references and reveal his feelings (a participant's tears, or agitation) which are essential cues for the mediator. Analyzing these recordings enabled us to conduct a detailed investigation of their interactions during the sessions.

What ventriloquial practices do mediators engage in, based on their reading of cues like these? The ventriloquial practices that stood out in our analysis are the mediator's (1) *self-effacement* to the benefit of depolarization of the two parties; (2) *(re)formulation* of emotions and perspectives; and (3) *maïeutic practices*, **assisting** a party to express/verbalize an emotion, opinion or idea. These practices help the participants *move forward*: once recognized by the mediator or the other party, the first party's emotions appeared to be appeased, and resolution could start, leading to an agreement, a follow-up meeting, or a court hearing.

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## Using 'disability' as an interactive resource

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Interaction involving members with communication disorders has drawn increasing attention in the last years. Studies usually focus on what is particular about a certain kind of disorder, and in which (systematic) ways interaction is influenced (e.g. Schegloff 2003, Bottema-Beutel 2017; for an overview see Wilkinson 2012). I want to address 'intellectual disability' in a slightly different vein. Irrespective of diagnoses and the extent of an existing 'naturalistic core' of a disorder attributed to a specific participant, I will focus on how the attribute '(intellectual) disability' is jointly brought about and made relevant in social interaction. Multiple studies have shown that persons with learning disabilities are highly competent regarding the rules and structures of social interaction (Finlay et al. 2007, Rapley 2004). Therefore, I will investigate '(intellectual) disability' as a social co-accomplishment, jointly produced turn-by-turn by the members of an interaction.

Based on transcripts of video data from a meeting of a group of mothers and their children diagnosed with multiple disabilities in an institutional context, I want to discuss the ways in which the participants establish 'disability' as a relevant category in the interaction. In the data, doing 'disability' serves three motives: (a) it provides for otherwise socially unacceptable follow-ups to out-of-the-ordinary behavior, thereby offering a strategy to contain interactive crisis, but simultaneously marking it as such in the first place; (b) it pre-empts out-of-the-ordinary behavior by reducing a members' options of producing a turn, thereby discharging them from their interactive responsibility; and (c) it serves as a display of non-ordinariness for third parties, thereby offering them a backdrop against which to integrate unexpected behavior. Rather than being an a priori phenomenon that needs to be dealt with, 'disability' can thus be shown to be an interactive resource that may be used by interactants in order to position themselves and others and to guard a normative understanding of ordinary interaction against variance. Doing 'disability' thus serves to protect the perceived unquestioned ordinariness of a social situation for the immediate interactants as well as for bystanders. This however happens at a cost of producing a hyper-normal situation, in which important aspects of ordinary conversation are eventually lost.

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## Configurational dynamics and the position of the third in sales interactions at market stalls in Zurich and Istanbul

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Although Goffman in his seminal work on *footing* has argued for considering the presence of bystanders as «the rule, not the exception» (Goffman 1979: Footing, 8), very little research has been done about how co-presence among unacquainted individuals in public space is interactively negotiated. Among the exceptions, of course, are Goffman's own works (Goffman 1963: Behavior in Public Places, 1971: Relations in Public), conversation analytical studies on itineray requests (Mondada 2009: Emergent focused interactions in public places), as well as ethnomethodologic studies on the temporalities of gaze behavior between strangers (Sudnow 1972: Temporal Parameters of Interpersonal Observation) and on categorizations in different public settings (Lee/Watson 1993: Interaction in Urban Public Space).

By comparing the fleeting practices by which market visitors approach market stalls, arrive, and become accountable as possible customers for co-present participants, the paper aims at providing further empirical evidence to the analysis of individuals' negotiations of «sociability» in public space (Mondada 2009, Emergent focused interactions in public places, 1978). On the basis of short video sequences of market visitors in Istanbul and Zurich, it demonstrates configurational differences in positioning, orientation and displays of accessibility, i.e. practices of mutual recognition of each other's presence. The paper examines the social accomplishment of divergent *participation frameworks* (Goffman 1979: Footing), showing how market visitors in Zurich orient themselves to the existence of a linear order by spatio-interactively moving into the position of a third (or even fourth?) in relation to an ongoing sales interaction, whereas market visitors in Istanbul step up to the next stall side by side to each other, from where they organize their individual requests in parallel. If Istanbul market visitors wait a little further back, this is to anticipate a favourable moment for the final approach. Their arrival at the table does, then, not take place within a configurative order that would assign them a particular right, as it is the case for Zurich, where progressing in line goes together with the prospect of establishing an interactional unit with the seller.

These configurative differences in market stall activities are used as a basis for further considerations on the conceptualization of the third position in interaction. While sociological studies have conceived the third primarily as an alteration of the dyade (cf. Simmel 1908: Soziologie; Berger/Luckmann 1966: The Social Construction of Reality; i.a.), it seems necessary to regard the third position as *a priori* for interaction in the public sphere. This is especially true against the background of the results of my investigations which show how individuals first step into the position of a third in relation to ongoing encounters before becoming part of an interactional unit in front of surrounding thirds themselves. In that regard, the investigation sheds light on the culturally specific, configurative and thus interactively produced integration of seemingly individual or dyadically organized practices into the activities of third parties whose co-presence marks a regular but nonetheless relevant condition of everyday interaction in the public sphere.

## **The Temporal Practices and Perceptions of UK Infantry**

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Utilising ethnographic data obtained by three months participant observation with UK infantry (Hockey 2017) this paper will look at how the military institution socialises troops into particular embodied and inter-embodied rhythmic activities, in the contexts of barracks, field exercises and actual operations (combat). Activities which produce the prime imperative of temporal synchronization at the individual, group, and structural levels of the military organization.

Firstly, the paper will examine how temporal rhythms are learnt during initial infantry basic training via the practices of parade ground drill, and weapon handling drills. Secondly, it will examine the collective rhythmic activity evident in combat patrolling via the practice of patrol formations and their relationship to time and space. Thirdly, it will examine collective perceptions of danger, safety and identity, which are a consequence of the aforementioned habitual rhythmic practices (Merleau-Ponty, 1962).

The ethnographic data will be made analytic by situating it within 'practice based theory' (Shove, Pantazar & Watson, 2012) and also making use of concepts from the sociology of time such as: sequences, duration, rhythm, tempo, timing and synchronization (Lauer, 1981; Schutz, 1974/1951)

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## Doing “open science”: How a research collaboration reached agreement on the public release of a scientific data set

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Collaborative work in contemporary science often results in the public release of data for future re-uses by other scientists. In this paper I seek to specify how the participants of an international collaboration of astronomers achieved an agreement on how to release their data to fellow astronomers (and the public more broadly) so as to exhibit their adequate membership in what they themselves refer to as the “culture of open science” of their astronomical (sub-)discipline. Having witnessed these members’ conversational work, I address how their anticipation of future data uses and users (cf. Sharrock and Anderson 1994) mattered to the fixation and release of the dataset. Inspired by Mair et al. (2016), I use this case to probe into Sacks’ (1992) understanding of cultures as sets of procedures for producing recognizable actions.

The paper draws on 18 months of ethnographic fieldwork at an astronomical research institute in Germany and at two observatories, where I have documented a series of instructional and collaborative interactions, as well as on a series of collaboration meetings and teleconferences that I have documented with audio recordings.

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## Prioritizing autonomous activity in multiactivity settings

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When do people do things alone and when do they do them together? In multiactivity settings, participants allocate multimodal resources to various intra-/interpersonal activities for the coordination of multiple courses of action (Haddington et al., 2014). For complex tasks especially, a recurring practical problem is accountably distributing those resources to autonomous activities or jointly coordinated ones. This paper describes a linguistic practice—*let me/lemme X*—which addresses this problem. The analysis is based on a collection of 50 cases of *lemme X*, primarily drawn from 100hr of audio/video recordings of construction site activities, which offer a perspicuous setting for the analysis of coordination in complex activities.

Using *lemme X*, a speaker alerts a recipient to an interruption in progressivity so that the speaker may engage in autonomous activity. In the following exchange, Ryan and Martin are preparing to remove a wooden panel from wall. Ryan is holding a ladder, atop of which Martin is hooking a cable to the panel. The extract begins with Ryan anticipating that the panel will be *a pain in the butt* due to *this rebar right here*.

RYA: e::y this one's gonna be a pain in the butt du:de.

(2.2)

RYA: wi- with this rebar right here.

(1.1)

MAR: u::h maybe we-

((9sec removed; they disentangle cable))

(2.1) ((MAR descending ladder))

MAR: let me cut thu:h (.) another wire=

Martin responds to Ryan's trouble anticipation by beginning a proposal (*maybe we-*), but cuts that off to disentangle the cable. Once that problem is resolved, Martin starts descending the ladder, which would ordinarily implicate starting to remove the panel. It is here where he produces *let me cut another wire*. This is something that precedes and potentially facilitates panel removal, and which only requires one person. So whereas Martin first oriented to the trouble anticipation with a proposal—which would implicate approval from Ryan—he abandons that and replaces it with *lemme X*. This displaces Martin's participation in the projected activity (beginning panel removal) in favor of an autonomous one.

This research builds on prior work on multiactivity, particularly practices for suspending and reorganizing activities (Keisanen et al., 2014; Licopper & Tuncer, 2014). It shows participants' endogenous understandings of the affordances of their situated activities. *Lemme X* incorporates participants' analyses of complex tasks insofar as it displays orientations to what activities favor joint vs. autonomous action; the ways in which activities are (in)compatible; and whether courses of action can be suspended without negative consequence. It also contributes to research on directives. *Let me/lemme* is formally an imperative, but it makes relevant from its recipient waiting for the speaker to re-engage after a delay. It doesn't propose, request, or offer, which would implicate input from the recipient (Couper-Kuhlen, 2014). Rather, it presumes compliance from its recipient while the speaker proceeds with that course of action. In this way, *lemme X* offers an unexplored configuration of agentive, benefactive, and deontic rights and obligations in social undertakings.

## Culture at the board: Non-lexical vocalizations and navigating the accountability of competition

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In this paper, I examine the actions that constitute acceptable game play, in order to show an example of ‘gameplay culture’. How is it that players can both accept a move that has harmed them (as complete, as following the rules, as ‘clever’) and display their affective reaction to it? How can they ‘do upset’ without being seen as a poor loser at any given point? I propose that non-lexical vocalizations (NLVs) constitute a practice for achieving these gaming actions. By using tokens that are depictive rather than indexical (Dingemanse 2014), players can make relevant a different set of inferences than lexical reactions to events such as complaints or gloating. More broadly, players’ methods for reacting to events can help constitute those events *as* play through their defeasible (Sidnell 2012) qualities – specifically in being non-lexical and non-conventionalized.

The analysis is based on a corpus of 33 hours of board game play (147 NLV tokens). The NLVs share similarities with Goffman’s response cries in their sequential location, but have phonetic characteristics in line with affective displays (Reber 2012); the NLVs are prolonged ( $M=1.03$  seconds), with dramatic pitch contour or pitch shift. I focus on NLVs that occur in response to a game event, such as having a piece ‘killed’. Although the reactions are treated as remorseful, seen in sympathy or celebration from competing players, they are never treated as meriting alteration of the event:

1 Kat: That one.

2 Joh: ↑Aw:[#:h,]

3 Kat: [I’m a]fraid so,

4 (0.5)

5 Kat: |Uh::m,;

6 kat: |gaze @ cards\*-->

Kat takes John’s piece, and John reacts with his first NLV (L2), which receives some mild sympathy, before Kat continues her turn (L5-6). In contrast, lexical components result in turns being treated as more serious complaints:

1 Joh: Oh::: but that <<really>> f\*ucked me [uph. ]

2 Ad: [tuh(h)uh]

((3 lines laughter))

6 Ad: ↓thorry,;

7 Joh: .hh No(h)o, (0.4) hhh This is what the game is <all: #abo(h)ut.>

Adam has just taken one of John’s pieces. John’s reaction includes a lexical component that may be an announcement or a complaint. Adam apologizes for his move, suggesting he takes John’s complaint more seriously (L6). John now accounts for having issued a turn that was treated as serious. In stating that the game is ‘all: #abo(h)ut’ such moves, John downgrades his initial action to an announcement rather than a complaint. Crucially, we see John accounting for having been treated as serious, which was not a difficulty with Kat. NLVs, then, make different inferences available, and appear less vulnerable to being treated as ‘serious’ complaints. In this practice, we see players making sense of competition as both a serious (beating others to win) and non-serious (play) endeavour, and we see one members’ method for managing gameplay culture.

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## "Have you seen how long they are?": The recipient-designed construction of visibility in hair practices

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Clients recurrently touch their hair during hairdressing encounters, mostly when orienting towards a possible problem with their hairdo. Clients can invite hairdressers to identify the problem through different manipulations which all have a deictic component (Horlacher & De Stefani 2017); through their manual practices, clients point to their head, identify a potential zone or singularize a strand of hair, thereby objectifying it, displaying it and making it visible to the professionals. In many examples, what initially is presented as a problematic area (e.g. by the use of a generic *là* 'there') may subsequently be treated as a problematic object or referent. Either the hairdressers or the clients can be seen to lexicalize the problematic referent as *ce truc* 'this thing', *une mèche* 'a strand of hair', *la longueur* 'the length', etc. Moreover, the clients' manual practices are deployed alongside with other semiotic resources, such as talk: *vous voyez* 'you see', *vous avez vu* 'have you seen', *regardez* 'look' by means of which the clients establish a joint focus of attention located on their own head.

This study thus focuses on moments in which the clients make visible to the professionals a problem with their hair. It addresses three main questions: 1) How do clients offer hairdressers a visible account for their revision requests? 2) How do hairdressers achieve the identification of the problem? 3) How are the participants' professional and lay visions enacted and possibly adjusted within these particular episodes?

My analysis of a consistent collection of such episodes draws on multimodal conversation analysis (Streeck, Goodwin & LeBaron 2011, Mondada 2016). The data for the analysis have been video recorded in four different hair salons located in France and in French-speaking Switzerland (34 hours in total). The paper contributes both to recent research on hair-salon interaction (Oshima 2009, Oshima & Streeck 2015, Nizameddin 2016, De Stefani & Horlacher 2018) and to our understanding of how professional vision (Goodwin 1994) and lay vision correlate in service encounters.

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## Evoking the Institution of the Museum as a Third Party Through Reading Exhibit Texts in Interaction

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There have been various studies which analysed visitor interactions in museums and science centres with the means of multimodal conversation analysis and, not surprisingly, the role of third parties in/for such interactions featured rather prominently in quite a few of these studies (Heath et al., 2002, *Crafting Participation*; vom Lehn, 2005, *Embodying Experience*). For instance, Heath et al. (2002, *Crafting Participation*, 20f.) analyse how objects in museums can become noticeable through the actions of both "people who are with you and those who just happen to be 'within perceptual range of some event'".

However, this paper will take a different approach as it will not explore the role of co-present *human* third parties in museums. Instead, I will investigate if and how visitors to a science centre can be said to evoke the institution of the museum as a third party when they are reading exhibit texts in their interactions. By analysing extracts of a corpus of video and partly eye-tracking data of authentic visitor interactions (overall, the corpus contains recordings of 111 interactions of about 20mins length on average), I will show how visitors in some ways bodily orient to the exhibit texts as if they were a third party in their interactions, e.g. by positioning their bodies around the texts in a way that makes them an integral part of an F-formation (Kendon, 1990, *Conducting Interaction*). On the other hand, texts cannot speak. Therefore, visitors use a broad range of practices to compensate for the texts' verbal abstinence in interaction, which include reading passages out loud, paraphrasing them (sometimes with a codeswitch), mumbling, or pointing. It is precisely this range of practices that the paper will explore. In doing so, I will refer to Goffman's terminological triad of *animator*, *author*, and *principal* (1979, *Footing*) and will show that – contrary to Goffman's own assertion – these categories are not simply analytical but mark a distinction that is also made by the participants themselves. In addition, I will also demonstrate that the description of said practices with Goffman's terminology can only elucidate certain aspects, while others, such as the materiality of the text and the bodies in space, cannot adequately be accounted for with this analytical framework.

The main question I will answer in the paper is how visitors multimodally deal with an ambivalent quality of the exhibit texts, namely that they are materially present while 'speaking' for absent representatives of the museum as an institution through the voices of the visitors who animate them.

To do this, the paper uses an understanding of 'practice' that is based on Couper-Kuhlen/Etelämäki (2014, *On Divisions of Labor in Requests and Offer Environments*), who define practices as "conventionalized ways of doing things in the social world", and it emphasises the multimodal quality of the investigated practices (Mondada, 2005, *L'Analyse de Corpus en Linguistique Interactionnelle*). Finally, the focus on reading texts in interaction also contributes to conversation analytic research on the role of objects in interaction (Neville et al., 2014, *Interacting with Objects*).

## **Harvey Sacks and the Digital Era**

**William Housley**

PLEASE ADD

During the course of this paper, I consider some ways in which Sacks' work might inform ethnomethodological and conversation analytic approaches to everyday digital interaction. The first part of the paper considers the mundane dimensions of social media interaction and aligned developments associated with the 'pivot to voice'. Through reference to a range of key Sacksian ideas and principles I illustrate the continued relevance of these to understanding the routine analysis of everyday digital life and social problems. The second part of the paper explores how Sacksian principles can inform the description of 'interactional features' at a granular level, in real time, for example within social media, as a means of informing wider interdisciplinary goals such as machine learning and the design of algorithms which can aid the analysis of big text and conversational data. However, I also consider the serious methodological and epistemological limitations in translating situated analyses of social action into quantitative and automated procedures. Consequently, the paper concludes with an account of interaction feature identification as an activity that is 'useful' for interdisciplinary digital social research workflows whilst also highlighting important epistemological, ontological and methodological issues regarding the status of qualitative 'data', members practices and methods in the digital age.

## **Communicative practices in everyday human-robot interactions in an elderly care home – a CA perspective**

**Christine Hrcal**

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Today, robots are involved in the mutual realization of practices in different social areas. Besides industrial manufacturing they can serve as a dynamic orientation resource for visitors in a museum (cf. Pitsch 2016), as a ‘companion’ for diabetic children in medicine (cf. Nalin et al. 2012) or in the context of social interaction in health care (cf. Habscheid et al. 2018).

The challenge in developing robotic ‘companions’ is to prepare them for interacting adequately with humans in interactions which are highly dynamic, contingent, indexical and situated and in which users should be able to intuitively interact with the robot using their everyday communicative practices (cf. Suchman 2007, Pitsch 2016). When interacting with a robot, users first have to figure out what the technical artifact can do and how it reacts: At the moment of the first encounter, the robot can “pro-actively shape the users’ perception of its capabilities, their expectations about roles, ways of participating and relevant subsequent actions” (Pitsch 2016: 589). If the robot remains rather passive, the user may for example try to establish contact intuitively against the background of their everyday practices and enter into a process of reciprocal production of an event (cf. Habscheid et al. 2018).

Based on interactions which were audiovisually recorded in the practical employment of a robot in care homes in the context of a communication project in cooperation with socio-informatics, and paying close attention to the sequential structure of the turns at talk, I will analyze the following aspects, using previous CA studies on Human-Robot and Machine Interaction as a starting point:

- Which means of natural communication and social interaction do elderly persons use when interacting with the robot for the first time?
- Which communicative resources and strategies do elderly persons use to compensate the robot’s lack of interactivity and reciprocity?
- How do elderly persons use verbal resources and how do they use paraverbal resources (such as volume, intonation contours or stressing certain syllables and words as well as physical resources like gaze, facial expressions and body movements) to establish a relationship with the robot?

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## Interpreting endoscopic ultrasound images as an interactional achievement

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Producing and interpreting endoscopic ultrasound images is a highly complex task requiring both very detailed knowledge of the anatomy of the patient and complex technical skills. Besides mastering the individual aspects of the procedure, surgical trainees must also be able to integrate the various components of the procedure in a single embodied practice. Learning the skill not only requires surgeons to translate the two dimensional images into three dimensional representations of the anatomy of the patient, but in order to move the camera surgeons also have to integrate the tactile feedback of performing complex motor skills with the changing imagery on the screen. This process is further complicated by the fact that the camera does not have a fixed position, but moves through the anatomical structures resulting in pictures of the same structure from different angles.

In this study we look at training sessions in which surgical trainees optimize their endoscopic ultrasound imaging skills under the guidance of a supervisor using a virtual reality simulator (the simbiotic GI Methor-robot). The data consists of three video recorded training sessions (approximately an hour each), recorded at the Department of Gastroenterology at the University Medical Center Groningen. In these sessions a surgical trainee performs an analysis of the pancreas under guidance of a supervisor. For this study we focus on the identification of one particular structure: the truncus coeliacus; as this is both a crucial and a difficult step in the overall process. Three wide-angled cameras captured all activities from three perspectives: one camera captures the ultrasound images on the screen; the other two show the supervisor and the trainee from the front and from the back respectively.

In this study (based on ethnomethodology and conversation analysis), we will show how the surgical trainee and the supervisor not only discuss the endoscopic ultrasound images, but also how they collaboratively interpret and ascribe interactional meaning to the images as the procedure unfolds. Although only the trainee has access to the simulator; both participants have to establish a shared understanding of the (publicly available) images. This means that it is not enough to correctly identify the structure eventually: reaching the goal is not enough. Throughout the process participants have to establish mutual understanding about the path as well in order to identify the structure under investigation *with certainty*. This certainty is an interactional achievement that is also sometimes explicitly expressed in the interaction by the participants (“convince me that we have seen the whole head of the pancreas”). In this talk we will present the embodied practices (identifying crucial landmarks and structures) that surgeons use to constitute this certainty.

## How to secure a sales meeting without asking for one: The exploitation of turn-taking and sequence organisation in “cold” sales calls

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Buying and selling continue to be conceptualised within a utilitarian framework as a function of individual costs versus benefits. By focusing on the buyer’s needs, preferences, or desires as the underlying causes of buying decisions social scientists fail to consider the actions in and through which buying and selling are accomplished as a practical activities.

By contrast, an EMCA approach to buying and selling, pioneered by Pinch and Clark (1986), takes stock of the situated organisation of commercial encounters Pinch and Clark showed that sales pitches draw on common-sense understandings of “value” and how they are rhetorically organised to control buyers’ responses. Since then, a growing body of EMCA work has been documenting the interactional practices mobilised in sales and service encounters (Heath & Luff, 2007; Kevoe-Feldman, 2015; Lee, 2009; Llewellyn, 2015), thus demonstrating the role that conversational structures, such as sequence, preference, and turn organisation, play in achieving buying and selling.

Continuing this line of work, we explore the rhetorical and sequential resources brought to bear by commercial agents in a novel commercial setting: “cold” calls between salespeople and prospective customers (prospects). We examined a corpus of 150 business-to-business calls provided by three British companies that sell office equipment.

Although “cold” calls, being the first point-of-contact between interlocutors, do not engender “selling” *per se*, we found that salespeople perform rhetorical work in the service of getting prospects to accept to meet with them. As an orderly interactional project “arranging a sales appointment” comprises three activities: securing an appointment, scheduling the appointment, and getting the prospect’s contact details. Progress to each subsequent activity is conditioned by the successful completion of the prior one. For instance, securing an appointment requires interlocutors to agree to a meeting after which they can begin to discuss times and dates. Similarly, once the meeting has been scheduled, the salesperson will take the prospect’s contact information.

We show how salespeople can and do exploit this sequential orderliness to talk prospects into meeting with them by designing their talk to sequentially delete interactional slots in which the latter could refuse the meeting. Thus, the paper expands our understanding of persuasion-in-interaction by tracing how turn-taking and sequential resources are mobilised in the service of controlling an interlocutor’s interactional moves.

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## **Attention to Particulars: EMCA and Post-Analytic Radical-Contextualist Philosophy of Language**

**Phil Hutchinson**

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In this talk, I revisit recent debates on epistemics, and I do so via the lens afforded by post-analytic (Wittgensteinian) radical-contextualist philosophy of language. I take as my focus the work of four authors loosely working within the Wittgensteinian tradition, each of whom put forward arguments for radical contextualist accounts of meaning and linguistic analysis: Avner Baz, Frank Ebersole, Lars Hertzberg and Charles Travis.

I have two reasons for doing this.

First, as a philosopher, my own path to Ethnomethodology and the writings of Harold Garfinkel emerged from my reading of Wittgensteinian philosophy and radical contextualist philosophy of language. I discerned strong affinities between Garfinkel's attempts to maintain focus on surface details as constitutive of the intelligibility and analyzability of actions-in-their-production on the one hand and the philosophy of language one finds in the work of Baz, Ebersole, Hertzberg and Travis on the other, which resists the invoking of formal-analytic categories and instead focuses attention on the contextual details, the particular human interest of the speakers and attention to the particulars of what is said and done. Just as EMCA can be characterized in contrast to formal analytic approaches to social action, this approach to linguistic analysis might be understood in contrast to the tradition of analytic semantics and to pragmatic theories, such as Speech-Act theory, which invoke formal categories as a framework for analysis. In the talk, I will give some content to this claim, by arguing for Ebersole's work in particular as being considered as complementary to Garfinkel's.

Second, within the radical-contextualist tradition, there is a debate which can be seen as providing parallels with recent debates in EMCA about epistemics. The debate can be seen most clearly in the finely-grained differences one can discern between the work of Charles Travis and that of Avner Baz, and how these differences have been identified by Baz. My proposal is that the less-well-known work of Frank Ebersole anticipates this debate and provides the best solution, and the solution which is most in keeping with the profound and radical initiatives of Harold Garfinkel.

## Revisiting the EMCA way of studying organizational culture and practices

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EMCA studies conducted in organizational settings have sought to provide for how members conduct their work under the auspices of 'organizationally located corpuses' (Sudnow 1965; Zimmerman 1969; Sacks 1997). Organizationally located corpuses include both systematized as well as unsystematized bodies of information, understandings, organizationally certified knowledges and their associated practices of use. While conducted under their auspices, activities are not carried out solely with regards to these organizationally located corpuses. Rather, these occasioned corpuses (Zimmerman and Pollner 1970) – available to participants in particular situations and assembled in and through the courses of activities which characterize them – are mutually constituted as specific both to their "here and now" but also to what is known to the participants before they enter any particular working situation. The latter may include corpuses not necessarily located in, provided for or produced as part of the specific organizational setting, e.g., knowledge of how to proceed with a conversation or send an email, but made relevant to it.

By looking at how members proceed with their work in this way, EMCA studies can be regarded as providing descriptions of organizational cultures and their constitutive practices. This position is not always understood. For instance, EMCA studies have been cast as overly preoccupied with contingency and with defending a 'libertarian', 'anything goes' view of cultural structures (Alexander et al 2012). However, EMCA studies should be understood as attempts to show how 'structures' are exhibited in particular working situations and how they are interwoven with the ways in which members organize their own activities. In other words, EMCA studies can be regarded as examinations of "structures" in action, rather than "structures" on their own. This orientation makes it possible to show how "structures" are reproducibly related to particular actions. Further, by closely looking into how order is organized in and as part of activities, the studies allow readers to learn what and how "cultural colleagues" (Garfinkel 1967: 11) find "structures" in and as part of particular settings.

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## Multimodal Accomplishment of Progression in Video-Mediated Home-Care Encounters

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Previous research on both face-to-face and video-mediated (VM) interaction involving elderly has emphasized the importance of embodied practices in organizing the interaction (see e.g. Hydén 2013). As the contextual configurations (Goodwin 2000) differ in VM situation compared to face-to-face encounters, so do participants need to adjust their embodied practices to meet the affordances of the technology at hand (Hutchby, 2001). For example physically referring to people and objects in distant location becomes an issue that the participants need to solve *in situ* (Luff et al., 2016). While there is a notable and growing body of EMCA research on VM interaction (Mlynář et al., 2018) earlier research has concentrated on specific parts of the overall structure of VM encounters. In contrast, in this presentation I will analyse the multimodal practices through which participants in VM home-care encounters accomplish alignment on progressing from one stage of the VM home-care encounter to another and between sub-tasks within these wider stages of the overall structure.

The data for the presentation is drawn from video-recordings of VM home-care encounters, collected between September and December 2018. The participants in the data are three home-dwelling elderly people and five nurses. The elderly have tablet computers at their home to which the nurses make the video-calls using a desktop computer. The data is recorded with one camera from the nurses' office. The data is analysed by using multimodal conversation analysis.

Participants organise the overall structure of VC home-care encounter around six stages: 1) pre-opening, 2) opening, 3) institutionally relevant *How are you* –question, 4) the business of the call, 5) pre-closing and 6) closing. When progressing from one phase to another, participants employ various multimodal resources, including talk, posture changes, gestures and activity relevant objects such as medication tablets, to make their readiness and non-readiness to progress recognisable and understandable for the distant participant. Especially the analysis of the presentations of non-readiness to progress reveal how participants need to fit these practices with the affordances of the VC technology regarding for example the mediated visibility created by the camera equipment.

By analysing these practices of displaying alignment to progress, we begin to see how technology becomes sequentially relevant for the participants. This opens up the discussion on ways in which digitalisation affects both the co-operative practices and our sense of intersubjectivity.

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## **The German indefinite pronoun 'man' and the negotiation of attitudes towards migration-induced multilingualism**

**Wolfgang Imo<sup>1</sup>, Evelyn Ziegler<sup>2</sup>**

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Our presentation will focus on metalinguistic activities and their verbalization in interactions concerning migration-induced multilingualism and identity orientation. The indefinite pronoun 'man' has been identified as a recurrent means of positioning (cf. König 2014, Ziegler et al. 2018) serving various pragmatic functions, e.g. generalization of individual attitudes. As a grammatical analysis of the constructions with the indefinite pronoun 'man' is still a desideratum, the aim is to propose a systematic description from the perspective of interactive construction grammar (Imo 2015). The data used comes from a preparatory study on language attitudes, social positioning and linguistic strategies. The corpus comprises 14 qualitative interviews in which speakers with and without a migration background reflect on their language biographies and attitudes. On the basis of these data, a differentiation into four construction types of 'man' is proposed (Imo/Ziegler 2018), thus contributing to the development of an inventory of linguistic schemata used in metalinguistic activities.

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## **'Seeing' ghosts: Referential practice and experiencing uncanny events together**

**Rachael Ironside**

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This paper will explore the role of referential practice in making visible an essentially 'invisible' object, a ghost. Drawing upon video data from groups experiencing an ostensibly paranormal event, this paper will examine how interaction between people, objects and space helps to establish a joint experience and collective understanding of an uncanny event. Unlike visible referents, ghosts are often experienced in non-physical and subjective forms including sounds, feelings and visions. This presents an interactional challenge to Modern Paranormal Groups (MPGs) who seek to experience ghosts together, and determine the nature and reality of these encounters. As this paper will explore, in this context gaze and embodied practices (including pointing, expressions and touch) often occur towards an 'empty' space in the environment. These practices help to establish a collective focus towards the event (Mondada, 2014) but also do something more. Establishing the source of an event in 'empty space' implies transgressive and uncanny qualities towards it, and invites the event to be 'seen' in a certain way (Goodwin & Goodwin, 1996; Heath et al, 2002), as potentially paranormal (Ironside, 2017). Drawing upon video data extracts from a corpus of over 100 hours of footage collected during paranormal investigations in the UK, this paper will illustrate how events are jointly noticed, referred to and attributed meaning as paranormal in nature. The practice of pointing at nothing has been identified by previous scholars (McNeill, Cassel & Levy, 1993; Haviland, 2000), however, in this context reference to empty space has particular relevance and meaning to the interaction taking place and the professional practice of MPGs. In addition to exploring how these interactions occur, this paper will argue that video data can provide important insights into not only the visible practices that inform reference, but also shed light on how the 'invisible' is determined and attributed meaning through these activities.

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## Seeing beyond detail: The locational work of stent graft deployment

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The study addresses the surgical practice of endovascular aortic repair (EVAR). This is a form of surgery used to treat pathology of the aorta and the procedure involves the placement of an expandable stent graft with the aid of medical imaging techniques. In percutaneous EVAR, small incisions are made over the femoral arteries, in the groin on both sides, and vascular sheaths are introduced. Through these sheaths guidewires, catheters and endografts are passed and put in to the right position under x-ray fluoroscopic guidance.

The data consists of 12 video recorded procedures totalling 58 hours, with a mean procedure duration of 3,5 hours. For this analysis the focus is on the critical task of placing the main body of the stent graft in the correct position. Deployment of a stent graft is a step-wise procedure; first it is allowed to expand in its proximal end by retraction of the delivery sheath, and then hooks or barbs are uncovered to penetrate the aortic wall from the inside and permanently fixate the stent graft. Once deployed the stent graft cannot be moved again. Precise placement is crucial. If the stent graft is placed too proximal in the aorta it may occlude essential branches causing organ ischemia. If it is placed too distal there will be no seal of blood flow and the treatment is incomplete.

The analysis, which is done under the auspices of ethnomethodology and conversation analysis, uncovers the positioning and deployment of the main stent graft as a practical task jointly carried out by two surgeons. Most centrally it is shown how the production of certainty—expressed through varying locational formulations—is carried forward in spite of limited visual access.

The work of the surgeons is guided by two different image modalities. The main modality, *fluoroscopy*, is a form of live x-ray that is used while wires and stents are manipulated and moved. The images produced under this modality do not, however, display any information about the blood vessels themselves due to their low attenuation (as soft tissues). To counteract this problem, a radiocontrast agent (fluid) can be injected to visualize the inside of blood vessels. This is the second image modality called *angiography*. During this mode however nothing can be moved or changed. This necessitates a sequential coordination of visual information from different points in time.

A further complication is that any visual information comes at a cost—both forms of image acquisition have adverse effects. Scattered radiation can be harmful and the dose levels should therefore be kept to a minimum. Hence the practitioners must balance the need for a clear and sharp image with the safety concerns of both patients and staff. Under these visually austere conditions it becomes necessary to see beyond the details and draw on additional techniques to build an understanding of where objects and structures are located. The analysis examines the central practices through which the precise location of the stent graft, as a shared known object, becomes stabilised in the surgical procedure.

## The search for institutional care facilities in Japanese rehabilitation team interaction

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Since Sacks's (1967) early work on the search for help, studies in membership categorization analysis (MCA) have explored how participants in interviews or institutional settings use categories to locate the availability of immediate helpers (e.g., family, friend) for persons in crisis, such as terminally ill patients (Hunt, 1991), disabled elders (Paoletti, 2001), parents with family problems (Broadhurst, 2007), and stroke patients (Izumi, 2017). However, these studies have paid little attention to the ways in which professional services are sought when the persons have no one to turn to for help. This study fills the gap by investigating how Japanese rehabilitation team members, including doctors, nurses, therapists, social workers, and dieticians, draw on institutional category criteria and their geographical knowledge to search for institutional care facilities when stroke patients are unable to return to home. Specifically, based on an analysis of audiovisual data from rehabilitation team meetings in a Japanese hospital, the study uncovers a set of rules which participants deploy during the course of help-search activities in ongoing clinical team interactions. The study addresses two primary questions: (1) What selection criteria do they consider? (2) In what order do they choose the criteria in the interaction as it unfolds? The analysis shows that participants have an ordered way to deal with selection criteria. In particular, they first discuss inflexible items, such as patients and their family's financial capacity. If these items are not, or are no longer, at issue, they discuss flexible items, considering family preferences when these concerns have been expressed. Moreover, participants utilize their geographical knowledge, especially, place names, landmarks, and relevant attributes, to collaboratively identify specific locations. Their identification work also involves non-verbal actions (e.g., pointing gestures), which invoke the structure of the local geography in actual interactional sequences. The study contributes to ethnomethodology and MCA by adding an empirical analysis of the clinicians' methods of the search for professional care services that is grounded in the interactional data.

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## The French Epistemic Stance Marker JE SAIS [I know] and its Relationship with Expertise in Political Debates and Management Meetings

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The aim of the paper is to assess the extent to which and in which linguistic and sequential/interactional environments the French epistemic marker JE SAIS [I know] is used by speakers to take an epistemic stance of expertise in institutional settings such as political debates and management meetings. Drawing on interactional linguistics (e.g. Couper-Kuhlen & Selting, 2018) and (multimodal) conversation analysis (e.g. Deppermann, 2013) applied to epistemic modality (e.g. Lindström, Maschler, & Pekarek Doehler, 2016), the paper is part of a more general research project in which the aim is to study French epistemic stance-taking markers in argumentative talk-in-interaction.

The analysis is based on data collections documenting two different institutional settings (Drew & Heritage, 1992; Arminen, 2005): (i) a video-recorded corpus of Swiss-French public and TV debates addressing various political topics (n=10, h=10; 2007–2009); (ii) a video-recorded corpus of Swiss-French management meetings (n=19, h=23; transcribed sample: n=7, h=6; 2017–2018). The first corpus reveals only 11 JE SAIS, which appears to be a low frequency both in comparison with other expressions such as JE SAIS PAS [I don't know] (n=79) and considering the interactional and argumentative properties of debates, as identified by previous research (e.g. Doury, 1997; Jacquin, 2014). In the data sample of management meetings, JE SAIS appears more frequently (n=16), but it is also by far less frequent than JE SAIS PAS (n=107). The comparison between both corpora shows important differences regarding the linguistic and sequential/interactional contexts in which JE SAIS operates: while all the 11 tokens in the political debates introduce subordinate clauses (JE SAIS que (p) [I know that (p)]) and emerge in mid-turn position, the 16 tokens in the management meetings are much more heterogeneous regarding the presence or absence of syntactic complementation as well as the position in the turn. That suggests that JE SAIS in political debates contributes to the discursive and argumentative unfolding of the turn (e.g. "... I know what is the current state of scientific knowledge..."), while the epistemic marker can be used for various interactional goals in the management meetings (e.g. "yeah I know" as a way of displaying an epistemic access to the information expressed in the previous turn).

From there, the goal of this paper is to study more closely the polyfunctionality of JE SAIS in the ongoing argumentation and verbal interaction and to identify in which linguistic, sequential, and multimodal contexts this epistemic marker is used as a stance-taking practice oriented towards an "epistemic primacy" (Stivers, Mondada & Steensig, 2011) and, more precisely, towards a position of institutionalized expertise. Preliminary observations on political debates (Jacquin 2017) show that JE SAIS cannot be reduced to the self-attribution of a state of knowledge but that the various uses are distributed along an "epistemic gradient", ranging from discourse contextualization often supported by pointing gestures (-knowledge) to arguments from authority often supported by metaphoric gestures (+knowledge). The paper will extend the analysis to the 16 JE SAIS emerging in the corpus of management meetings and provide insights from the comparison between the two data collections.

## Telepresence robot as an embodied participant in the language classroom

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Social interaction that either heavily involves technology or is mediated by it has become more and more pervasive in modern societies. Its organization has been a long-standing interest within EMCA, often in different kinds of workplace contexts (see e.g. Arminen et al., 2016; Heath et al., 2000; Suchman, 2007) or human-robot interaction (e.g. Yamazaki et al., 2008). EMCA studies have also explored the role of technology in language learning by investigating task-oriented interaction in different kinds of technological environments, such as when language learners interact online in a video-based task interface (e.g., Balaman & Sert, 2017) or cooperate face-to-face to do language learning tasks using their smartphones and augmented reality technology (Hellermann et al., 2017).

In this presentation, we focus on classroom technology and explore the multimodal nature of a student's participation in language lessons via a telepresence robot. Telepresence robots are devices that can be controlled at a distance with the help of internet connection. They are equipped with a video camera, screen, speakers and a microphone. In contrast to 'standard' video conferencing, the user of a telepresence robot can move the robot and thereby (re-)orient to space, other participants and material objects outside his video screen; such reorientations are also available to other participants in the location of the robot and analyzable through its movements.

Our data are video recordings from university-level beginner Finnish language lessons in which one of the students participates remotely by operating a telepresence robot in the classroom. Our analytical interest is on how the robot user participates – and how his participation is oriented to and managed by other students – during activity transfers in the classroom, such as when the class moves from whole-class interaction to pair work. In these kinds of moments, participants need to accomplish a shift in the participation framework, which are in human-human interaction routinely done via gaze shifts or bodily reorientations. We explore how the robot user achieves and maintains mutual orientation with other classroom members in these moments, despite the mediated nature of his co-presence. We conclude by reflecting on the degree and the sense in which the robot is treated as a competent participant in the focal setting, as well as whether classroom members make a distinction between the robot and its user in their orientations to robot movements.

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## Communicative practices of (un-)doing hierarchies in asymmetric coach-client relations - A CA perspective

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Like in other helping settings, coaching theory and practice stress the relevance of the coach-client relationship. While the coaching relationship is recognized as a core success factor for the efficiency of coaching, it concurrently still represents a "neglected issue in research" (Neukom et al. 2011; but see Jautz 2017). First psychological studies have investigated into the working alliance (e.g., Gessnitzer & Kauffeld, 2015) and more specifically, in the importance of empathy for the coach-client relationship (e.g., Will & Kauffeld, 2018). According to Graf and Pawelczyk (2014: 67), the "[...] coaching alliance is not a preordained entity but rather an interactional phenomenon that needs to be performed and accomplished in the actual conversation between [...] coach and client". Insights into the sequentially organized relational practices that embody such coaching alliances are paramount for a true understanding of the relationship between coach and client (see e.g. Muntigl & Horvarth 2014; Voutilainen & Peräkylä 2016 in a therapeutic context).

Helping professions are based on an asymmetric conversational relationship due to the particular distribution of knowledge, power and expertise (Drew & Heritage 1992; Brock & Meer 2004; Voutilainen & Peräkylä 2014). Such communicative imbalances also characterize person-centered approaches: "it would be naïve to assume that such 'client-centered' counseling while less obviously authoritarian than the more medically oriented models, is necessary free from the effects of power" (Silverman 1997: 9). These imbalances originate in the institutional and organizational framing of such interactions and locally manifest themselves in dissimilar conversational participation (rights): hierarchical differences between coach and client thus function as organizational pre-conditions of communicative differences on the micro-level.

For the purpose of this paper we look into 5 initial sessions of authentic executive coaching processes from *Emotionally Intelligent Coaching* (cf. Graf in press). Our focus is on how coach-client dyads co-construct local and global asymmetries and their more or less hierarchical relationships on a turn-by-turn basis via negotiating the participants' epistemic status as 'coach' and 'client' (e.g. using technical jargon or everyday language), via practices of global and local agenda setting (e.g. meta-pragmatic framing practices) or via practices of affiliation (e.g. validating or mirroring emotions, negotiating terms of address).

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## Misleading the offender: child witnesses' displays of competence in police interviews

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In this presentation we discuss our analysis of Dutch police interviews with child victims and witnesses of sexual violence. We will focus on children's reports of misleading the offender and address the question what children establish by such reports.

During previous analysis of the data it struck us that children provide unsolicited accounts of their own behavior in the reported event. These accounts included reports of misleading the offender in order to escape from the situation of sexual violence or to avoid it in the first place. That is, they report resistance that does not involve 'saying no'. This is interesting because Kitzinger and Frith (1999) have pointed out a discrepancy between the regular advice for young women to 'just say no' and conversation analytic research that has shown that refusals are usually accomplished *indirectly* and *with* accounts. They suggest that indirect refusals should be taken as a sign of interactional competence, rather than as a failure to be clear.

We screened verbatim transcripts of thirty police interviews with child witnesses for children describing their own conduct in relation to the offender in a way that implies misleading. We identified thirteen instances; these were transcribed using Jeffersonian transcription conventions and analyzed using conversation analysis.

The identified reports of misleading the offender differ in terms of how the misleading is reported (e.g. proud or more factual, ad hoc or more robust strategies), as well as sequential aspects (solicited or volunteered, inviting approval to a lesser or greater extent). Yet, the reports of misleading have in common that they display tacit knowledge of how refusals are commonly done indirectly in interaction (Kitzinger & Frith 1999), at least in their reports of the abuse. Simultaneously, the reports establish a role of smart and active resistance in the interactional setting of the police interview (cf. Fogarty 2010: 278-313). Children thus construct their story in a way that pre-empts undermining lines of reasoning in which the child is at fault because the child did not resist (cf. MacLeod 2016).

This study adds to interactional research into investigative interviews with children (e.g. Fogarty 2010, Childs & Walsh 2017). It also adds to research that shows how children are competent interlocutors (e.g. Hutchby & Moran-Ellis 1998).

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## **(Re)assurances - a trust building device in child welfare troubles talk?**

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This paper explores how interactional practices involved in troubles talk (Jefferson, 1988; Jefferson & Lee 1992) in a child welfare setting play into the building of trust.

As observed by Jefferson (1988) troubles talk sequences are often long and complex. This is also the case for sequences of troubles talk in child welfare settings (Jørgensen, 2017). According to Jefferson long passages of talk may reflect that the talk is designed to be flexible so as to handle a range of contingencies expected to occur over the course of the encounter (Jefferson, 1988). In this paper we argue that one such contingency may be potential lack of trust.

According to Garfinkel (1963) trust is closely related to norm following behaviour; when norms are breached this also involves a breach of trust. Encounters between families and the child welfare system represent a potential breach of societal norms as the child's well-being and/or safety is called into question (Jørgensen 2017). In that sense encounters between social workers and clients in a child welfare setting are "extraordinary" events where participants can be expected to engage in practices aimed at restoring "perceived normal values" and hence also in practices aimed at the restoration of trust.

The majority of research on troubles talk in institutional settings deal with professionals' problem presentations (e.g. Weiste et al., 2016; Ruusuvoori, 2005a) or professionals' responses to clients'/patients' troubles (e.g. Ruusuvoori, 2005b). In this paper we explore clients' responses to social workers problem presentation.

The analyses draw on a corpus of 350 video-taped meetings between social workers and young clients between the age of 12-23 and explore how clients respond to social workers talk about aspects of their lives that are portrayed as undesired and/or harmful and in potential need of professional intervention. The paper focuses on response types that seem to be doing interactional work to make the concern expressed in the social workers problem presentation go away by promoting trust e.g. by means of promises and/or (re)assurances.

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## **Partitioning: Resisting through exploiting category boundaries**

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This paper investigates how descriptions/assessments that are produced to challenge get made relevant and ratified in the course of some activity. The upshot is that members orient to the projected challenge by resisting its production which (1) hijacks the interactional trajectory, (2) limits the scope to which a challenge can be brought off, (3) (re)claims epistemic authority to avoid ratifying the description/assessment. The data was collected from places where some moral, social or political issue, event or person is being discussed; most commonly from radio call-ins, public arguments and protestor confrontations. This paper takes an ethnomethodological approach and combines methods and perspectives from Conversation Analysis (Schegloff, 2007), Membership Categorisation Analysis (Stokoe, 2012), and Discursive Psychology (Stokoe and Tileagă, 2016) to attend to members' practices for producing and resisting 'ordinary', everyday demonstrably challenging sequences.

I attend to members' practices which resist a projected challenge – these include, but are not limited to: reasonable interpretations of the prior turn, implicature avoidance (Drew, 2018), retrospective work (Stokoe & Attenbrough, 2015), ostensible compliance and/or the invoking of one's epistemic domain and rights to make relevant particular assessments/descriptions (Sidnell & Barnes, 2010). The data suggests that sequences which project a challenge are routinely and tacitly resisted by the target in ways which are sensitive to the local environment. This resistance suppresses the projected challenge which prompts a pursuit of the challenge by the challenger in ways which limit the scope of possible resistance in the next turn. Responding to this pursuit, participants either align with a challenge which violates the 'norms' of the local environment, do nothing which does something (Sacks, 1984), or do some other dispreferred action which may be treatable as morally accountable, or face-threatening (Heritage, 1984; Lerner, 1996). This paper builds on previous examinations of description types (Whitehead, 2009; Jackson, 2011; Weatherall, 2015; Kitzinger and Wilkinson, 2017) and identifies, across interactional contexts, demonstrable practices of resistance to those descriptions/assessments.

I will discuss the remit of a cross-method ethnomethodological approach, within the context of calls to move beyond the 'narcissism of small differences' (Housley et al. 2017). This paper offers insights into the turn-by-turn actions through which descriptions are produced, contributing to our understanding of how members demonstrably orient-to, produce, and resist descriptions of themselves and of others in the 'moral space of everyday life' (Housley and Fitzgerald, 2009). In addition, an analysis of the situated interactional organisation and unproblematic production of descriptions serves to reveal the mundane reasoning and sense-making practices (Butler et al. 2009) in the local production of social order.

## Students' understandings of subject-specific concepts in CLIL classrooms

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Recent commentators on the state of content and language integrated learning (CLIL) register concerns about shortcomings in students' "subject-specific literacies" and propose an educational model of "pluriliteracies development" (Meyer et al., 2015; Meyer & Coyle, 2017) as a remedy. While the proposal acknowledges van Lier's ecological-semiotic perspective on language education and characterizes subject-specific discourses as "multimodal", it privileges linguistic formulation which is seen to correlate with students' increasing conceptual subject knowledge. A complementary stage model (Beacco et al., 2015) posits as the most fundamental level students' understanding of subject-matter discourse.

Both proposals, however, raise the question of *how* students observably display understanding of subject-matter content as they participate in the semiotic ecology of CLIL classrooms. There is a substantial conversation-analytic literature on the interactional methods by which teachers and students pursue and display understanding in subject matter (e.g., Koole 2010; Lindwall & Lymer, 2011; Solem, 2016) and CLIL classrooms (Jakonen & Morton, 2015; Kääntä & Kasper, 2018), yet the CLIL proposals for subject-specific literacies are not informed by this body of research. We take this disconnect as indicating the need to further amplify the empirical knowledge base for CLIL from a multimodal praxeological perspective on learning in interaction (e.g., Eskildsen & Majlesi, 2018).

Specifically, we examine how students' show their understanding of teachers' definitions and explanations of subject-specific concepts in a range of CLIL lessons. While in an earlier study (Kääntä et al., 2016) we showed how a physics teacher regularly defines concepts through multimodal practices, here we shift attention to the students' uptake of the teacher's or other students' definitions. As responsive actions, the understanding displays perform operations on the prior action that reflexively treat the prior as a *substrate*, a "local public configuration of action" (Goodwin, 2013: 11). Like the substrate itself, the students' understanding display is routinely laminated from structurally different semiotic resources, including concurrent, mutually elaborative formulations and embodied actions, and consecutive formats such as embodied completions (Mori & Hayashi, 2006; Olsher, 2004). Even when these operations are done without verbalization, they embody the students' analysis of the prior representations of the concept and reveal their grasp of its critical properties. Lastly, and consequential for the students' opportunities to augment their subject-specific knowledge, the teacher's response conveys whether he takes the students' understandings as adequate "learning outcomes" or as indicating the need for further instruction.

The data come from an extensive corpus of 55 video-recorded CLIL classroom interaction collected from lower and upper elementary schools in Finland. The medium of instruction is predominantly English.

## Dialogical networking as a journalistic practice

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This paper draws upon an idea suggested elsewhere (see Kaderka, Leudar & Nekvapil 2018: 242–243) that the ‘dialogical network’, an original concept designed to study mass-media communication from actors’ perspectives, emerges from ‘dialogical networking’, a distinctive social practice that typically occurs in journalism. As a journalistic work routine, dialogical networking typically consists in approaching relevant ‘stakeholders’ and later presenting their ‘voices’ in media products, often in a dialogical manner (e.g. as claims and counterclaims). The aim of this paper is to catalogue the diverse practices of journalistic dialogical networking and elucidate, from a praxeological point of view, how they are embedded in other journalistic practices and how they reflect technical as well as semiotic conventions, constraints and affordances of the situated journalistic work. It will be argued that dialogical networking is a members’ phenomenon and is experienced as such by both the journalists and the ‘stakeholders’.

The paper is based on two sets of data. First, field notes, recordings and written documents gathered during ethnographic observations of television reporters’ and technicians’ work will be scrutinized for dialogical networking practices. Special attention will be devoted to the ‘materiality’ of journalistic practices, or, how the environment including digital technologies affects dialogical networking (e.g. the use of a digital database of available experts influences the decision as to who will be approached by the journalist). Second, the incremental production of news reports by a press agency will be analysed. As suggested in a previous study (cf. Leudar, Kaderka & Nekvapil 2018), press agencies serve as prominent initiators of dialogical networks, often being the first to introduce the relevant ‘stakeholders’ in news reports. The problem of who is a relevant stakeholder will be discussed using Schutz’ theory of relevance (Schutz 2011) and Sacks’ theory of membership categorization (Fitzgerald & Housley 2015).

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## Formulating another person's belief

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This paper examines a collection of formulations in spoken German, where what is formulated is a 'belief' the prior speaker seems to hold (ex.: *du meinst das die zu hause nicht äh lernen dürfen*, 'you mean/think that they are not allowed to learn at home'). These formulations treat the prior speaker's talk as indirect evidence for the inferred belief. The evidence for the belief is locally 'interesting', that is, it departs from what is expectable or has been established so far. Hence, belief formulations are generally sequence-expanding and used locally for various ends: They generate further talk on a topic, sometimes confronting the prior speaker with a doubt concerning his assumption's veracity, so that an elaboration on the grounds for its plausibility becomes relevant.

One important means for realizing belief formulations are polar turns with *du meinst* (*you mean/think*). The format is, due to the verb's polysemy and to variable turn-constructive characteristics, particularly apt both for articulating a candidate understanding of a communicative intention (Helmer/Zinken in prep.) and for attributing some kind of belief or opinion (cf. Zinken, forthcoming), often exploiting the systematic openness of possible interpretations.

We examine formulations with *du meinst* as a "practice" (Heritage 2010; Deppermann et al. 2016), that is, we analyse the format's morpho-syntactic and lexical characteristics in their sequential contexts in terms of their systematic contribution to action formation (Thompson/Fox/Couper-Kuhlen 2015). Features of the different responses to *meinen* turns will be examined in detail in order to retrace the actions' interactive accomplishment.

Data for this study come from two corpora: the *FOLK* corpus of spoken German (version 2.8: 170 hours of audio and video recordings from diverse informal and institutional settings) and the German part of the *Parallel European Corpus of Informal Interaction (PECI)*; currently comprising about 20 hours of video recordings from various informal settings).

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## **Studying a complex interactional setting: Interaction in multinational crisis management training**

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Multinational crisis management training prepares military and civilian staff to work in conflict situations around the world. The training includes exercises that simulate real-life conflict situations as realistically as possible. The situations are multidimensional and complex, and working and solving problems in them requires successful communication. In this talk, we address interaction and 'complexity' in peacekeeping training by focusing on field work and data collection in a multinational military staff during the VIKING18 peacekeeping exercise. At the outset of the project, we had the following challenges: First, the studied setting – a brigade-level tactical operations centre (TOC) – is highly complex from the perspective of collecting audio and video data: interactions overlap, involve multiple parties, and are distributed and in continuous flux; situations change quickly, and conversations take place in different locales and sometimes in different languages. These issues present challenges for the EMCA method: how to collect high-quality audio and video that enables precise and micro-detailed analysis of interaction in such a complex setting? Second, skilled participation and interaction in a TOC requires specific institutional knowledge, such as knowledge on the policies and procedures in multinational peace operations, military lingo, the different roles of the participants. For the analyst, a further complexity is how to gain understanding of the environment and the interaction taking place to conduct the analysis. As results, we show how these questions were considered already in the planning of the recordings. We also show how the technological solutions (e.g., multiple cameras, 360° cameras, multiple studio-level microphones) provided a comprehensive access to the conversations in the TOC. As an analytic result, we present a single case from the video data where the participants work together to solve the meaning of a military acronym. We show how micro-detailed and sequential analysis of this case benefits from a comprehensive understanding of how solving the meaning of an acronym as an interactional practice is tied to broader organisational and discursive challenges faced by military staff members in multinational peacekeeping operations. Therefore, we argue that combining micro-level analysis of interaction with ethnography (field notes and interviews) – attending to the histories, discourses and organisations in the exercise – provides a view to understanding the complexity of interaction in international peacekeeping training.

## Multimodal word explanations by beginning second language users

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Word explanations are ubiquitous in second language classrooms. This study analyses how low-literate second language users utilize multimodal resources to explain words at different points in time. Based on longitudinal data, the analysis focuses on how the use of verbal and embodied resources in the explanations change over time. The focal word explanations take place after a dictation activity in classroom interaction. A dictation is an ordinary pedagogical activity in the adult literacy training, and certain words are repeated over time. The focus of this study is on the change of use of multimodal resources in the explanations of the repeated words, usually nouns or verbs.

The longitudinal data were collected ethnographically both from classroom interactions and everyday life encounters during eight months with a group of adult second language and literacy learners in Finland. The informants are newcomers from different countries. Since the large number of asylum seekers came to Finland in 2015, there has been an increasing number of young people, male students and those, who are literate in their mother tongues but not yet in the Roman alphabets, in the groups of the Adult Literacy Training in Finland. Therefore, the groups have become larger and more heterogeneous. The data comprise approx. 123 hours video recordings, field notes, photographs, teaching materials and a one-hour-term group interview of four L2 literacy teachers.

In this paper, multimodal conversation analysis (Mondada 2014; 2016) is used to investigate the development of use of different multimodal resources in word explanations in Finnish. According to the preliminary observations, the explanations often comprise iconic gestures or embodied demonstrations to enact the action related to the explainable words. For instance, a learner might hand a paper from his desk when the teacher has asked what *a receipt* is or demonstrate the action of drinking to explain what the word *water bottle* refers to. There also seems to be change in the verbal resources used in the explanations over time. For example, the number of translations into other languages increases over time and the use of other linguistic elements in the explanations increases, as well.

The empirical findings of this study bring understanding about how words are explained by language users who have very limited linguistic resources in the language of interaction. Therefore, the results add to CA research on the role of multimodal resources in word explanations and the development of interactional competence by showing how the word explanations produced by non-/low-literate adult second language learners develop in classroom interaction.

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## **Coaching Beginning Players in Recreational Badminton**

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Ethnomethodological and conversation analytic research has begun to unravel the social organization of instruction in different sporting activities. As instruction in other arenas of practice, sports coaching unfolds in courses of action that are oriented to the instructional project. A key question for praxeological research on instruction in embodied skills (centrally including but not limited to sport) is how the participants mobilize and coordinate the use of resources from differently structured domains (the body, physical objects, space, language, non-linguistic vocalizations) to train and develop the athlete's competent performance. In diverse activity contexts, a recurrent arrangement is that the trainers' actions, produced through bodily-visual displays and formulation, project a repeated or corrected embodied performance by the athlete. Evidence comes, *inter alia*, from directive sequences in boxing sparring sessions (Okada 2013, 2018), activity transitions in budo (Råmen, 2018), and correction sequences in Lindy hop dancing (Keevallik, 2010, 2014), basketball training and powerlifting (Evans & Reynolds, 2016).

This study examines coaching activities in recreational Badminton classes at a North American University, drawing on 6 hours of video footage from ongoing fieldwork. Participants in each class are 4 coaches and 15-20 players, ranging from absolute beginners to advanced practitioners. Classes are structured into activity phases that routinely include group and pair practice lead by a coach. In coaching sessions offered to low beginners, the coach decomposes the basic actions of how to hold the racket and hit the shuttlecock into an ordered series of instructional sequences, including embodied demonstrations, repetitions, and corrections. Throughout the activity the trainees' bodily actions become a field of scrutiny for the coach's professional vision (Evans & Fitzgerald, 2016; Goodwin, 2013) that informs the coach's subsequent instructional or corrective action. Analysis will also consider the trainees' understanding displays through their instructed actions and occasional formulations.

## Negotiated approach to patient dissatisfaction: Work in a psychiatric outpatient setting

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In psychiatric practice, where physical evidence is not relevant, the doctor's interpretation of a patient's concerns has prime importance. This study examines how the important task of creating an interpretation is conducted, focusing on methods used in practice.

Research on work in psychiatric outpatient settings has focused attention on shared decision making. Such studies have shown how the flow of medical treatment is separated from patients' concerns about side effects (McCabe et al. 2002; Seale et al. 2006) and from the practices of steering interaction flow to keep patients from complaining when the doctor expresses a view on the patient's condition that is not consistent with the expectations of the patient (Kushida & Yamakawa 2018). Such studies have produced findings that show how doctors anticipate complaints, resistance, and other expressions of dissatisfaction from patients to invalidate them and to shape the flow of the consultation.

Physicians also may work directly in response to a patient's complaint. For instance, one study examined a diplomatic approach to this situation (Quirk et al. 2012). It focused on the practice of addressing a patient's dissatisfaction and how the physician's desired result can be achieved.

While the diplomatic approach addressed by Quirk et al. is oriented around the concept of trading, in my case, decisions are found to be made in interactions termed as "negotiation." For instance, when a doctor prescribes a medication that has strong side effects to a patient who is vocal about such effects, the doctor does not invalidate the issue at once but postpones the subject to be addressed in the next setting. Thus, negotiation entails compromising with another's view whereas the idea of a trade compels the patient to give up something to progress with the approval of his or her view. Trading has the function of blocking the patient from reasserting his or her concerns; in negotiation, patients are enabled to reassert their thoughts. In this study, I will focus on two out of 22 examined cases and clarify the above processes.

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## **Interprofessional meetings in a hospital setting: Achieving shared understanding and agreement for the record**

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This paper is part of a larger study that looks at the organization and interactive accomplishment of interprofessional meetings in distinct hospital settings. Within interprofessional meetings shared understanding and agreement are to be achieved. They are therefore considered a central moment for successful and efficient collaboration amongst different healthcare professionals. However, little is known about the ways they are interactively accomplished within everyday hospital routines, a context in which time is scarce and pressure for efficiency is high.

The paper is based on audio-visual recordings of twelve interprofessional entry meetings that take place in a small rehabilitation clinic for patients with neurological or musculo-skeletal problems in German-speaking Switzerland. Within these brief meetings – the average duration is 7 minutes and 47 seconds – a team of seven to eight different healthcare professionals and the patient, are to exchange about the patient’s current health condition and to agree on his/her main rehabilitation goals. In order to do so, the chief medical doctor chairs the meeting by respecting a prefixed order and activity structure. After opening the meeting, he hands the floor to the ward medical doctor, the reference nurse, physiotherapist, speech therapist and occupational therapist. One-by-one the professionals are expected to give an appreciation of the patient’s health condition and to formulate the main goals from their particular professional angle. After this first round of contributions, the chief medical doctor hands the floor to the head nurse, who is in charge to record in writing and to summarize the rehabilitation goals stated by the distinct healthcare professionals so far. After this summary the chief medical doctor checks the patient’s understanding and his/her agreement with the goals and closes the meeting.

This paper focuses on the methods through which the head nurse’s summary is interactively achieved. More particularly, it analyses instances, in which either the head nurse invites the contribution of one or several healthcare professionals, or in which a healthcare professional or the patient self-selects, in order to further specify a goal and/or to request some clarification regarding a related issue. By considering participants’ deployment of gesture, gaze and other embodied behavior, the detailed analysis of these instances reveals not only how these interventions are interactively accomplished, but also how shared understanding and agreement is achieved for the record. It thus demonstrates, how the summary serves the interprofessional team as a crucial basis for successful interprofessional collaboration.

## **Negotiating affordances of objects in informal learning spaces: Exhibits in science centres as objects of knowledge**

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Both classrooms and exhibition spaces in science and technology centres (STCs) are learning spaces. They both are designed to foster face-to-face interaction that aims at the joint construction of knowledge. However, there are also clear differences between the two types of learning spaces: The classroom favours the establishment of a single interactional space with a "common focus" of attention (Kendon 1988) centred on the "front" of the classroom (cf. Hausendorf 2012, Nolda 2006). In this formal educational setting, it is the teacher who activates the elements of the classroom which are relevant for knowledge construction, e.g. by directing the pupils' gaze to the blackboard or to an experiment he or she carries out on the lab bench (Putzier 2016).

In the exhibition space, on the other hand, there is no spatially determined 'home position' for a teacher who could make the objects in the exhibition space relevant for the interactive construction of knowledge. This normally corresponds to the absence of a teacher figure in the museum. Therefore, the museum space must encourage the visitors to activate its exhibits as "objects of knowledge" (Pearce 1990), that is as relevant semiotic and material resources from which visitors can start their interactive knowledge construction.

Based on a corpus of more than 100 video and eye-tracking recordings of authentic visits to a science centre, my presentation will show how this transformation into objects of knowledge is accomplished by the visitors in the course of an interactive negotiation process. I will argue that this process can best be described with reference to the concept of "usability cues" (Hausendorf/Kesselheim 2016) or Gibson's concept of "affordances", which has been widely discussed in CA in the last few years (cf. Hutchby 2001 as an early example).

I will analyse a series of short video extracts of joint exhibit use in order to describe (a) how exactly visitors refer to diverging potential affordances of the exhibit in question, (b) how they negotiate which of these affordances shall be considered the dominant ones for their ongoing interaction, and (c) how this negotiation leads to a consensual definition of the exhibit as object of aesthetic admiration, as an occasion for a family competition, etc. In doing so, particular consideration will be given to the multimodal aspects of this negotiation process.

The analyses will reveal that the transformation of exhibits into objects of knowledge is part of a broader bundle of social practices which link social interaction to material objects or to the built space via the activation and negotiation of affordances.

The study of exhibits in informal learning spaces thus not only contributes to the study of science centre interaction (s. Heath et al. 2001), but also to understanding the role of objects (Neville et al. 2014) and the built space in and for interaction (Hausendorf/Kesselheim 2014).

## Embodiment and contingency in mobilizing student responses

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This study takes a conversation analytic (CA) perspective to investigate a teacher's mobilization of student responses in classroom interaction. Since the publication of the seminal works in classroom discourse (e.g., Mehan, 1979; McHoul, 1978; Sinclair & Coulthard, 1975), teacher questions have been widely studied and have been found to be one of the most common practices for engendering student participation, especially in the form of Initiation-Response-Evaluation (IRE). While the IRE structure provides a useful gloss to understand the general organizational pattern of classroom interaction, studies have largely focused on the pedagogic functions of the IRE model, and there is a relative lack of attention on *how* exactly teacher questions and student responses are constructed through the organization of interaction (Lee, 2007; Margutti & Drew, 2014).

Thus, drawing on the concept of response mobilization (Stivers & Rossano, 2010), this study takes on the emic lens of CA and examines just how and what a teacher does to mobilize student responses. The data come from a collection of 30 hours of video-recordings from a first-year undergraduate composition course at a large mid-Atlantic university in the US. Focusing on whole-class interaction from 10 class sessions, this study is guided by the following research question: What is the design of teacher turns that mobilize student responses in classroom interaction? Findings show that embodiment is an integral feature of the design of the teacher's response-mobilizing turns. More specifically, 1) teacher turns containing candidate answers in a continuing intonation open up a space for students to produce relevant responses; 2) the physical proximity and eye gaze of the teacher increase the degree of student responsiveness; and 3) the delay of teacher feedback mobilizes students to produce further responses in the ongoing discussion. In this way, it is not simply the questions that the teacher asks but also a range of embodied resources that the teacher employs that constitute the teacher's response-mobilizing turns, as dictated by the local contingencies of interaction. Linguistically constructed questions are but one part of the intricate design of response mobilization, an overarching instructional practice that is made recognizable and accountable in the locally managed classroom interaction. This study contributes to the field of classroom discourse by providing empirical insight into the embodied, contingent nature of a teacher's instructional practices from members' perspectives.

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## Account-giving practice in interaction with and among children

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As elucidated in Robinson (2016), the term accountability is polysemous in the field of language and social interaction. The two main senses can be summarized into 1) "the account-ability of conduct's action and 2) account for conduct in interaction" (p.2).

As children learn to speak (a) language(s) in interaction, they also learn the reasoning behind the organization of discourse and social action (the first sense of accountability) and when and how an account for their conduct is expected and solicited (the second sense of accountability). An account for one's action can be volunteered or solicited. When it is solicited, it can be sought explicitly or off-record (Raymond and Stivers, 2016). Based on longitudinal corpus of parent-child interaction, the current study examines the sequential environment where an account is volunteered or solicited from the child. Preliminary analysis reveals a few illuminating suggestions. Unlike adults' conversation where much of shared knowledge among members is assumed, in the conversation with a preschooler, accounts that would otherwise not necessarily be explicated tend to be pursued and verbalized. On the other hand, similar to adults' interaction, the child tend to volunteer an account when their conduct of action is treated as "bad" or as departure from the norm. It is suggested that children orient to an implicit or "off-record" means through which accounts are solicited as well as an explicit means such as "why". The study concludes by highlighting the fundamental importance of account-providing practice in parent-child interaction as it demonstrates that children learn and accumulate commonsense knowledge that is constantly drawn on in members' everyday interaction, through account-providing/soliciting practice.

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## Practitioners' orientations to children's social competence: Discussing sensitive topics in child mental health assessments

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Globally, approximately 10-12% of children and young people experience a mental health condition, and the prevalence is increasing. In the United Kingdom, when children display behaviours or symptoms which indicate the possible presence of a mental health condition, General Practitioners make referrals to Child and Adolescent Mental Health Services (CAMHS) for specialist psychiatric assessments. Initial assessments are conducted to ascertain whether a child or young person conforms to the criteria to be diagnosed with a condition, is eligible for treatment, and whether they are 'at risk'. Politically and rhetorically, young people with poor mental health are positioned as a vulnerable and marginalised group and may be constructed as having reduced social competencies. However, evidence suggests that young people can display competence in a range of ways (See Hutchby and Moran-Ellis, 1998).

Our research project recruited 28 families attending their initial assessment at CAMHS and consists of video-recorded clinical conversations between mental health professionals, children/young people and their families. We used conversation analysis to examine sequences of talk and investigate displays of category-bound developmental expectations. The data demonstrated that practitioners oriented to children's epistemic rights to knowing about their personal mental state as well as their motives for their concerning behaviour. However, in terms of interactional competence children were treated as having levels or degrees of competence in relation to understanding their mental state, which was sometimes questioned. For example:

Nurse     you said you just said that you've come here because of your ↓phobia  
(0.27)

okay can you tell me a little bit more about ↑that

Child     °er:::°  
(2.04)

Child     °<we:ll I faint or I be sick when I see ↓needles  
           or: blood or>°

Nurse     okay (0.60)

When children and young people presented candidate diagnoses, such as 'phobia' or 'OCD', practitioners did not overtly challenge their competence to understand these medical concepts, but did ask for further elaboration. Notably, these requests for further elaboration served to elicit descriptions of behaviour that may or may not be congruent with the claimed mental health difficulty.

Thus, in discussing sensitive topics around mental health, practitioners used different questioning resources to ask children for further information about their symptoms. These questions served to negotiate the epistemic balance between practitioner 'expertise' and the child's social competence.

## **Looking into a healthcare learning practice: When technology has a voice in resuscitating a patient. A study of interaction between trained nurses, the simulated patient and the defibrillator**

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New technologies in health care assist the health care professional in their jobs. Traditionally, the professional vision (Goodwin, 1994) or the clinical eye (Benner, Tanner, & Chesla, 2009) has been seen as the most important factor for nurses and doctors in order to understand and take care of a patient (Kjær, Sørensen, & Raudaskoski, Forthcoming). However new technologies such as the defibrillator that verbally instructs the healthcare professionals about 'what to do and do next' changes the traditional way of interaction and thus the clinical vision.

In this paper I argue that the spoken voice of the defibrillator is an important part of the participation framework (Goffman, 1981). I show through authentic interactional (Garfinkel, 1967) video data (Heath, Hindmarsh, & Luff, 2010), how nurses interact with the new technology and the simulated patient in a training situation, trying to resuscitate the 'patient' listening to the defibrillator.

Using EMCA (Mondada, 2011; Sacks, 1992; Schegloff, 2007) I will present how the nurses learning and interacting with the resuscitating 'patient' are pausing and waiting to act when the defibrillator speaks out: My claim is that the healthcare professionals forget their own professional vision and mostly listen to and obey the technology that speaks out.

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## Experimental Architectures: paper structures for studying people

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This paper examines how cognitive neuroscientists work with and on the experimental designs central to their research. Part of a broader ethnography that asked how cognitive neuroscientists design, perform, and understand their experiments, the research presented here describes how scientists enact and interact with an experiment that is depicted in a journal article. In examining a social practice of reading, I ask: how is the research article part of the process of making and remaking science? A broader research question in this work is: how are methods for studying other humans moved through time and space, and what can be productively drawn out, between, or across one disciplinary domain (cognitive neuroscience) and another (ethnomethodological studies of interaction)? The paper centers on a multimodal analysis of a video of a 'journal club'. Journal club is a tradition in medicine and the sciences where a group of students and more experienced researchers get together to read and appraise current research in their field. I describe how members use material and embodied resources of talk, gesture, objects, sounds, and gaze to materialize and inhabit the experimental design depicted in the article. I develop an account of the experiment materialized as an 'architecture', that makes positions both on the inside and outside the experimental design available, sometimes simultaneously. I situate this interaction as part of the reproduction, not only of research findings, but of new researchers. I argue that part of becoming a competent experimentalist here entails a paradoxical collapse and distinction between the positions of researcher and subject. I employ approaches for studying situated and embodied action in science (Lynch 1997, Alac 2011) to challenge widely-circulated accounts of the relationship between text and practice that are prominent in Science and Technology Studies (Latour 1986; Shapin and Schaffer 1985). In my conclusion, I will reflect on 'our' methods of materializing our phenomena, inhabiting research instruments, and reproducing new researchers, in particular through the process of analyzing recordings of interactions by crafting transcriptions. Recalling the practical descriptions of Psathas and Anderson (1990), I claim that transcriptions function as architectures for analysts to inhabit, iteratively re-enacting strips of action as a way to make them empirically available to analysis. Thinking with the iterative performance experiments of Gluzman (2017), I suggest that experimenting with how to inhabit our research instruments may productively unsettle the affordances of transcription.

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## Children as patients: Talking about seizures in dyadic and triadic medical interactions

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This work in progress is associated to a project that aims to appraise whether the linguistic and interactional criteria to differentiate the diagnosis of epileptic and psychogenic non-epileptic seizures for adults (cf. Reuber et al. 2009, Schöndienst & Güllich 1999) are also applicable to the diagnosis of children's and adolescents' seizures: "*Linguistische Differentialtypologie von epileptischen und nicht epileptischen Anfällen bei jugendlichen Patienten*" (cf. Opp et al. 2015).

Our case studies examine how young patients respectively their parents depict seizure experiences – either in form of narrative reconstructions, descriptions or by other means. So far, parents' or other caregivers' accounts have rarely been compared with children's accounts (cf. Tate 2001; for adults cf. Reuber et al. 2011). From a medical perspective, descriptions by both parties have diagnostic value - but a triadic situation (cf. Tate 2001) has further implications, e.g. concerning participation roles, the opportunity for the children/adolescents to depict their seizure experiences, the detailing of children's descriptions, and the potential relevance of caregiver-child interaction in the triadic situation.

We analyse two triadic doctor-patient-parent and two dyadic doctor-patient conversations with conversation analytically based linguistic communication analysis. The young patients, between 12 and 17 years of age, talk to an experienced neuropediatric doctor and children's psychotherapist. The video-taped interactions last from about 20 to about 45 minutes and are fully transcribed according to the prevailing transcript notations in German communication analytical studies (Selting et al. 2009).

The case studies show that parents tend to take the floor so that the children don't get much opportunity to tell their side of the story, and furthermore parents focus on their own emotional state of fear caused by their children's seizures. The preliminary study has already led to a practical implication: If in any way possible, the doctors now start the interview with the young patient alone, which in turn offers us new interaction data of the children's accounts in the dyadic doctor-patient-situation.

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## Schisming as an Overlapping Resolution Device

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In this paper, I investigate how third parties of conversation (Goffman 1981; Clark & Carlson 1982) contribute to the resolution of overlap in a face-to-face interaction between more than three people. In order to illustrate the way in which overlap is resolved through the accomplishment of schisming (Egbert 1997), I analyze a mundane conversation between seven English speakers employing the method of Conversation Analysis.

Although Schegloff (2000) analyzes overlapping talk showing various overlapping resolution devices, he only deals with conversations between three people. Therefore, schisming is not discussed as an overlapping resolution device. When it comes to schisming, Egbert (1997) analyzes how schisming is organized, focusing on what she calls the schisming-inducing turn (SIT). She focuses on cases with no competition between speakers for a recipient. On the other hand, Takanashi (2004) analyzes schisming where the simultaneously uttering speakers compete for a single participant. Takanashi (2004) shows some patterns of schisming as a resolution device of overlap: 1) one of the simultaneously speaking participants (A) finds another recipient (C) besides the original recipient (B) and 2) even when one of the overlapping speakers (A) fails to find a new recipient (B), the speaker is possibly responded to by another participant (D). Expanding the finding of Takanashi's study in terms of adding more observations on schisming with competition for a recipient, I consider the procedure of schisming that participants choose for resolving overlap.

First, I analyze excerpts where overlapping utterances are addressed to a single participant and the overlap is resolved by schisming. Secondly, I argue that unaddressed recipients' availability (Heath 1986) is used as a resource for launching schisming. Based on the analysis, this paper shows that a position or gaze direction of unaddressed recipients can be used as a resource for launching schisming. Finally, I show that schisming is one of the overlapping resolution devices. By launching schisming, the speaker provides a new participation framework. Therefore, an overlap is no longer a problem, but a beginning of a new conversation. An overlap is a public problem so that not only the speakers but also other participants can access it. Therefore, schisming can be used as an overlapping resolution device.

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## Military Targeting as Procedural Culture

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The use of force in modern warfare is regulated by numerous local, national and international rules, e.g. the military is instructed to 'do everything feasible' to avoid civilian casualties. How does this vague formulation instruct military personnel during an operation; how do they know what it actually means? One answer is that they *learn* how to do it: "Military pilots - and infantry - learn from their colleagues, as well as from the rules of engagement, HOW trigger-happy they can be in 'self-defense.' Or HOW aggressive they can be when interrogating a detainee." (Kennedy, 2006, 133) For Ethnomethodologists, training and experience as such do not yet fully explain how in a particular situation soldiers recognize the familiar features of a legally described situation and orient their action to those features. So rather than focusing on the instructions which define more closely what the military has to do to have done 'everything feasible', the ethnomethodological concern is how the military methodically accomplishes shared understandings of situations and how they interpret legal norms in and by their activities to justify what they are doing. In that sense, legal interpretation and legal judgment can be considered as methodic accomplishments of the military during their operations.

Drawing on the empirical example of an airstrike in Afghanistan, my talk is an invitation to think about procedures as cultural devices that help to produce and stabilize situational and legal interpretations across dispersed spatial and temporal events. The analysis focuses on an aircrew who joined an ongoing multi-sited targeting process already well advanced and investigates how they oriented themselves to a shared work object; the military target. Procedures, as used here, can be described as a set of practices which guarantee that work done in one procedural event will be made available in other procedural events to allow for a continuous production process. In the course of the procedural work, the creation of 'just this' product emerges from the continuous elimination of other possibilities for its composition. Procedures organize collaboration and effect how sense-making and legal judgement are brought to a joint outcome. In comparison to legal and other formal (document-based) procedures which set up their work as an open archive offering multiple opportunities for re-assessment, the military target is not documented for that purposes. On the contrary, the career of the target is organized along thresholds which discourage practices of re-assessment, both during the operation and afterwards. The transcript shows the aircrew struggled to make sense of the situation in light of the information they had received, and they displayed a different understanding of the precautionary measures to be taken in this situation. It is in the context of the procedural organization of military work that alternative readings of the scene, alternative action plans and alternative legal interpretations are dismissed and 'doing everything feasible' becomes an attached feature of the 'legitimate military target' which the aircrew finally engages.

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## **Recipient orientation to expertise in medical handovers**

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In this paper we will report an analysis of recipient behaviours in handover interaction in a hospital intensive care unit. In the interaction, both information on the patient and responsibility for the patient is transferred from one physician to another. In our analysis we will show that the distribution of different types of recipient behaviours such as note-taking, head nods and hmhm-s show the receiving physicians' orientation to medical expertise. While the positioning of note-taking in the hand-over activity characterises it as responding to factual information about the patient that could not have been part of the recipient's prior knowledge, head nods and hmhm-s are produced in response to the sharing of medical decisions that have been made in treating this patient. We will argue that both the positioning of these latter receipt tokens, and the questions the recipients ask in response to these decisions, display the recipients' orientation to a shared medical expertise between the handover participants.

Theoretically this paper will contribute to prior work on intersubjectivity in interaction (Heritage 1984) and the use of response tokens (e.g. Schegloff 1982, Jefferson 1984, Gardner 2001)

Our data are video-recorded simulated hand-over interactions between intensive-care specialists who were given authentic cases to hand over. The hand-over was situated around the bed of the mannequin patient and included full IC equipment and monitors. The recording were made with three static cameras, one overlooking the bed and participants from the head board of the bed and two on either end of the bed.

## **Evolving practices of participation – second language speakers in workplace meetings**

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In the globalizing world, an increasing number of people work in a language which is not their first or strongest language. Many of them need to improve their language skills in order to find employment that corresponds to their education and to be considered as qualified professionals. An economical solution often suggested for these learners is “language learning at work”, but it is rarely discussed how and in what kinds of situations and circumstances this kind of learning actually takes place (for a critical view, see e.g. Sandwall 2010). In this paper, we aim to investigate language learning in a specific professional environment: meetings. We approach language learning from the point of view of L2 interactional competence. L2 interactional development can be seen as speakers’ increased ability to tailor their talk to the current co-participants and to the local circumstantial details of the interaction (Pekarek Doehler & Pochon-Berger 2015: 234). Drawing from videorecorded data from workplace meetings, we will offer a detailed CA analysis of the ways in which learners’ participation practices in L2 (in this case Finnish) evolve. We will focus on practices for turn-taking as well as turn-design.

Our data collection started in autumn 2017 and will continue until summer 2019. Currently, the data consist of 25 hours of workplace meetings. In this paper, we study two employees, who both originate from Russia and identify themselves (in the data) as learners of Finnish language. The work of these educated professionals is highly verbal, consisting, for example, of planning and organising different events, and discussing with collaborators and stakeholders. The work is performed in three languages: Finnish, Russian and English.

In our longitudinal data, we can observe the participation practices of the two target employees develop in different ways. One of the employees, on a lower level of Finnish, moves from using only English to completing her co-participants’ turns in Finnish by adding numbers, names, or other specifications. The other employee, more advanced in Finnish, provides answers in Finnish from the start, but her turns are often disaligned and lead to problems in the interaction. Later she manages to design her answers in a way that does not hamper the progress of the meeting. In this presentation, we show examples of these trajectories and discuss the relevance of the change to the employees and the workplace as a whole.

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## **Describing Social Action: The Problem of Accounts in Ethnography and Ethnomethodology**

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The observation and the description of social actions in their natural settings are the main focus of interest of both ethnography and ethnomethodology. This feature radically distinguishes them from all other social sciences approaches of social reality. Other shared concerns involve discovering practices, paying attention to interaction processes, to members' point of view, to members' use of categories and accounts in making sense of everyday world. Drawing on these commonalities, various ethnography texts and handbooks present ethnomethodology as one way, among others, of practicing ethnography, that is epistemologically consistent with the ethnography's general stance and theory of social action and social actors (e.g. Silverman 2002; Atkinson *et al.* 2007). In this view, it seems often that the main distinctive feature of ethnomethodology is a methodological one, namely the use of audio and video recordings as research data, as they provide with fine-grained observational materials.

In spite of these numerous common points of interest, our departing point in this paper is that the history and the nature of relationships between ethnography and ethnomethodology are far more complex and that this complexity is worth to be clarified. We argue indeed that ethnomethodology cannot be reduced to just another way of doing ethnography and that there are important differences at the epistemological level, that are related to different conceptions of social action and that consequently affect the very nature of the accounts of that action. But if ethnomethodology has a radically different practice of fieldwork, then what are its procedures and practices?

To address those matters, in this paper, we shall focus on descriptive practices and on the types of accounts that are produced by the researcher (ethnographer and ethnomethodologist). Drawing on a body of existing literature in ethnography and ethnomethodology (e.g. Wieder 1977, Emerson 1981, Becker 2008, Pollner and Emerson 2002, Cefaï 2014), as well as on our own fieldworks, we will examine the relationship between the descriptive device and the described object in the two traditions (including their relationship to common sense categories and descriptions). This comparative endeavor aims to shed light on the nature of knowledge on the social world that is produced by ethnomethodological and ethnographical approaches. On this basis, we will more specifically address the question of the "cost" of ethnomethodological description, both as producer's and as reader's experience, and explore some alternative ways of doing.

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## **Establishing reference to persons in situations of engagement in multi-activities. Interactional coordination in Mass Casualty Incidents**

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In workplace settings, participants often find themselves in situations in which they interact with co-participants from diverse professional/institutional backgrounds (Goodwin 1994), have to deal with complex participation frameworks (Schmitt 2012) and involvement in multiple courses of action (Haddington et al. 2014). Under these conditions, to establish visibility of a person/object and to (jointly) construct a referent (Mondada 2012, Stukenbrock 2018, Horlacher & De Stefani 2017, Pitsch et al. 2016), may constitute a particular challenge.

In this paper, we are interested in occurrences of establishing reference to persons during trainings of mass-casualty incidents: Different emergency services (fire brigade, medical doctors, paramedics, etc.) are called to the location of an alleged emergency with several victims and provide aid. In total, about 100 participants are involved, among which in particular two dyadic (sometimes triadic) inter-professional teams are responsible for coordinating the services: (a) one team responsible for the overall coordination, composed by an emergency doctor and a firefighter; (b) a second team responsible for triaging the victims, comprised by an emergency doctor and a paramedic. To capture some of the complexities of the setting, we have documented such trainings with time-synchronized recordings of multiple video cameras, mobile eye tracking glasses, a drone camera and radio communication circuits.

Our analytic focus is on situations in which the participants attempt to identify relevant personnel for an upcoming task within the constantly changing environment and in relation to the progress of ongoing rescue actions. We are interested in the detailed ways of establishing reference to persons under the condition of permanently adjusting and negotiating different 'professional visions' and managing involvement in multiple courses of action ('multi-activities'). Analysis will point to the interplay of monitoring practices, projections of upcoming actions and the role of engagement display in the temporarily unfolding events.

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## **Agency and Disability. Choosing, rejecting and negotiating potentially purchasable objects during assisted shopping activities**

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Choosing objects during collaborative shopping activities constitutes an important moment of negotiating the status of an object as a 'buyable' (de Stefani 2013, de Stefani 2014). Situations of 'assisted shopping' during which a person with a (bodily or mental) disability is supported by a caretaker provide special cases of such negotiations as the supported person's agency and free choice are at issue. Interactional research has pointed out how a disabled person's accounts and wishes can be challenged, transformed or disregarded in and through communication with caretakers (e.g. Antaki et al. 2008, Pilnick et al. 2010). However, little is known about cases in which the disabled person tries to 'trump' the caretaker's rational and the multimodal communicative resources mobilized to do so (Finlay et al. 2008).

In this paper, we will address this open question by investigating video-recorded interactions of assisted shopping. Based on an embodied interaction analysis (Mondada 2014, Streeck et al. 2011) from two separate, yet parallel research projects (recorded in Germany and Denmark), we compare two rarely found situations in which the shopper insists on his/her choice of a certain product that the caretaker rejects. In the first case, a male shopper with intellectual disabilities spontaneously expresses the wish to buy a ready-mix for baking cookies, which the caretaker initially puts into question asking how and when he would use it. In the second case, a woman with cognitive, communicative and physical disabilities (due to a brain injury) requests to purchase a scale, which the caretaker rejects arguing that she cannot use the scale independently. In both cases, the disabled persons find ways of insisting on their wishes and thus try to 'trump' the concerns brought forward by the caretaker. We will show how the situated and interactional management of this conflict is intertwined with the participant's situated constructions of agency, dis/ability, and normalcy.

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## **The multimodal constitution of learnables in a German as second language STEM project**

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Classroom interaction is inherently complex. Investigating its characteristic features concerning the distribution of knowledge, access to and deployment of conversational resources and participation in interaction allows us to understand how participants constitute this specific type of interactional context.

The present study is based on 11 hours of video data collected during a STEM project week in a German as second language classroom for refugee students. In the project week, the project leader and two student teachers work with the whole class in a hands-on manner on biology related topics such as the role of bacteria in everyday life or sugar and acids in nourishment. Hence, a language and subject integrated teaching and learning situation is created. The data set was collected during two days and includes teacher-led interaction as well as (parallel running) small group work, each recorded from various angles in order to allow for detailed reconstruction of the learning situations.

Drawing on Conversation Analysis, Interactional Linguistics and Multimodality resp. coordination research (Sidnell 2010; Couper-Kuhlen/Selting 2018; Deppermann/Schmitt 2007), with a specific interest in multimodal phenomena of classroom interaction (e.g. Breidenstein 2004; Heller 2016; Pitsch/Ayaß 2008; Schmitt 2012), we explore how learnables are interactionally constituted (e.g. Kern 2018).

We will show how teachers, in teacher-led classroom interaction, and students, in small group work, constitute learnables by deploying finely coordinated verbal, vocal, bodily, tangible, and spatial resources. What learnables are, however, is not always evident and needs to be negotiated – which is one of the intricacies of teaching a subject in the students' L2 (or L3 or L4). Only a detailed sequential and multimodal analysis allows us to shed light on these intricacies. By orienting to the joint construction of learnables in the course of the activities 'revising learning material' and 'imparting new knowledge', participants engage in doing teaching and doing learning. Our study thus contributes to the question how participants constitute learning space by exploring the multimodal construction of learnables in a very specific classroom setting.

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## Dealing with surgical uncertainty: Acknowledging, accounting, and calibrating for the procedures of surgical operations

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Just like any everyday activities, the production of practical actions in the operating room, including performing of critical tasks, are observable, reportable, and accountable phenomena for the co-present participants (Garfinkel & Sacks, 1970). In addition, the surgeons collaboratively deal with the uncertainty intrinsic to the consequential actions mainly caused by a lack of visual and physical access to the objects. To compensate for this, the operating rooms are normally equipped with advanced technologies to enhance one's ability to observe and operate on the object. However, surgeons still need to employ particular practical methods—that are largely visually-oriented—to organize and coordinate their actions with one another during operations (Koschmann, et al., 2011; Koschmann, et al., 2007; Mondada, 2003, 2011). By drawing on 15 cases of video-recorded gastroenterological operations performed at a teaching hospital in Japan, this paper will explore various practices by which the surgeons organize their practical actions and advance a procedure in such a way that they avoid having any consequential outcomes. In particular, the paper will demonstrate several practical methods: (1) the surgeons give an acknowledgment to each other and an approval for the surgical procedure that they are conducting through the formulation of the projectable outcome of the other's action and/or intention, (2) in relation to (1), the surgical procedure is treated as accountable when they have to decide how to proceed, and (3) the calibration of where the target surgical object is located in relation to its surroundings is presented in a visually-oriented way. The paper will thus argue that these practical methods of performing consequential actions are employed for the accomplishment of the work "co-operatively" (Goodwin, 2017) especially with the visually-organized practices, and also for the accountability of their tasks for the upcoming course of action.

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## Sequence as practice: Constructing (retro-)sequential junctures to manage the 'positioned-ness' of actions

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The question of how actions performed through talk-in-interaction are organized to form coherent sequences and courses of action is one of the cornerstones of conversation analytic (CA) research (cf., e.g., Schegloff 2007). Research on **sequence organization** has shown a) that actions typically establish sequential relevancies (i.e., normative constraints or expectations) for next actions and b) that participants hold each other mutually accountable for dealing with these sequential relevancies in subsequent talk.

However, occasionally next speakers demonstrably try to get out from under the sequential relevancies set up by the co-participant's prior talk and work to transform the projected trajectory of the sequence-in-progress (e.g., when trying to introduce a mentionable or launch 'new business' although they momentarily find themselves talking in responsive position). Drawing on a large corpus of British and American English audio-recorded telephone calls, this paper documents one way in which next speakers can do this by using a loosely specifiable turn-format (That's + specific types of wh-clauses) to construct (retro-)sequential junctures in second position (see Schegloff 2007: 217-219).

I begin by demonstrating that speakers can use this turn-format to accomplish sequential transitions in third position. Although this is a default place for such transitions, the format works toward presenting these as locally occasioned. From there, I proceed by showing that the same format may be used to initiate a new sequence from second position, i.e. to construct a (retro-)sequential juncture. This is accomplished by the speaker invoking a locally relevant 'topical' connection between the 'new business' and what went on before, which serves them as a warrant for doing so. Inasmuch as recipients may more or less visibly resist these (retro-sequential) sequence initiations, they display their understanding that a) the format is used to bring about such sequential junctures and b) that this 'derails' the projected sequential trajectory and departs from the normative expectations for relevant next actions in the ongoing sequence.

Finally, I consider a more intricate case in which a speaker uses this practice as a resource for managing the 'positioned-ness' of an action. In this case, a speaker suddenly finds herself talking in second position after the co-participant has responded interjacently with somewhat 'pre-emptive' talk. She then uses the format to construct a (retro-)sequential juncture so as to 're-position' her talk and reclaim 'firstness' for her action.

This lends support to the idea that participants may choose which sequential position to speak from (cf. Schegloff 1992) and can exhibit these choices through practices of turn-construction (cf. Raymond & Heritage 2006). The paper thus highlights the fact that *sequence is practice* and illustrates one way in which practices of turn-construction can converge with sequence organizational practices (cf. Schegloff 2007: 231-250 & 263f.).

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## **Treatment recommendations in hearing aid (HA) rehabilitation**

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The study examines treatment recommendations in hearing clinics where patients have been referred to from primary care. We analyse a key moment with regard to patients' hearing health care, where they move from general practice to special health care at the hearing clinic for diagnosis and future treatment of their hearing problems. We specifically focus on the ways in which HA rehabilitation is topicalized and the trajectories that ensue from different ways of topicalization. The data consist of 17 encounters between patients and hearing health professionals. The method used is conversation analysis.

The context resembles that of doctor–patient interaction in that the professional is rendering a medical service to the patient. The professionals, however, are mostly not doctors but audiometricians, i.e., medical treatment professionals who are specialized in hearing testing and rehabilitation. Thus, their status as a medical authority may be less prominent than that of doctors. Further, the medical problem in question is somewhat special, as the remedy for it is a technical equipment that requires the patients to adapt to its lifelong use, to the slightly altered sound climate it offers, and to the possible social attention it may be experienced to draw.

In analysing the data, we found four different action types through which the possibility of HA rehabilitation was introduced to the patient: announcements, evaluations, proposals and offers. In topicalizing the use of HA, the professionals used combinations of these action types: inquiries with an offer, proposals preferring positive answer, announcements with a proposal, announcements as part of agenda, and expert evaluations of HA necessity. Surprisingly few of these respected the patients' epistemic/deontic rights in making decisions about HA rehabilitation. The observation will be discussed with regard to the possible impact of the specific context of special health care on the activity in focus.

## Children's displays of social competence in psychological research interviews

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My talk will highlight children's interactional displays of competence when they are invited to participate in a psychological research interview with a trained psychologist. The research interviews have been undertaken to find out how children have experienced recuperation from single-incident trauma. The traumatic experiences varied from the sudden loss of a loved one (e.g., the loss of a sibling due to drowning) to violence (e.g., witnessing a violent attack in the home) and accidents with injury (e.g., a serious car accident). The events had occurred between ten months and seven years previously, with a median of 27 months. At the time of the interview, the children were between 8 and 12 years of age and interviews lasted around thirty minutes on average. All research interviews have taken place sometime after the child and the family had finished receiving counselling to help overcome what happened. Written informed consent and verbal assent were obtained from the parents and the children respectively. For the current analysis, we draw on the interviews of thirteen children whose families approved secondary use of the interviews for educational purposes.

The analytic focus lies on how children manage the interactional dilemma of an interview setting in which possibly morally charged notions such as 'change' and 'recovery' are made relevant, while they are invited to recall what happened. We will demonstrate three discursive strategies children adopt for maintaining their social competence in this setting: they present downgraded versions of what happened, they discount notions of a 'changed self' as a result of what happened, and they present strongly morally charged versions of 'doing being recovered' (see also Lamerichs, Alisic & Schasfoort 2015).

Our analyses are inspired by insights from discursive psychology, most notably the work on how speakers handle issues of accountability and morality in talk (Buttny, 2003; Bergmann, 1998) and conversation analysis. They are particularly informed by studies that have put forward the view that psychological interviews are to be considered as sites in which interactional work is accomplished by the speakers involved. These studies together enable us to highlight the practices of identity work that are being accomplished in this interviewing space, rather than to view it as a neutral vehicle for accessing children's thoughts and feelings (Potter & Hepburn, 2005). Our findings are important when we want to reflect, together with health professionals, on the need for a child oriented perspective on trauma recovery, and how this can be best accomplished.

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## Resuming story through repairs: Progressivity in multilingual storytelling

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### Proposal

Storytelling involves complex interactional tasks (Mandaulbaum, 2013). It is even more challenging for non-native speakers to extend and expand their turns to build a storyline. Repairs are, therefore, common in multilingual storytelling, whether they deal with adherence to story formats (Hellermann, 2008), managing grammatical structures (Barraja-Rohan, 2003) or building social relations (Wong, 2013).

The repairable in this context is not, however, always clear particularly when both the teller and the recipient are second language learners. It may take more turns for such interlocutors even to determine the nature of the repairable, whether it be linguistic, content-based, or due to mishearing. Nonetheless, the teller is obliged to move their story forward for the sake of progressivity (Heritage, 2007). Because of this, repair sequences in storytelling bring to light how two key underlying factors, limited language proficiency and the drive for progressivity, are discovered and managed.

The present study is based on collections of data in which other-initiated repairs are occasioned in storytelling sequences. The analysis focuses on tracing how tellers come to terms with such repair moments and how they resume stories thus interrupted. Most problematic turns found in the data sets are linguistic in nature; therefore, tracing the resuming sequences tells us about the contingent decisions the teller was making with regard to the nature of the repair, the recipients' understanding of the story, and most importantly, the impact the repair might have on the ongoing storyline.

The study is based on a data corpus collected over two years from five groups of three Korean college students who have participated in weekly speech sessions. During these sessions, a student performed a storytelling task about a topic of his or her own choosing, to which the two recipients were asked to respond. The findings show that non-native tellers focus on clarifying issues of content in repair sequences despite the problem they encounter being predominantly linguistic in nature. The process of resuming, therefore, demonstrates the teller's preference for progressivity in constructing storylines as s/he addresses linguistic problems.

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## Assessing and Evaluating Body Movements: Practical Aesthetics in Lindy Hop Dance Lessons

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Lindy Hop is a social or partner dance that in recent years not only has become a fashionable leisure activity, but there are also professional and semi-professional dancers. Videos of professional Lindy Hoppers show participants producing choreographed aesthetic assemblies of bodies that are ever changing as the music plays. These choreographed aesthetic assemblies of moving bodies are recognized and assessed by the dancers themselves as well as by audiences watching the dance as a performance. The responses of the audience to the performances exhibit a “practical aesthetics” (Heath and vom Lehn 2004), i.e. they show how people discriminate, evaluate and experience the performed dance.

The dancers at the centre of this presentation are novices who participate in a Lindy Hop dance workshop. As participants in this workshop they learn to produce choreographed aesthetic assemblies with their moving bodies that for the trained eye are recognisable as Lindy Hop body movements. These body movements have intelligible aesthetic qualities that the novice dancers themselves orient to as they learn to produce them. Like the audiences’ responses to professional performances these novice dancers produce responses to their own body movements. They are audiences to their own actions who reflect on their body movements by drawing on aesthetic criteria in order to ‘get it right’ next time. Thus, they interweave aesthetic evaluations and pragmatic instructions in order to enable the production of aesthetic assemblies of their moving bodies that again can be subjected to evaluation and assessment. In this presentation I will examine video-recorded fragments of novices at Lindy Hop dance workshops to unpack the interweaving of aesthetic evaluations and pragmatic instructions. Of particular importance will be to understand how novices experience the first Lindy Hop steps they make towards creating artful bodily movements in these workshops. The analysis of the video-recorded dance workshops therefore will rely on the presenter’s first-hand experience of participating as a novice in such workshops.

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## Gaining expertise in organizational sense-making: An analysis of interactional patterns in management training

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In contemporary organizations, management practices are increasingly related to the practitioners' ability to make sense of organizational reality. This means that they need to be able to categorize organizational phenomena and construct relations between them in order to gain a systemic understanding of the organization and steer everyday courses of action accordingly. Thus, simply 'knowing' what is out there will not suffice – similar to any professional vision, the practitioners have to learn to see and interpret the organizational events in socially organized ways that form the basis of their professional scrutiny (cf. Goodwin, 1994).

In this presentation, we focus on a setting where practitioners have a task of gaining expertise as such organizational sense-makers. Our data come from a personnel training where steering groups of an educational organization took part in a training program provided by a consulting company specializing in developing managerial practices. The training lasted for eight months and was organized as specific training events that were attended by 1-2 training consultants and 13-45 steering groups, each with approximately 6 members. The events were followed ethnographically through observant participation as well as videotaped, leading up to 45 hours of video data. In videotaping, the consultants and three steering groups were followed more closely.

In this presentation, we will, by using multimodal conversation analysis, examine a sequence peculiar to the training. In the sequence, 1.) the consultant issues to the steering groups a request to reflect on their managerial practices, 2.) followed by the group work. We will particularly focus on the cases, where the group members treat the task as troublesome and, for example, seek further assistance from the consultant. In this sequential context, the interrelationship between expertise and knowledge becomes particularly salient.

Our results show that, on the one hand, the steering group members orient to their shared access to knowledge that is related to organizational phenomena within the timeline of the organization and treat these phenomena as social facts. However, on the other hand, they orient to their diverse expertise that has to do with the ability to conceptualize and categorize the phenomena and construct causal relations between them. In addition, the consultant, who is not treated as knowledgeable vis-à-vis these phenomena, is treated as the furthestmost authority on managerial expertise. We will show how his expertise is particularly brought into being through the use of textual documents that, as particular semiotic technologies, form pre-existing categories about the organizational world and are utilized in the training exercises. In conclusion, we will discuss how the training acts as space where the boundaries of different professional expert systems are negotiated.

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## Handling digital money: “Do I scan you or do you scan me?”

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Sociology has long realized that money is not “merely quantitative” (Marx, 1978 [1844]: 93), but has social and communicative meanings (Zelizer, 1994). However, despite this focus on meanings, few studies have explored how money is actually used in transactions. A notable exception is Llewelyn’s (2016) study in an art gallery of people using cash to buy entrance tickets. Through a careful of video recordings, Llewelyn pointed out that cash can be used to project forthcoming actions and can be used to ‘change hands’ instantaneously (allowing for people to refuse or negotiate such exchanges), and that participants may work to assemble ‘the right money’.

We extend Llewelyn’s (2016) approach from cash to digital money and draw on a recent study of digital money, based on qualitative interviews by Perry & Ferreira (2018) which explored the use and social interaction around digital money. By shifting from interviews ‘about’ digital money to video recordings ‘of’ digital money, this paper goes further by investigating interactional practices of handling digital money in actual transactions.

Our data are video-recordings of handling digital money in a variety of settings in China, including supermarkets, restaurants, and other public places. In these recordings we capture how participants pay for certain physical goods, how they pay the bill in a restaurant, or pay for a service (e.g. a taxi ride). In contrast to cash, where the client hands notes or coins to the seller, payment with digital money is more ‘symmetric’, in that either the seller scans the QR code of the client or vice versa.

In this paper, we investigate two aspects of handling digital money. The first concerns the initiation of the transaction, i.e., the question of whether the client scans the seller, or vice-versa, which is often explicitly verbalized: “Do I scan or you or do you scan me?” The second concerns various complications to, and for the transaction, where clients and sellers have to deal with various contingencies. For one example, a client may have a digital coupon, which results in an insertion sequence in the transaction (in fact, often accompanied by various repair strategies, since sellers may have to help the client). This paper contributes to our understanding of the interactive accomplishment of digital money practices.

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## **Multimodal construction of syntactically incomplete turns in Mandarin interaction**

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Units in interaction can be constructed through the simultaneous use of multimodal resources. Keevallik (2013) proposes the notion of 'syntactic-bodily unit', arguing that a TCU may be built through both talk and the body in dance class. Chevalier (2008) and Chevalier & Clift (2008) have studied unfinished turns in French telephone conversation and argued that sequential position and action projection are two main resources for recipients to produce interactionally appropriate responses to unfinished turns. Ford, Thompson, & Drake (2012) explored different types of bodily-visual turn extensions and reported that one type of turn is constructed by the "preliminary turn component" (Lerner, 1991) and the bodily visual practices "gesture" towards the final component. Different languages offer different sets of resources for their speakers to build turns and actions, and different types of interaction make relevant different turn construction practices. Compared to Indo-European languages and especially English, our knowledge of the multimodal practices in producing and interpreting syntactically incomplete turns in Mandarin conversation is still rather limited.

Adopting the methodology of CA, interactional linguistics and multimodal analysis, I examined the syntactically incomplete turns in 6 hours of everyday Mandarin face-to-face conversation. The syntactically incomplete turns in the data implement a variety of actions and interactional tasks. One commonality of the production of the syntactic incomplete turns is the use of multimodal practices, and especially the bodily-visual practices. Syntactically, the lexico-syntactic construction initiated in the incomplete turns can regularly project the unproduced syntactic elements. In contrast to the syntactic resources usually appear in English, i.e., compound syntactic construction, many incomplete turns in my Mandarin data are in the topic-comment structure and comparative structure, with the terminal elements un verbalized. The typological feature of Mandarin grammar provides its speakers with resources to build turns at talk. Prosodically, the syllables immediately prior to the termination of the syntactically incomplete utterance are usually produced with a cluster of completion-implicated prosodic features such as low pitch register, lengthening and pause. Bodily-visual practices such as facial expressions, head shakes, gestures, and gaze are also used by participants to form turns and actions in particular sequential and interactional contexts. The syntactically incomplete turns also seem to occur at non-initial position in the larger sequence of interaction. This study contributes to our understanding of the multimodal practices in building units of talk and action in interaction from a cross-linguistic perspective.

## The Discovered Tasting Practices of Lay Coffee Drinkers

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In what ways do coffee drinkers discover and recognize the tastes of what they are drinking? What are the *in vivo*, quotidian practices of tasting coffee, and how can we discover them? Especially, how do tasters find methods for locating and describing tastes in coffee?

We specify tasters' engagements with coffees that they drink every day, and we examine the collaborative work lay tasters undertake to capture what they are tasting. Coffee researchers (Pendergast 2010, Ging 2012) suggest that lay tasters have an impoverished capacity to identify and describe the tastes of coffees. Recently renewed and reinvigorated groups of 'foodies' in the world are looking to learn how to describe what they taste. We examine how lay tasters taste, how their experience is shaped by what they know about taste, how what they know about taste is guided by the contingencies of some local interaction, and we consider the important industry problem of how lay tasters around the world are satisfied with drinking lousy coffee.

The notion "lousy coffee" carries us to one of the fulcrums of our inquiry: how is objective knowledge about taste established as something that is reliable. In other words, how is the subjective experience of individuals made the basis of something that is recognizable and shareable (Liberman 2013). As ethnomethodologists, we face the additional problem of discovering how to make contact with the thinking and practices of tasting, and how these practices can be made witnessable and available for study. Garfinkel (2002) argued that what practices best identify a social phenomenon is not knowable in advance, and that these identifying practices are only discoverable. So we try to discover them.

We designed focus groups in California and Italy where we presented to volunteers three cups of different coffees and captured in audio and video-recordings their casual discussions that revealed how they were thinking about flavors as they tasted these several coffees blindly. Three local methods for identifying tastes in these sessions are examined: *grouping*, i.e. how flavor descriptors trend in ensembles, which reveals that consensual findings are grounded in local contingencies; *objectifying*, that is, developing tentative suggestions into objective findings; and *calibrating*, how tasters align their thinking in order to employ the taste descriptors in a common fashion.

Contrary to recent literature on smell-deciphering based on individuals' recognition of public cultural codes and personal culture (Cerulo 2018), we demonstrate that taste deciphering (identifying, analyzing, recognizing, naming) is grounded in the contingencies of locally organized social activity.

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## **Sacks discussion of a “place for greetings” and its implications with respect to the organization of greeting sequences in video-mediated conversations.**

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This communication focuses on Sacks' work on the openings of encounters and particularly on greetings. Greetings occupy an interesting position in Sacks' work because they straddle his earlier, more ethnomethodological focus on the intelligibility of actions in social encounters, and his later emphasis on sequentiality which proved crucial to the emergence of Conversational Analysis as a field of its own. On the first aspect of Sacks' work on greeting (For example in lecture 12, 1964-1965), one could highlight his remark that there is a place for greetings, his observations of the “ahistorical” character of greetings and of the lack of an exclusion rule for greetings, and his interest in the ‘mere’ exchange of greeting as a potentially minimal conversation or encounter, and more generally his recurrent interest for the management of entry in interaction. On the more conversation-analytic, one would have his later observations (For instance Lecture 4, Winter 1970) that greetings are recognizably adequate complete answers, that they come in pairs, that they may be considered as adjacent pairs but as very particular ones (they display a lower susceptibility to “separability”, and they occur at the “beginning of beginnings”, so that they are also constitutively tied to the overall structure of the conversation in ways that ‘ordinary’ adjacent pairs are not, etc). One aspect of this evolution is that Sacks gets progressively less interested in the place for a (first) greeting, and more in the way they are produced as adjacent pairs embedded in systematically organized opening sequences.

In the second part of this paper, I show how a return to Sacks' work, and particularly to his initial interest in the place for greetings, could help to account for the sequential implications of a particular phenomenon which had no equivalent in his time, i.e. the visual appearance on screen of previously unseen parties in the course of video conversations. Because of the limited spatial span of camera fields, video calls provide opportunities for pre-present parties to become suddenly visible. Under certain conditions in which such visual appearances may be understood as displays of presence and availability, such events project a place for a first greeting. Or, in other words, there is a particular adjacent pair organization which is relevant to video calls, in which the sudden visual mutual appearance on screen of two parties as talking head makes conditionally relevant the initiation of a first greeting.

## Talking about language in study abroad interviews: positioning, agency, and proficiency

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Using semi-structured dyadic interviews with seven Canadian undergraduate students who were on a six-week study abroad in Germany, this paper addresses the question of how sojourners talk about German as a second language. The data include pre-departure, in-country, and post-return video-recorded interviews with a graduate student research assistant, each between 30-50 minutes in length. The interviews elicit talk about participants' expectations prior to and experiences during as well as after study abroad.

Using a CA approach, the focus is on particular linguistic resources, including metaphors and personal deixis (*my* language), as in excerpts 1 and 2.

### Excerpt 1:

855 Lin: I wouldn't like tell somebody that I am german;  
856 i guess maybe because i don't have (.) like a (-)  
857 strong enough **grip on the language**=  
858 =i feel (-) 'h i don't anyway,  
859 um i i wouldn't i wouldn't claim that,

### Excerpt 2:

1009 Lin: um (2.5) but yeah i don't know if **my language** would  
1010 be (-) the level that i need it to be.  
1011 so (-) [(i'm) not] sure.  
1012 I: [okay. ]

In excerpt 1, Lin constructs her identity as potentially German in line 855, specifically as a heritage speaker of German (i.e. as somebody exposed to German in her family), as she mentioned earlier. In providing an account (ll. 856-857), she uses a metaphor (*grip on the language*) that suggests high language proficiency that she does not claim to have. The use of the definite article (*the*) as part of this metaphor corresponds with her claiming no positioning as 'German' (see also l. 859), reducing her agency and positioning herself instead as a deficient language learner, letting others judge over the (ideological concept of) "proficiency".

In excerpt 2, Lin is using personal deixis (*my*) in the context of formulating her goal to increase her German proficiency in the future. The use of personal deixis here contrasts with other formulations in the data where the more neutral use of the definite article ('*the language*') seems to index less investment and ownership.

The research questions are: How do sojourners use particular linguistic resources to position themselves (Harre & van Langenhove 1991) and construct agency, i.e. the "socioculturally mediated capacity to act" (Ahearn 2001: 112; cf. Miller 2012), through the way in which they talk about language (use)? How do certain linguistic constructions contribute to the sojourner's positioning as capable or proficient users of the second language, and what kinds of ideologies or perceptions about language use in the study abroad context are revealed (Liebscher & Dailey-O'Cain 2009)?

The analysis and discussion of this paper has several goals and implications: 1) it reveals the kinds of linguistic resources sojourners use as well as the ways in which these resources are embedded in the unfolding interaction between sojourner and interviewer, 2) it discusses how sojourners (and the interviewer) construct their relationship with and agency towards the (second) language.

## Embodied completions in second language interactions

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This paper uses multimodal conversation analysis (Mondada 2014, 2016) to analyse 'embodied completions' in second language talk. Embodied completions are hybrid turns that begin with talk and are completed with gesture(s) or other kinds of embodied display(s) (Olshe 2004, Mori & Hayashi 2006). In such turns, the grammatical resources of language and embodied displays work together to accomplish meaningful social actions. The data comes from corpus of interactions in which the participants are engaged in different kinds of physical or manual activities (cooking classes, social circus workshops, gardening, and construction site interactions).

Extract 1 illustrates some basic features of 'embodied completions'. In it, RAL and ALA are working on a construction site, building a shelter, and RAL requests ALA to hand him an object.

Extract 1

15 RAL: .hhh (.) hhh voi\*sitko antaa mulle \*

**could you give me**

\*raises RH to the side of the ceiling,

pulls hand a bit towards himself \*

16 (.)

17 ALA: vasara

**a hammer**

18 RAL: jooØ

**yes**

ala: Øhands a hammer to RPO

The focal turn in line 15 starts with a (partial) turn constructional unit that projects a final lexical noun, i.e. the name of the object that RAL is requesting. Instead of producing the noun, however, RAL completes the turn with a gesture: he raises his hand to the level of the ceiling boards of the shelter and pulls the hand a bit back towards himself with his index and middle finger bent. The gesture thus depicts the action of pulling a nail out of the ceiling board.

The analysis focuses on the timing of verbal and embodied resources in relation to each other, and on the role of the material environment and interactionally relevant objects in the construction of the hybrid turns. In addition, the analysis gives a systematic overview of the sequential and activity contexts in which such turn are produced. On the basis of this, the analysis aims to provide understanding of the interactional functions of such hybrid turns. As the data comes from second language interactions, it would be easy to say that the embodied completions are produced to overcome lexical deficiencies. However, the analysis will show that such turns are not produced anywhere where lexical trouble is present but instead used in contexts in which they both facilitate the continuation of ongoing talk and accomplish other interactional functions, as well. In extract 1, the embodied completion is understood as a request but at the same time it also communicates how RAL is about to solve a previously discussed problem: he will pull out the nail that has been a put in a wrong position. In his embodied completion, the different modalities thus elaborate each other, and construct a whole that communicates more than the single modalities alone.

On the basis of the observations made in the analysis, I will also discuss how the practice of 'embodied completion' is possibly related to second language learning.

## Details, granularity and laic analysis in instructional demonstrations

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This presentation takes an interest in details, granularity and laic analysis in the contexts of instructional demonstration of practical and embodied activities, such as playing basketball, performing a root canal treatment and making an origami swan. A phenomenon of general interest for ethnomethodological and conversation analytic studies is how a “recognizably detailed ordinary world of activities gets produced, and produced recognizably” (Sacks, 1992, xxx). In this presentation, we look at the special case of activities that are produced for the purpose of making (aspects of) them recognizable to those who do not yet fully know or recognize them. We address how demonstrations rely on what ‘any member would know’, how they are contingent on competence yet to be instructed, how they are hopelessly incomplete, how they are ‘mock-ups’ of the activities they set out to demonstrate, how they therefore are specifically useful for instruction, and how the demonstrations in this way constitute laic analyses of skills and practices.

In a demonstration, not everything is expected to be seen or heard in the same way. In order to produce demonstrations that involve multiple parties in basketball training, for instance, the coach needs to direct the actions of the players who contribute to the demonstration, leading to a series of directive sequences. As a demonstration of game play, however, the interaction is not to be seen as sequences of directives, but as players from two opposing teams acting and responding to each other’s actions. Although certain actions of the coach are produced to be heard and seen as directives by the players actively participating in the demonstration, they are not part of the demonstration therefore designed to be observably ‘hidden’ from what the demonstration sets out to show. A result of this is that the demonstration is produced through one interactional organization and designed to be seen in terms of another.

This does not mean that the ideal instructional demonstration is identical to the activity or practice it demonstrates. The demonstrations deliberately make false provisions for what they show (cf. Garfinkel & Sacks, 1970), and this is not a weakness of the demonstrations but constitutive of the demonstrations being produced and recognized as instruction. In the case of basketball, the instructional orientation underpinning the production of the demonstration informs the decomposition of the fluid, simultaneous appearance of real-time basketball play into sequentially organized constituent parts. In this way, layers of detail become produced and accountable in and as the practical object of members’ analysis for the instructional purposes at hand. Details are reflexive features of these settings, and the members’ analyses embedded in their production guide us toward the selection of the relevant degrees of granularity with which to approach our ‘second order’ analyses.

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Garfinkel, H., & Sacks, H. (1970). On formal structures of practical actions. In J. C. McKinney & E. A. Tiryakian (Eds.), *Theoretical sociology: Perspectives and developments* (pp. 337-366). New York: Meredith.

## **Ethnomethodology, Conversation Analysis, and formal structures: Can EMCA produce (or avoid producing) formal analytic accounts of practical actions?**

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Garfinkel and Sacks (1970) present a distinctive analytical position toward formal structures of practical actions: they hold that ordinary social actions exhibit and make practical use of formal structures independently of professional social science methods for observing, describing, and reforming structures of social action. In other words, they treat formal structures as, themselves, constituents of practical actions, and, as such, sociological phenomena that are part of the field that sociology studies. A question that remains unresolved in the paper is whether ethnomethodology (as professional academic research) would produce formal accounts of practical actions (Lynch, in press). Sacks appeared to have been committed to the possibility of producing formal analysis, whereas Garfinkel took the position that ethnomethodology would be indifferent to that possibility. Two trajectories of ethnomethodological research depart from a common orientation to formal structures as constituents of practical actions, whether professionally situated or not. One trajectory, characteristic of CA in the following decades, produced ever-more-refined formal descriptions of constitutive practices exhibited in and through embodied communicative actions (Sacks et al., 1974). The other, characteristic of Garfinkel's ethnomethodological program, explicates practices of formal analysis wherever they are performed for organizing, administering, and researching social affairs, while remaining indifferent to the scientific status and instrumental value of the formalizations in question (Garfinkel, 2002). The present paper argues that the two trajectories are not incompatible, in principle, but that current efforts to take on board social science methods for coding, quantification, and experimentation confuse the distinctive mode of formal analysis in CA with what Garfinkel called "constructive analysis," and are eroding what was distinctive about CA in the interest of solidifying its professional status in the social sciences.

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## On detail and its conceptualizations

Douglas Macbeth<sup>1</sup>, Wendy Sherman-Heckler<sup>2</sup>, Jean Wong<sup>3</sup>

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'Detail' is a founding topic for ethnomethodology and conversation analysis. Each wrote a critique of and alternate to the analytic habits of social science (Garfinkel, 1967; 2002; Sacks, 1984, 1992), and each demonstrated the play of 'constitutive detail' in the organization of social action, order, structure, and common understanding. Though in plain view, it was an order of detail that had been un-deserving of interest. (See also Levinson, 1983:296).

Detail for EMCA is detail 'of a kind', and there are other, more familiar kinds, as in the detail of forensic study, computer code, or archeological excavation (Goodwin, 1994). Broadly, the familiar registers find 'detail' as a puzzle part to an un-finished image. A kind of 'pointillism' underwrites the familiar expression, such that if 'all the detail' were accounted for, an image would emerge, leveraged from points of detail within it. This is not a critique: there is no doubting its serviceability or discipline in many domains of practical inquiry.

'Detail' in EMCA, however, is *not* additive. It is instead one of the several conceptual disruptions that have organized EMCA as it works through the unavoidable reliance of social science on natural language. Detail is one of a collection of topics and expressions that Garfinkel writes with an *asterisk*, alerting the reader to a pending treatment that is other than we might imagine for so ordinary an expression (as in, e.g., order\*, structure\*, meaning\*, or methods\*). The spelling is cautionary, in ways kindred to Wittgenstein's remarks on the "bewitchments" of natural language (1953: §109).

In the particulars of detail\* we see the dense tie between an expression and its conceptualization. The relationship is reflexive; conceptualization leads us to take interest in detail\*, and detail\* deepens and elaborates the conceptualization. It is this relationship that organizes the paper, and its critiques.

The paper will pursue this relationship through a modest collection of materials intended to exhibit the play of detail\* in EMCA studies, and also contemporary departures from the conceptual innovations that have delivered it. In the departures, we find a more vernacular-professional *additive* interest in material detail. The paper aims to open a discussion of these relations, and concludes with remarks on their relevance for the production of collections, and the primacy, or not, of "the detailed examination of single cases", in detail\*. (Schegloff, 2010:42)

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## Garfinkel, Sacks and Culture: Culture-in-Action/Cultures-of-Action

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EMCA's pervasive but largely subterranean influence on the social sciences, arts and humanities finds particularly clear expression in contemporary studies of culture. In the definition of culture, for example, as a set of meaning-making practices which are simultaneously interactional and structural, constituted and constituting, already in place and ongoingly achieved (see, e.g., Alexander, Jacobs & Smith 2015), it is difficult not to hear echoes of Garfinkel and Sacks' (1970) specification of "formal structures of practical action" as a core focus within and for empirical studies of socially organised practical activities. Like contemporary researchers, Garfinkel and Sacks were certainly interested in exploring specific "cultures" as open-textured fields of practical action, interaction and reasoning (Garfinkel 1967: 76-77, Sacks 1992: V1 221, V1 226). However, in their separate work as well as together, they also understood the need to properly specify the grounds of such studies. Neglected outside EMCA, their (ethno)methodological concern with – and warnings around – the need to grasp a culture from "within" (Coulter 1979: 10-11) remains radical. In order to demonstrate its continued relevance, this paper will recover the often rather "fugitive" engagements with culture that can be found scattered across Garfinkel and Sacks' work, tracing them back to their reworkings of Schütz (e.g., 1962: 10-11) and then forward to their development in subsequent EMCA studies including Garfinkel's later work. Drawing these strands together, the paper will argue that, for Garfinkel and Sacks alike despite differences in emphases, culture-*in*-action is exhibited in, through and by cultures-*of*-action. That is, to understand, in their own terms, the "methods persons use in doing social life" (Sacks 1984: 21) is to understand a culture; *and* it is by embedding our studies in a "local culture" that we best come to understand the methodic practices it is grounded in (Garfinkel 2002: 181). By bringing Garfinkel and Sacks' work on culture back to the surface in this way, the broader aim of this paper is to show that EMCA's praxiological respecification of "the problem of culture" retains its urgency while highlighting how and where EMCA researchers today might continue to build on the foundation Garfinkel and Sacks laid.

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## **Writing as an interactional resource in practicing Swedish as a second language: Examples from language cafés**

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This study explores how writing is occasioned as an interactional resource that is used in the organization of the activity of practicing Swedish as a second language (L2). Our data consist of more than 60 hours of video recordings of talk between Swedish-speaking volunteers (L1 speakers and L2 speakers at an advanced proficiency level) and speakers of L2 Swedish. These encounters take place in regular meetings known as language cafés, which are organized by different non-profit organizations with the purpose of helping immigrants to practice Swedish. A recurrent activity in these meetings is table talk in which, while drinking coffee or tea, one or two volunteers and a small group of visitors sit together and engage in topical talk or read a newspaper or a recipe together. For the present purposes, we have chosen to study table talk sequences where an L2 speaker solicits help or displays uncertainty in the production or comprehension of a linguistic form or a grammatical construct in the L2; such actions are responded to by a co-present L1 speaker or another L2 co-interactant in a side sequence. It is within these sequences that writing is often exploited by the participants to solve the trouble oriented to by the L2 speaker and thereby foster the progressivity of their ongoing activities. Previous research in ethnomethodological conversation analysis (CA) has shown the role of embodiment and writing in highlighting a linguistic form as an interactional focus (Majlesi, 2014) and the significance of the use of writing for language learning (Bani-Shoraka & Jansson, 2007; Kuntiz, 2013; Musk, 2016; Walls, 2013). There are not however many studies on the use of writing as a resource for accomplishing activities in an L2. Furthermore, prior CA studies on the role of writing concern classroom interactions, whereas our data come from a hybrid context where the participants in the non-institutional setting of language cafés are engaged in conversations-for-practicing (Barraja-Rohan, 2015; Kasper & Kim, 2015). Our analysis shows how, through the use of writing, the participants manage to solve an emerging trouble and accomplish their current activity. At the same time, the analysis illustrates the participants' orientation to linguistic forms as they single out a particular item in the ongoing talk and highlight it by visualizing it on paper. The visualizing function of writing makes the targeted expression more tangible and comprehensible for the L2 co-interactant(s). We argue thus that, through the graphic representation of talk, the participants not only mobilize shared attention to the targeted item but also occasion a learning activity in which the object of inquiry is oriented to as a learnable. Overall, our study respecifies the construct of input enhancement (cf. Sharwood Smith, 1993) in multimodal, praxeological terms by showing how the action of writing down linguistic forms that are emically oriented to as problematic makes them multimodally salient and therefore publicly accessible as learning objects.

## Explicit socialization in elementary L1 Brazilian-Portuguese classroom interaction

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School plays a crucial role in socializing children into becoming interactionally competent to participate in multiparty interaction. A great deal of (EM)CA and socialization approach research has focused on children's L2 socialization in educational settings (eg. Cekaite, 2007). There are fewer studies focusing on children's socialization into the social organization of norms for participating in formal L1 learning settings (e.g. Margutti, 2011; Jung, 2003). This study extends this body of work by looking at data coming from a corpus of Portuguese being taught as a first language in Brazilian public schools. For this specific paper, six hours of video-recorded interactions in a first year classroom with students at the age of 6-7 are being examined. This study explores Alice's trajectory in attempting to get access to the interactional floor, i.e., being ratified as a participant of the multiparty conversation.

The analysis shows how socialization into classroom practices for participating, i.e., social knowledge about embodied moral norms of classroom interaction (Andr n & Cekaite, 2016), takes place as Alice explicitly complains on repeatedly having the content of her turns stolen by the other students. Her complaint refers to moments in the classroom when the teacher makes questions that address the class as a whole (Margutti, 2006). According to Alice, her classmates get the floor before her and, having heard what she has just said in lower voice volume, deliver Alice's turn's content as if it were theirs. On her part, the teacher provides an extensive explanation that reveals her own perspective of Alice's interactional problem. What follows is a set of guidelines on how Alice may change her participation methods to prevent this problem from happening. However, what Alice is orienting to as problematic is not the stealing of her turn per se; she is, rather, pointing out to a moral issue involving one's authorship of something that has been said.

Through the close inspection of this specific moment, participants' embodied methods for doing socialization become publicly available. They take place in the midst of the teacher's classroom agenda and become the object of teaching/learning. The findings allow for discussion on broader social issues, such as asymmetry, power, moral and ethics.

Keywords: socialization; classroom interaction; young learners; L1 Brazilian-Portuguese.

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## From Agnes to Chelsea (Bradly) Manning: the ethnomethodology of gender challenged by a practical ethnographer

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At the end of May 2010, the US Army soldier Bradley Manning was arrested by the Pentagon and incarcerated: he was suspected of having disclosed confidential state data to WikiLeaks. Right after, he started to turn into a figure being performed in a large amount of public communications. On August 22, 2013, after being sentenced to 35 years' imprisonment, Manning declared on the *Today Show* NBC program that he was in fact a woman, asking everyone to identify him as Chelsea. Since then, she became an even more popular figure, and this even after her release on May 17, 2017.

Manning's transgender identity poses a tricky problem for the researcher insofar as identity, here, has a distinctive internal organization that develops within a "*durée*" (Bergson, 2001). The researcher is thus facing with the task of accounting for the transition from one gender identity to the other without losing *the becoming* for the man to the woman. To turn to the Agnes' management devices, wholly directed "to achieving the temporal identicality of herself" as a natural woman, are of no help, it being understood that Agnes' gender identity remained "visibly the self-same through all variations of actual appearances" (Garfinkel, 1967: 183). How then to do the ethnomethodology of gender, whereas the member's problem about identity is not that of the "object constancy" (*Ibid.*) but of subject constancy?

Considering that Manning's identity is an "ongoing historicity" (Ingold, 2012) that unfolds in public within various media settings organized according to a trajectory, carrying out a "virtual ethnography" (Hine, 2001) inspired by the EM media studies (Jalbert, 1999) appears to be a relevant way to recover the members' perspective. By virtue of the fact that "to repeat an individual's proper name is to make use of the concept of identity" (Descombes, 2016: 54), of which Manning, as a practical ethnographer, has a common sense knowledge, this EM virtual ethnography consists in focusing on the proper name and reconstituting the process of temporalization within and between the media settings within which that proper name is reiterated, in the first and third person. It is also based on the idea that the categorization device "man/woman", as it is articulated on the forward-backward structure proper to "narrative intelligibility" (Francis & Hart, 1997), provides the ordering structure of Manning's transgender identity.

The appearances of Chelsea (Bradley) Manning's name within the English-speaking public sphere furnishes the data for the study, which looked at a large set of publications (newspapers articles, blogs, talks on Wikipedia, etc.) published from June 7, 2010 to May 17, 2017.

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## Fuzzy boundaries in quotations

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Quoting something that somebody else has said has been shown to be a ubiquitous phenomenon in talk-in-interaction (Günthner 2002). Quotations are multimodally accomplished phenomena that usually involve not only the verbal and phonetic dimensions but also bodily conduct (Keevallik 2010, Sidnell 2006, Stukenbrock 2012).

Previous research has pointed out that the 'boundary' between a quote and the surrounding talk may be fuzzy. For instance, voice quality may already change before the actual quotation occurs, a phenomenon that has been called foreshadowing (Klewitz/Couper-Kuhlen 1999). Furthermore, voice quality may also fade out after the end of a quotation (Bolden 2004). Likewise, it has been shown that on the bodily level, the figure that is quoted in reported speech may be embodied before the actual quote (Ehmer 2011). There is, however, little research on (1) the precise multimodal realization of such transitions, and (2) their possible interactional relevance.

In our talk, we will focus on fuzziness at the beginning of a quotation, i.e., between the quotation and the preceding talk, typically a quotative device or narrative text. The aim of the talk is threefold:

- First, we will analyse in detail how different modalities are involved in the transition from the preceding talk to the quotation itself. In doing so, we will pay close attention to the inherently different temporalities of different modalities (Deppermann/ Streeck 2018).

- Secondly, we will distinguish between different ways of creating fuzziness between the preceding talk and the quotation. More specifically, we will pursue the idea of a "cesural area" (Barth-Weingarten 2013: 100), assuming that boundaries are not necessarily created at a single point but sometimes in an area of speech.

- Thirdly, we will discuss the interactional importance of different ways of shaping the cesural area between the quote and the preceding talk, particularly in regard to storytelling as a joint-activity of the participants.

Our data stems from collaborative storytelling in three Romance languages: friends, spouses or siblings have been filmed by two cameras while telling episodes of their lives as friends, couples or family.

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## **Juggling self-service and the assistance of others: Some practical solutions**

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In this report we extend prior work on both self-service occasioned offerings (Mandelbaum, Searles, Wei & Zhan, 2017) and the manual action pathway (Lerner & Raymond, forthcoming), developing an account of how the onset of visible “offering actions” (sometimes but not always accompanied by verbal offers) in the course of food self-service at the dinner table is inflected by the position of that offering action along the route or pathway of food self-service. Lerner & Raymond (forthcoming) describe a Manual Action Pathway (MAP) by showing how remediation of manual actions occurs across preparation, focal action and return phases, while Lerner, Zimmerman & Kidwell (2011) apply the MAP to a food service occasion. In this report we consider the complex environment and distribution of features that allow for the positionally sensitive formation of an offering action-in-progress, and we further refine the MAP in the context of visible offering actions at the dinner table. We find that the location of the offering action at a particular point in the trajectory of a self-service complicates how that offering action can be understood. For instance, we find that offering an item as a participant is preparing to take something for themselves may be understood as constituting other-attentiveness contrastively, by suspending an already-begun self-attentive action. Alternatively, offering an item after that item has been delivered to the self-server’s plate (and, for example, as a serving plate is being returned) can bring off the offering as merely an afterthought. The later the offering in the course of the return phase of a self-service, the more exposed the afterthought. Our findings provide an alternative to a speech act vocabulary of action, showing in some detail how quite fine-grained vocal and visible features constitute the local action environment.

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## Other-initiated repair in Spanish: linguistic and gestural aspects

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This study explores other-initiated repair (OIR) sequences in Spanish, focusing on verbal and gestural practices. OIR is a form in which participants of a conversation manifest that something has not been understood or heard properly in the previous speaking turn and therefore they request the “repair of the trouble”. In this context, this study examines naturalistic occurrences of dyadic conversation between Argentinian friends and family members. The video recording data have been analysed using conversation analysis and multimodal analysis as methods.

Since OIR was primarily defined by Sacks, Jefferson and Schegloff, this phenomenon was identified as a speaking, hearing or understanding problem existent in spoken languages (Schegloff et al., 1977). More recently, Manrique and Enfield (2015) expand the definition of OIR incorporating cases of this phenomenon in sign language. They claim that repair is not only a phenomenon to face troubles of hearing and understanding, but also a tool to resolve troubles of signing and seeing. In this redefinition they consider not only verbal occurrences, but also visual-gestural linguistic patterns (Manrique, 2016; Manrique and Enfield, 2015).

In line with Manrique and Enfield, this research examines and describes the use of gestures and co-speech gesture in OIR practices of casual conversations. More specifically, this study addresses two research questions. Firstly, how the use of gestures is manifested in cases of OIR and secondly to what extent the use of gestures expands the expressive possibilities of OIR in spoken language. One of the main contributions of this study is reporting, for the first time, OIR practices in a mayor language as Spanish. A second contribution is the focus on multimodal aspects of a specific structure of conversation, including verbal and nonverbal practices combined as well as used in isolation.

The results of the study show that non-verbal repair represents 55% of cases of open class repair. This is remarkable because so far, cases of non-verbal repair alone, without including verbal elements, has not been widely considered in the study of OIR. Additionally, the analysis proposes that the influence of non-verbal practices when initiating repair verbally is such that it should be considered an essential factor to modify the verbal typology of OIR. It would be possible to state that the weakness of open class repair is based on its linguistic content and that it is compensated by gestural elements that strengthen it. This is what makes the request for repair solution more efficient and effective. This finding might have important theoretical implications for the study of repairs since it suggests a new way of approaching the typology of OIR, highlighting the importance that non-verbal communication plays in social interaction.

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## Students' answering practices in whole-class interaction: are they indications of learning?

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The paper focuses on the practices which students adopt to answer teacher questions in whole-class instruction sequences. The aim of the paper is to discover whether and how the design and deployment of the students' answers in the interaction can account for the students' understanding of the activity and of its pedagogic goals. If teacher questioning and feedback have been widely documented in literature since when the IRE model was first identified (Sinclair & Coulthard 1975, Mehan 1979, Well 1993, Nassaji & Wells 2000, Lee 2006, Lyle 2008, Nassaji & Wells 2000), becoming soon the unmarked discourse structure in classroom interaction (Cazden 1986; Hellerman 2003), little has been done with regards to student answering practices (Macbeth 2011). Findings will shed light on the students' side of the organization of classroom interaction and on their orienting to the activities and to the specific institutional goals of the interaction.

Data for the study are video-recorded plenary classes in two third-year groups in a primary school in Italy. The paper uses conversation analysis as its theoretical and methodological framework, adopting a large-scale sequential perspective on classroom interaction. A collection of instruction sequences has been selected on the basis of their overall sequential organization; thus, trespassing the single and self-contained IRE module. The main notions that have been used to this purpose are the following: the *sequential organization of extended talk* (Sacks 1995, vol.2, part VII, lectures 9-12), the *overall sequential organization* (Drew and Heritage 1992), the notion of *tying rules for questions*, Sacks 1995, vol.1, part III, lectures 04a and 14).

By investigating the resources pupils employ to answer (whether linguistic, verbal, and bodily communication practices), and by looking at their placement in the interaction in which they are involved (whether prematurely deployed, occurring at transition-relevance points, or delayed) I will show that, in each case, pupils display a different understanding of the question and of its agenda, often showing an orientation to the larger overall structure in which questions are tied to build larger courses of actions. The paper provides evidence for the pupils' different understanding of questions: that is, whether the question is understood as part of /in relation to the whole overarching pedagogic project of the lesson – thus, capturing its implication for further development and reaching back to prior talk–, or merely on the grounds of its local and specific constraints and requirements. I argue that, in the former case, these answers can index that instruction has occurred as “the production of new understandings” (Koschmann 2011: 436) and, thus, as the result of a form of learning.

## **The flight nurse's practical management of prehospital care: Projectability as resources and objects in cooperative work**

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In air medical services, prehospital care is provided within a short period of time by the air medical team, which consists of a small number of people, i.e., a doctor and a nurse who fly to the site and a few ambulance crews who drive to the site. Under circumstances that are different from hospitals and with limited resources and expertise, the flight nurse is normally expected to take the initiative to manage the entire process of providing care to the patient eventually transported to a hospital, which involves decision-making coordinated mainly with the doctor and ambulance crews. While a number of studies have attempted to identify what is required of a flight nurse to effectively work on site, the approaches taken in those studies mostly rely on interview methods and questionnaire (Stohler 1998; Pugh et al. 2002) rather than examining actual practices.

In this paper, we examine the actual practices of the flight nurse who works as part of the air medical team by examining video data of prehospital care provided as part of air medical services in Japan (the so-called "Doctor-Helicopter"). In the data, the flight nurse's view via a small portable camera in the breast pocket is available. We also conducted interviews with flight nurses to analyze the data.

As a result, we found that the concept of "projection" developed in the study of ordinary conversation seems to be relevant for characterizing the flight nurse's work (Sacks et al. 1974; Streeck 1995). The nurse attempts to provide other team members with projectability of the situation at each stage by providing a candidate item that needs consideration or a candidate task which needs to be carried out. This allows individual team members to see what to do next, and how to coordinate with each other in actually deciding what to do, and how to do the task. Thus, we will demonstrate that the nurse's taking the initiative to effectively coordinate activities with other members can be described in terms of making the situation projectable in the course of providing care to the patient.

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## **Whose face needs saving? Telling the diagnosis of autism to the parents and to the child**

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In clinics for developmental disabilities, once a child has been diagnosed, usually it is the parents who are recipients of the news. However, in our collection of 49 cases of autism diagnosis, there are 5 cases in which a child is deemed old enough to be directly told about their diagnosis. This paper is an exploration of the patterns whereby clinicians may first tell the parents that their child has an Autism Spectrum Disorder, and then tell the child directly that he or she has ASD. By using Erving Goffman's concept of "facework," we show how the clinicians perform "defensive" facework when informing parents of the diagnosis, and "protective" facework when delivering the diagnosis to the child. Defensive facework with parents is "self-attentive" and involves prefacing the delivery of diagnosis by citing the test results and evidence for it. Protective facework with children is exhibited how clinicians are other-attentive and mitigate the diagnosis to children by using euphemism. Finally, we suggest that Goffman's "facework" concept has been under-utilized in the analysis of what Jutel (2016) has called the "diagnostic moment."

## **Negotiating Diagnosis in the Absence of Biomarkers: Epistemics and Intersubjectivity**

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### **Negotiating Diagnosis in the Absence of Biomarkers: Epistemics and Intersubjectivity**

This paper will focus on patients referred from primary care to specialist memory clinics to investigate possible dementia who end up being diagnosed with depression.

When doctors deliver a diagnosis of depression in memory clinics, one practice they use formulates the diagnosis as a hypothesis for the patient to (dis)confirm “I’m wondering if you’re depressed”. Although suggesting a possible diagnosis carries an implicit claim of epistemic priority as the doctor is the first to offer this assessment (Heritage & Raymond, 2005), this is epistemically downgraded compared to an epistemically upgraded delivery format typical of primary care “It is X”. This practice can be preceded by evidence from testing “we did another test which you did score significantly on which is depression”. The use of evidence and a downgraded epistemic stance mark an indirect delivery diagnosis. Compared to a more knowing stance, this format invites elaboration and sequence expansion from the patient. Heritage (2013) notes that there is a preference for congruence between epistemic status and epistemic stance. Doctors have epistemic status as they are more knowledgeable in making diagnoses. However, in this context, doctors forego their relative epistemic status in making diagnoses to present depression as an explanation for the patient to confirm or disconfirm.

This may be rooted in the fact that depression is experiential and behavioural in nature. There are no physical tests or biomarkers to aid diagnosis. Hence, the symptoms (experiences and behaviour) are largely in the patient’s epistemic domain and known properly only by the patient (Sacks, 1984).

Patients tend to resist the diagnosis: this is manifest in delays in responding and extended “well” prefaced non-conforming narrative responses. When patients account for disagreeing with the diagnosis, they reject depression as an explanation for their symptoms or reject the term ‘depression’ in favour of more normalised everyday ‘worry’. Doctors can build on the patient’s narrative to provide evidence for the disputed diagnosis before moving on to discuss treatment.

Heath (1992) found that diagnoses designed as questions occurred in environments where the diagnosis does not correspond with the patient’s version of the complaint. However, this tended to be where patients thought there was a problem when doctors thought there was no problem. In the current data, doctors are oriented to patient resistance to naming the problem. Moreover, resistance is problematic for progressing with the next, treatment phase of the consultation. To some extent, the delivery of a depression diagnosis is occasioned by being referred to the memory clinic where patients meet doctors only once to receive the outcome of investigations for possible dementia. In primary care, there is some evidence that a diagnosis of depression is not delivered with doctors moving from problem presentation directly to treatment (Ford, 2017). This invokes the stigma of mental illness and how this is managed in medical interaction to enable progression to the treatment phase of the consultation.

## **Re-Sensing the Unnoticed: Developing Tools for Making Complex Spatial Practices Visible and Audible in EMCA Research**

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When EMCA researchers collect and analyse video recordings of social interaction, we tend to rely on a 2-D planar representation of the social and material world. A variety of consumer versions of the 360° and stereoscopic omni-directional camera with spatial audio are now available, but there is a lack of tools to help us view, edit and analyse the resulting video and audio footage from an EMCA perspective. Moreover, many software tools that have already been developed to assist with analysis are anchored in quantitative and text-structural paradigms, which do not have a strong affinity to the texture of video, nor to volume and 3-D space from a members' perspective. In contrast, this talk reports on two software prototypes that are being developed to assist EMCA researchers who work with data recorded in complex settings. SQUIVE ("Staging Qualitative Immersive Virtualisation Engine") facilitates interactive and immersive 3-D reconstructions of the site and the scenes in which social and cultural practices took place over time. Through an intuitive interface in virtual reality, CAVA360VR ("Collaborate, Annotate, Visualise, Analyse 360° video in VR") enables the collaborative exploration of complex spatial video and audio recordings of a single scene in which social interaction occurred. Rather than focus on transcription tools and quantitative big data analytics, the resulting toolkit 1) supports the messy, early stage when beginning to work with complex data; and 2) enhances the later stage when the researcher focuses in on a particular set of practices and a specific strip of conduct, with or without a transcript. In both cases, a more tangible and immersive engagement with current (and future) spatial video and audio recordings is supported.

It is argued that the toolkit – and the analytical possibilities afforded by taking a 'scenographic turn' to video analysis – expands the range of abductive-inductive analytical potentials that lie between collecting data and finalising a robust analysis. It leads to a complementary mode of performing, engaging, sharing, collaborating, archiving and training with respect to collecting mixed video data at complex sites of social conduct. The talk will discuss and show examples to illustrate the following:

- a) The praxeology of recording complicated settings using the latest camera and capture technologies.
- b) The staging of a complicated setting for archiving, training and anonymisation using SQUIVE.
- c) Working collaboratively with video data using CAVA360VR.
- d) Documenting an analysis of specific settings involving complex practices using the tools above.

These issues will be illustrated in relation to two research projects that study complex practices in material settings:

- 1) Preparing for a live exoskeleton audience participation performance and human-robot experiment in a theatre space.
- 2) Preparing for a 'crit' session with architecture students engaged in problem-based learning and project group work.

The talk demonstrates that the toolkit is a resource for live performance of enhanced visual argumentation, accounted for in terms of evidential adequacy and critical reflexivity.

## On Ethnography's Uses by Sacks and Bittner and the Ethnomethodological Studies of Police Practices

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This paper examines the use of ethnography by Harvey Sacks (1972) and Egon Bittner (1965 [2013]) in their respective studies of the police and their relevance to the author's contemporary study of videotaped police traffic stops that is grounded and informed by an 'ethnomethodologically informed ethnography' of that setting (Meehan 1998).

I examine "Notes On Police Assessment of Moral Character" colloquially referred to as the "so-called police paper" and reportedly based solely upon "handbooks and manuals of police procedure (Schegloff 1992:xxiii)." While Sacks did not conduct his own ethnographic field work on the police for this classic work, in addition to descriptive accounts of police practitioners reported in biographical as well as the aforementioned "handbooks and manuals," he did *use and cite* in that paper descriptions from extensive ethnographic field work on policing conducted by the American Bar Foundation (1957).

I discuss how Sacks uses those materials, and their importance as a source for elaborating the ways members make and display sense in the practical setting of doing police work but recognizing too Sack's insistence that "The general warrant of the method [the police use] is not based on the professional status of the police; its general warrant is that anyone can see its plausibility. Its warrant in particular cases is that the inference made is one which ordinary persons would make. Sacks 1972: 255)." It is this insistence, and its implications for researchers, that offer insight into the paper's original title--"Methods in Use for the Production of a Social Order: A Method for Warrantably Inferring Moral Character."

From Bittner (1965 [2013]), I discuss his field notes about Denver's skid row ("The Larimer Tours") where he describes the work of police officers "making sense" of their setting as an "ethnographic grasp-a knowledge of the scene that is, as it were, 'An outsider's ability to take the perspective of the insider,' pretty much in the manner whereby the anthropologist creates a beachhead of understanding in his field work. This is a notion, incidentally, that deserves further exploration as a maxim of police surveillance."

I draw upon my research to demonstrate how and why elucidating the ethnographic grasp of police officers is an essential requirement for EM researchers. Specifically, how ethnographic data is useful and usable to an analysis of a videotaped traffic stop.

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## **Revisiting Garfinkel's "Unique Adequacy Requirement of Methods." An Introduction to Ethnomethodological Ethnography**

**Christian Meier zu Verl, Clemens Eisenmann**

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In this paper, we will elaborate the relations between ethnomethodology and ethnography by working out Garfinkel's "unique adequacy requirement of methods." Beginning with ethnomethodology as "incommensurable, asymmetrical alternate", which is questionable nowadays, we will focus on ethnomethodology as a theoretical perspective, the relevance of "becoming the phenomenon", data as "aids to a sluggish imagination", and the weak and strong version of "unique adequacy requirement of methods". The overall purpose of our paper is to introduce what we like to call "ethnomethodological ethnography". We will consider ethnography as "Lebenswelt pair." Ethnography is often extensively discussed from a methodological point of view (methodological literature about ethnography as segment one), but rarely empirically investigated (lived work of ethnography as segment two). We include and discuss both segments of ethnography as "Lebenswelt pair" for our introduction.

The structure of the paper is as follows: First, we will emphasize different epistemic styles of ethnography in anthropology and sociology (like Malinowski's naturalistic, Geertz' semiotic, or Goffman's corporal style of ethnography), and compare these different styles by using epistemic terms like experience, knowledge, description, the body, and so on. Second, we will discuss "unique adequacy requirement of methods" by going back to a more general methodological discussions at the beginning of sociology such as Weber's „Sinnadäquanz“, and Schütz' „postulate of adequacy“. The methodological discussion will culminate in sketching out ethnomethodological ethnography. Third, we will bring up challenging empirical cases of "doing ethnomethodological ethnography" on the boundaries of the "common sense world," from our own research. Central questions of this last part are: how to deal with research fields, where the possibility of "becoming a skillful member" or "becoming the phenomenon" are limited or even impossible to fulfill, like in child or dementia research? And how to deal with phenomena, which are rather difficult to observe, like "inner practices" of spirituality? In conclusion, we want to show, that these questions cannot be addressed solely on a methodological level, but can perhaps be addressed on a methodological and empirical level at the same time (like a "Lebenswelt pair"). These questions challenge the concept of "unique adequacy requirement of methods" and ethnomethodological ethnography as a whole.

## **Enacting plurality – framing choice: Establishing a diverse selection of goods in Chinese shopping mall boutiques**

**Marius Meinhof**

Bielefeld University, Germany

It is one of the basic assumptions of consumer studies, that in industrialized societies, consumers choose from a diverse selection of goods. My presentation will focus on the way in which this notion is established through service interactions in Chinese shopping mall boutiques. EMCA research has shown that this “choosing of goods” is often established in coordinated interactions. However, the second part of this notion, the construction/orientation to the “diverse selection of goods,” has not been scrutinized yet. Rather, most scholars seem to assume that this diversity of goods is a condition which is simply there and constitutes the context in which choices happen. In my presentation, I will use video data from service interactions in Chinese shopping mall boutiques in order to show (1) how service interactions establish the notion of a diversity of goods in a shopping mall as relevant context and shared assumption on which activities of choosing are based, (2) how this is situated in the shop environment which in turn is made accountable by the participants during their interaction, and (3) what kind of plurality (and thus what kind of choice) is supported in this process. This will contribute not only to a better understanding of how choice is established and framed in interactions, but also how shopping in shopping mall boutiques is based on the normative assumption of a plurality/diverse choice of objects in which specific kinds of choices are more encouraged than others.

## **Learning to 'speak': Explorations of interactional change during a trainee journalist's internship**

**Helen Melander Bowden, Jonas Risberg**

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One of the core activities that TV-journalists engage in is the preparation of reportages, that is, an assembly of text, sound and moving images that constitute a report or narrative about some particular course of events, for example a sports event. It is the journalist's responsibility to not only write the text but to record a voice-over, a spoken representation of the text, that is referred to as a 'speak'. In this paper, we explore how a trainee journalist learns to construct and perform such 'speaks' during his last internship before graduating. Internships can be characterized as a hybrid form of work and learning, and thus represent a perspicuous setting for the exploration of how newcomers learn by being instructed by and working with experienced, competent members of a professional community. Drawing on Goodwin's work on the cooperative and transformative organization of human action and knowledge (e.g., 2013, 2017), we explore how participants collaboratively arrange activities for learning, focusing on how participants detect and display changes in the ways their co-operative action is organized over time (cf. Koschmann 2013).

Using video recordings from the trainee's work placement (approx. 35 hrs. of recordings of in total eight training sessions), the study is based on micro-analyses of instances in which the participants orient to the construction of a 'speak'. In particular, our focus is on what the participants orient to as "learnable" (Zemel and Koschmann 2014) aspects of the 'speak', tracking changes in the way "learnables" emerge and are negotiated in interaction between more and less knowledgeable participants and how this negotiation is simultaneously fitted to the experience of the trainee and to what is considered skillful practice by the more experienced journalist or editor. It is shown that intrinsic to what counts as professional practice is the ability to construct a report where text, images, and sound are intertwined in terms of narrative structure, timing, and performance of the 'speak'. By carefully examining the unfolding organization of actions, and the moment-by-moment development of knowledge-in-interaction both within and across the training sessions, trajectories of interactional change – learning – are identified (Melander 2009, 2012). Thereby we aim to contribute to a better understanding of how participants in interaction orient to changes in practice that serve as the basis for their avowals and ascriptions of learning (see Koschmann 2013).

## Information giving and receiving with focus on "perception" of the visually-impaired: Combined usages of touching and kore in street-walking training sessions

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### Information giving and receiving with focus on "perception" of the visually-impaired: Combined usages of touching and kore in street-walking training sessions

Interactions which take place between the visually-impaired and the sighted people provide a rich object for investigation. The visually-impaired people do not have access to visual inputs. When they walk through streets, they basically rely on audio and tactile inputs, utilizing their canes, their feet, and their hands to "feel" the environment around them. Our main research question is the following: which linguistic and embodied practices are observable in establishing the construction and visibility of a referent?

In this study, which took place in major urban areas, street-walking training sessions by orientation and mobility specialists for the visually impaired clients were observed and video-recorded. We base our analyses on data recorded during three training sessions of about two hours each in which two different specialists provided training sessions for a different visually-impaired client. The sessions aimed to provide information about the routes from the nearby train stations to the client's home or working place.

One of our main findings is the following: in order to provide necessary information about surrounding environments, the specialist trainers gave information verbally at the moment when the visually-impaired clients hit the target objects with the cane (cf. De Stefani & Gazin 2013). The Japanese word *kore*, a deixis, was used for referential purpose.

The trainers were observed making special effort to use *kore* to clarify the referent to the clients. When the pieces of information were brief, they were given after the cane hit the referent object but before the cane hit another. However, trainers sometimes made long verbal accounts beforehand and uttered "This is it, isn't it? (*kore desu ne*)" at the moment when the cane hit the referent object.

The combined use of *kore* with cane hitting was also observed when a client appeared to have achieved a change in his state of knowledge about the surrounding environments. In the recorded video, while the client and the trainer were walking through a residential area, the path slightly turns to left at some point. Just before that point, the trainer verbally informed the client that the path will turn to the left. The client then changed his course accordingly. The cane did not hit the curbstone with the first swing just after the direction change, but instead hit the curbstone with the second swing. The client uttered "Oh, this one (*A, kore*)." It can be claimed that the utterance in combination with the cane hitting the curbstone made it visible and accountable to the trainer that the client had achieved a new information state about this part of the street (Heritage 1984).

These examples show how the participants coordinated their actions with the continuously changing spatiotemporal contingencies and thus make a fundamental contribution to a better understanding of how mobility both affects and is affected by language use and social interaction.

## Scientific Knowledge and Reasoning in the Experiments of Elementary School Classrooms: Instruction in Local Educational Order

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This study explicates the way scientific knowledge and reasoning are introduced and instructed through simplified models in elementary school science classroom lessons of permeation through solids. We examine video data of lessons and demonstrate how local educational order is produced instructionally from within practices of teachers and students. In addition to these studies of sequential order in classrooms, such as instruction-in-interaction(Lindwall et al. 2012) and the relevance of repair(Macbeth 2004), our study also focuses on instruction to organize commonsense experience and scientific knowledge/reasoning in classroom's multimodal constitution.

Video data of this study are recorded from science education lessons in Japanese elementary schools. Each class contains nearly 40 students, and is for grade 4 (ages 9 and 10) and divided into 8 groups for the experiments.

Following Mehan (1979), the classroom interaction structure contains opening, instructional, and closing phases. In the opening phase, the teacher introduces the ordinary experience of runoff/drainage at the school to distinguish between well and poorly drained places. Lynch and Macbeth (1998:269) exhibited "how science can be produced through a manipulation of ordinary objects." In our classroom data, beginning with the students' commonsense knowledge about ordinary solid objects, the teacher explains how it is possible to use scientific knowledge/reasoning for the phenomenon to comprehend the objects. The students' ideas are identified, such as the sizes of solid grains are related to the movement of fluid through permeable solids. Following that, as in the instructional phase, four typical solids are introduced, including different sizes of grains: paddy soil, black soil, sands and pebbles (small rocks). Water as rain is provided and the experiments begin. In the experiments, the teacher's instructions are designed for students to discover the various ways the sizes of grains are related to permeation.

After these experiments, the teacher delivers to each students's group two simplified models of cups filled with smaller and bigger balls. With these models, the teacher upgrades commonsense knowledge to scientific knowledge to scientifically determine the correlation between the sizes of particles and permeation. Guided by the teacher's instruction, students understand water does not permeate cups filled with smaller balls, even though it really could permeate them. In the closing phase, the students observe ordinary objects, such as soils in the schoolyard, being scientifically upgraded with the teacher's instruction.

We demonstrate how teachers and students cooperate and students can be instructed to shift from commonsense to scientific knowledge and layer them in the practices of the science classroom/ learning space.

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## Scrutinizing the surface of a painting: professional vision in contemporary art

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This paper contributes to a series of EMCA studies of activities of looking, watching, inspecting, scrutinizing, etc. that have been observed and documented in a variety of institutional sites of social interaction (e.g. Broth 2009, Hartswood et al. 2002, Heath et al. 2002, Koshmann et al. 2011, Mondada, 2007, 2018, Nishizaka 2011). Inspired by the notion of *professional vision* introduced by Goodwin (1994), it considers professional practices of looking together at objects in the field of art. Visual arts constitute an area in which professional vision can take the form of expert visual practices, which look at pieces of art in specialized ways. Professionals such as auctioneers, curators, gallerists, conservators, restorers, etc. engage in inspecting art pieces that are very different than ordinary visitors discovering exhibits in a gallery (see Heath et al. 2002). Yet their professional vision has not been described within EMCA, where more generally studies of interactions in the art field remain scarce (Heath, 2012; Kreplak, 2017). This talk focuses in particular on a work session during the preparation of an exhibition, in which two conservators engage in looking in detail at the color and surface of a painting, checking its possible damages and defects, but also searching for possible yet unseen and barely visible features. Their professional vision is embodied in particular in the body postures they adopt to align their gaze, the light conditions, and the material characteristics of the painting, as well as in the tools they manipulate, for example looking through the magnifying lenses of a photo camera, highlighting the painting with a powerful artificial light or searching for scratches on the basis of a previous file reporting defects of the piece. Their professional vision also crucially includes talking and describing the features they see, building and negotiating their shared vision of the visuality of the painting.

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## Making sense of animal behavior. A non-cognitivist investigation

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The question of animal's intentionality is not only a long standing and intense debate in western philosophical tradition, it is also an ordinary member's concern for pet owners and professionals (e.g. trainers, vets, naturalists of all kind). This paper aims to identify and analyze various practices by which participants – in mundane or professional contexts – mobilize ordinary methods to make sense of animal behavior. In line with previous seminal ethnomethodological works (Wieder, 1980; Lynch, 1988; Laurier, Maze, Lundin, 2006; Goode, 2007), it invites to consider (animal's) intentionality as an interactionally achieved mundane construction, constantly mobilized, discussed and negotiated by members, rather than as the outcome of mental capacities, thus suspending the debate over the nature of animal mind.

Far from considering human participants interacting with animals as being in a form of collective delusion (projecting anthropomorphic beliefs on their companions' behavior), we propose to identify interactionally shared practices used to create and construct meaning in animals' conducts. Drawing on data analyses of video-corpora of interaction between people and animals collected over a period of 6 years in a variety of contexts (domestic dogs in private households, assistant horses in psychotherapy sessions, guide dogs' trainings, wild barbary macaques in Nature Reserve in Morocco), we will focus on a set of specific practices, among which:

- (a) attribution of emotional states (will, fear, anger) drawing on behavior displays and trajectories (Broth, Cromdal, Levin, 2018);
- (b) attribution of meaningful intentional activities (Pollner & McDonald-Wikler, 1985);
- (c) attribution of syllogistic reasoning, by relying on visible to bodily actions;

Since the practical readability of animals' actions can be somewhat opaque, members produce interpretative accounts and narrative portrayals, either by publicly broadcasting the meaning ("no he is not angry, he is scared") or through ventriloquizing practices of the presumed and fictive verbal utterance. Interpretations can of course be subjected to collective epistemic negotiations.

At issue are eventually methodological questions regarding the transcription of meaningful animal actions, aiming to depart from a behaviorist mechanical approach as well as from a cognitivist view on animal behavior (Crist, 1996).

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## The role of sequential organization in children's practices of doing 'being mean'

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Children can be mean to their siblings and they have many ways of doing so. One of the goals for doing being mean is to make the recipient feel bad. Observing naturally occurring interaction between a five year-old brother and his two year-old sister, this study explores the ways in which an older sibling achieves, or fails to achieve, the accomplishment of being mean to his younger sibling during free play.

In particular, I examine cases in which an older brother's attempt at accomplishing a mean action has no effect upon the younger sister. The cases show that, unlike in same-age peer interactional dispute, when the recipient is very young, she may not always understand that she was being bullied or that the elder sibling is even trying to be mean. For his actions to become consequential, the recipient's "appropriate" reaction must become visible (e.g., showing anger, disappointment, annoyance or dejectedness, etc.).

Close analysis of the sequential development of interaction reveals that one needs to project the course of action sequence in a way that will be understood appropriately by the recipient, and that even though one designs their own actions accordingly, doing so is no guarantee of success. Here the older brother (T) has just put a puzzle book on the bookshelf and his younger sister (S) now wants to play with it.

01 Mother : *yarashite agetara ee yan.*

do-let give-if good IP

"Why don't you let her do it."

02 T : *kowareru ka na::?*

break Q IP

"I wonder whether it's going to break."

03 S : ((she picks up the puzzle book. The sound indicates that the puzzle inside fell apart.))

04 T : *kowareta:: za↑n ne::↓n.*

broke too-bad

"It broke. Too bad."

Here the older brother constructs a "trap" for his little sister to fall into – i.e., if she picks up the puzzle book, into which all the pieces have been put together nicely by T, it will likely fall into pieces and putting the pieces back together then becomes a challenge for her. T even makes a public prediction that the younger sister may be setting herself up for trouble, so that the sister can anticipate it. But when she picks up the puzzle book and the pieces do indeed fall apart, she does not display any form of annoyance. The older brother then produces an "out-loud" commenting upon what has just happened and provides, again to no one in particular, his assessment which is like a "postmortem" (Schegloff 2007: 143). We see here, then, that even children at a very early age are acutely attuned to sequence organization in the accomplishment of intersubjectively understood action – and that when such sequential participation is not provided by the other party, resources thus remain for completing the sequence oneself.

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## Affiliating with client distress in psychotherapy

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Psychotherapy offers a setting in which clients are able to report on their personal experiences, some of which involve intense moments of distress. These contexts of self-disclosure are believed to have positive therapeutic benefit. According to Greenberg, Rice & Elliot (1993:271), "some of the most powerful moments in therapy occur when clients allow themselves to experience and express extremely painful self-relevant emotions." By reporting on significant and often distressing episodes of their lives, clients provide therapists with detailed access to their emotions and assessments, or *affectual stance* (Stivers, 2008), pertaining to persons and events. Because reported experiences are infused with affect, they help to build up and create the necessary materials or resources through which therapists may offer affiliation or empathy and, moreover, strengthen the therapist/client relationship.

This paper uses the methods of conversation analysis to examine sequences initiated by clients' distress displays and the different practices through which therapists respond to the distress. The data is taken from 12 one-hour video-recorded sessions of emotion-focused and client-centred psychotherapy, involving six clients and four therapists. Our analysis of distress sequences revealed a variety of therapist response types. These included: 1) gist and upshot formulations; 2) intensity modulating directives ("stay with that"; "breathe"); 3) immediacy questions with tense changes or temporal markers ("and what do you feel now?", "what ( ) happens to you 'when you say this stuff.'") and 4) permission requests ("hh can we work with the chairs a little bit with that?"). We show how each practice may work affiliatively, do relationship work and move the sequence in a unique therapeutically relevant direction. We also briefly report on episodes in which a client rejects the therapist's display of empathy or the therapist does not appropriately affiliate with the client's distress. For these contexts, we focus on how tension and discord may arise in the relationship and, further, how the therapist works to manage this tension. This study connects with and expands already existing work on the sequential management of distress in institutional contexts (e.g., Hepburn & Potter, 2007).

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## **Some notes on alienation and enculturation in the ethnomethodology of a Kazakh hospital**

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Based on my ethnomethodologically informed ethnographic study in a rural hospital in Kazakhstan, I propose to think about relations and differences between ethnography and ethnomethodology with regard to ethnicity and commonsense knowledge. Similarly to Sudnow (1967), who studied two hospitals in US American society, I found that commonsense knowledge has tremendous relevance for the hospital staff in organizing and dealing with medical tasks and procedures. For example, the kind of commonsense knowledge that is constituted by knowledge about a community, reveals itself in interaction episodes regarding non-present others during daily working meetings in the village hospital that I studied. Here one witnesses how much private, informal and intimate knowledge – so important for initiating gossip (Bergmann 1987) – the medical staff of the hospital has about their patients. However, the relevance of this kind of common sense knowledge becomes even more visible in moments of its absence. For example, in the case of referring to new and unknown community members („strangers“) during a working meeting, I observed how in and with certain mundane practices of referring to non-present others, ethnicity becomes relevant as a resource for achieving a shared understanding regarding these strangers. In these moments of interaction, I observed not only how ethnicity comes into being as a context sensitive, organized and rule governed phenomenon (Garfinkel 1967; Moermann 1990), but also how at the same time spatial or physical closeness of strangers (Simmel 1908), i. e. their always potential presence in interaction and their remoteness due to absence of shared knowledge about them, is being produced.

One of the questions I would like to pose in the discussion about the unconsidered epistemological relations between ethnomethodology and ethnography concerns the „unique adequacy requirement“. Traditionally, ethnomethodology recommends the „unique adequacy requirement“ to researchers as a condition for writing the ethnomethodology of the specific phenomenon they are interested in. As someone born in Kazakhstan and grown up in a family of physicians, I was indeed able to fulfill the „unique adequacy requirement“ to considerable extent. But in fact the phenomenon I described above I could identify only when I started to take a more distanced view. On the one hand, comparative conversation analysis allowed me to discover the importance of ethnicity when people refer to „strangers“ in the community. On the other hand, having spend several years abroad and being enculturated into a very different cultural environment, namely into German academia, allowed me to see practices that I had for long taken for granted and seen as ordinary, as strange, unfamiliar and worth of sociological inquiry.

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## **The Decision Making Process as it Relates to Long-distance Caregiving of an Elderly Person: Conversation Analysis of Representing the Elderly and Confirming their Will**

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Recently, in Japan, many adult children live far from their elderly parents. Since many elderly parents require care due to age related illness, some adult children commute for this purpose. This is called Long-distance caregiving. In situations where distant children provide care for an elderly parent, the ability to do so personally is limited by the children's need to return to their own home. Due to these factors, distant children need to increasingly rely on communication with welfare professionals. This communication is vital in making decisions about the elderly parent's care (Bevan and Sparks 2011).

In the process of decision making on a care plan, distant children and welfare professionals face specific interactional tasks. These tasks require the participants to simultaneously respect the elderly's agency in decision making in accordance with the ideal of elderly care and support the expression of their will through representation due to the care recipient's lack of communicative ability. Since these instances are expected to rise in Japan, it is necessary to examine the role of the elderly care recipient in this decision making process and how actors orient to their expression of agency (Nakagawa 2017).

This research uses the conversation analysis approach to analyze video data collected during the care plan decision making process routinely initiated by the care managers monthly visit to the elderly care recipient. During this time the distant children often come their elderly's home. Instances where the children did not come their elderly's home were not recorded. The analysis focused specifically on (a) the negotiations by the distant children on behalf of their elderly parents with the care manager, and (b) subsequent confirmation of the proposal by the care manager with the care recipient.

The findings obtained are as follows. During (a), the describing of the elderly's experience by the distant child is used in order to establish, modify or forward a proposal. The occurrence of (b) is made relevant by (a), since it sets up a context in which the owner of the experience is required by the participants to verify the claims made on their behalf (Peräkylä and Silverman 1991). For the purpose of enhancing participation of the elderly, this proposal is shaped to accommodate a simple non-ambiguous response. The lack of frequent interaction inherent in LDC relationships can at times create obstacles to the smooth execution of (a). When the distant child lacks sufficient knowledge to accurately represent their elderly parent by their proposal the care manager advocates for the elderly.

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## How gaze is deployed to manage audience design in livestreams of Let's Plays

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During livestreams of so called *Let's Plays*, video games are played and presented simultaneously for an internet audience (Marx/Schmidt 2018). Moreover, livestreaming video websites (like *Twitch*) allow interaction between viewers and streamers through an integrated chat on the website. The interaction is organized crossmodally: Streamers use the audio-visual channel of the livestream in order to interact with the audience, whose feedback is in turn limited to written comments (Recktenwald 2017). Furthermore, it seems to be of significant importance for streamers to ask different kinds of questions in order to involve the audience and elicit feedback (Rossano/Stivers 2010, Clayman/Heritage 2002). Particularly interesting is, that questions of the streamers are accompanied by different kinds of gaze behavior (gaze into the camera, gaze into the chat, gaze to the interlocutor, gaze to the game). Especially, gazing into the chat fulfills a monitoring function, whereby streamers check if new chat contributions arrived in the chat (Jucker et al. 2018). However, streamers also gaze to the chat when they are not just reading but asking questions. I am interested in the multimodal practice of asking questions with an accompanied gaze into the chat and how this multimodal practice is accomplished in detail in the complex setting of a livestream.

Drawing on a multimodal interaction-analytical framework (Deppermann 2013, Mondada 2008) and based on 16 hours of video recordings from the production process and broadcast itself, I will consider a collection of questions from streamers accompanied by different gaze behaviors and different ensuing reactions from the chat. The purpose of the analysis is to describe the modal resources, their temporal organization and the sequential embeddedness to elaborate the specific multimodal gestalt (Mondada 2014) of the practice mentioned above. It appears, that gazing to the chat has an addressing function and displays streamers' availability to interact with the chatting audience. The multimodal analysis contributes to the growing body of work on multimodal interaction analysis in mediated settings (Arminen/Licoppe/Spagnolli 2016).

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## Some comments on properties, genealogy and the ‘scientific habitat’ of dialogical networks

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The paper provides a background for the symposium ‘The changing shape of dialogical networks’. We summarize basic properties of dialogical networks, outlining how our framework developed over the past twenty years or so, how it fits into ethnomethodology and conversation analysis (EMCA), and what challenges it provides.

First, what are dialogical networks? The research framework has been designed to study complex communications distributed in time and space that typically occur in mass and social media, but not just there (Leudar and Nekvapil 1998; 2004; 2011). Their crucial characteristic is that contributions to a network are *distributed* – the participants never need to meet face-to-face. The sequential characteristics of DNs are like those of face-to-face conversations, but with two consequential differences. First, contributions (e.g. questions) do not necessarily project normative expectations (e.g. absence of an answer is often not *perceived* as an absence.) Second, many contributions to networks are *duplicated* – several participants can make the same point but formulate it somewhat differently, and in different settings. Duplicated contributions are more likely to be noted, acquire *gravitas* and be responded to. The reason is that, like networks studied in natural sciences, dialogical networks have *emergent properties*. Through duplication individual contributions to DNs can become argumentative positions-in-common, which have different causal properties than individual contributions (see Leudar, Kaderka and Nekvapil 2018).

Second, the concept of dialogical network is not a timeless one and does not directly reflect empirical properties of ‘mass interactions’. Such properties change as the communication technologies develop and the concept has a history. It is one possible solution to empirical and methodological problems in studies of communication thrown out by relevant sciences and as such it is historically conditioned. The concept is grounded in our responses to experimental psychology and pragmatics as much as in EMCA.

Third, as a result, we need to consider how the DN concept fits into EMCA. We focus on two points: does the work satisfy Garfinkel’s ‘unique adequacy requirement’ or does it treat participants as ‘dupes’? That is, in what way are networks, described in our analytical categories, “members’ phenomena”? We argue that we expand rather than violate members’ sense of the interactions and our expansions are includable in common sense.

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## Managing consequentiality: the case of reaming in orthopaedic surgery.

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In this study we look at the various embodied practices that constitute shared decision making during orthopaedic uncemented total hip replacement procedures. In particular we will look at the *reaming process* where surgeons prepare the acetabulum. This is an incremental process, in which surgeons use drill heads of increasing size to ensure an optimal fit for the eventual prosthesis. The surgeons also have to ensure that the prosthesis will be fitted with the right angle.

The reaming process is a collaborative activity in which participants not only have to align their motor skills (in order to secure progressivity of the activity); but also have to achieve an intersubjective evaluation of the task at hand through visible, embodied signs. This is complicated by the fact that the evaluation of this task hinges on cues in various modalities (visual, auditory and tactile) to which team members have asymmetric access.

Although the process consists of a repetitive sequence of similar motor actions (drilling the acetabulum); the consequentiality of each of these actions is quite distinct. Whereas some phases are quite automated, both the beginning and the end of the reaming process consist of *critical tasks*; actions which may be irrevocable, or costly in terms of time or patient wellbeing, if carried out incorrectly. At the start of the procedure the angle of fit is the focal point of the surgeon's considerations: if the prosthesis is not fitted with the right angle the mobility of the joint will be compromised. At the end of the procedure surgeons are concerned with the depth and the width of the cavity; this step is also crucial because too much depth may compromise the structure.

The data consists of video recorded orthopaedic procedures. Four surgical teams performed an uncemented total hip replacement procedure at the Department of Orthopedic Surgery of University Medical Center Groningen. In three procedures, experienced orthopedic surgeons and a physician assistant (PA) specialized in orthopedic surgery supervised a surgical trainee. In one procedure an experienced orthopedic surgeon collaborated with a PA as assistant (duration: 265 minutes). Three wide-angled cameras captured all activities from three perspectives: one camera on a fixed position and the others used as head cameras on both the surgeon and the assistant.

In this study (based on ethnomethodology and conversation analysis), we discuss the progressive realization of similar motor actions that differ in consequentiality. We will show that surgeons use distinct embodied practices to distinguish between critical and non-critical tasks; constituting the consequentiality of these actions as an interactional achievement. Furthermore, we will show that in the case of critical tasks, surgical teams use specific embodied practices to collaboratively constitute *certainty* as an interactional achievement.

## The differentially ascribable nature of seeing: Projects and visual perception

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Literally all people with eyesight see things most of the time. However, sometimes what one sees may be specifically relevant to the current progress of the ongoing activity, and differentially ascribable to participants according to various contingencies. The following example is a case in point. In an event residents in a community organized for their children, they were building fires. We have been videotaping such events for two years in the same community in Fukushima. Many children and their parents participate. One adult participant (FD) asked a child (CH) to put charcoal on a fire. However, the child, carrying a piece of charcoal, walked past the fire and moved onto a place that was not ready for charcoal.

01 FD: a |>kocchi kocchi kocchi koc<sub>r</sub>|chi-<

**Oh, here, here, here, here, here, |**

02 TK: | <sup>L<sub>n</sub></sup>

| **Yeh**

fd: |points at the fire |

ch: |starts to look back at fd,  
and then at the fire

03 FD: >moeteru toko <sub>r</sub>moeteru |toko<

**The burning one, burning one,**

04 TK: <sup>L</sup>koko oite(hh)

**Put ((it)) here.**

ch: |leans forward to the fire

FD provides CH with two instructions by producing “multiple sayings” (lines 01 and 03). In line 01, after displaying that he noticed CH walking past the fire with a ‘oh’, FD utters *kocchi* ‘here’ four times, while pointing at the part of the fire that is the closest to CH. It appears that FD attempts to draw CH’s attention, while indicating that he is monitoring CH’s behavior closely. In fact, immediately after CH starts to turn first to FD and then to the fire, FD stops saying the word. Then, FD utters twice a description of the target place in contrast to the one which CH had been approaching (line 03), and when CH leans forward to the correct fire, FD stops uttering the description. In this organization of FD’s instruction, *seeing-CH’s-movements-continuously* is ascribable to FD.

Note another adult’s (TK’s) utterance overlapping with FD’s (line 04). TK’s instruction (“put ((it)) here”) is also constructed based on what he sees currently in the following way: TK uses the proximal deictic term *koko* ‘here’, combined with a pointing gesture. However, the constructions of both instructions (by FD and TK, respectively) differentially embody what they each see, although both FD and TK were looking at CH. In the organization of TK’s action, *seeing-the-direction-in-which-CH-looks-currently* is ascribable to TK.

In interaction studies, differential ascribability of seeing has often been addressed under the rubric of “professional vision” (Goodwin, 1994). However, differential ascribability of seeing in the above example depends on the difference in *projects* being pursued, rather than on differential distribution of knowledge. While TK’s project is making CH put charcoal on the correct place, FD’s project is providing CH, concentrating on his procedure, with effective guidance.

In this presentation, I demonstrate that seeing is differentially ascribable according to the organization of action that embodies different projects being pursued, drawing on the analysis of data from several settings.

## How Students Manage What to Talk About at an Educational Consultation

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Institutional talk is characterized by the involvement of participants with institutional identities in the pursuit of specific goals, as well as by their interaction being relevant to this specific institutional context (Drew & Heritage 1992). Research on institutional interaction has focused on how participants manage their interaction and produce an institutional context (Heritage 2005). This paper focuses on an educational setting in which a high-school student talks to a teacher about which subjects he/she should take the next year. In this setting, one of the goals of the students is to consult with teachers about what they do not understand, while another is to demonstrate that they have thoroughly investigated colleges or schools they want to go to and selected subjects for suitable reasons. This paper shows how students construct their questions and how their questions are oriented to the specific goals of this setting.

The data were collected through research in a Japanese general high school that offers students both vocational and academic courses. General high schools have fewer compulsory and more elective courses than other high schools, so the students have to make course plans by themselves, taking their future into consideration. To assist them in their planning, the schools have two-hour consultation sessions in June and October, where teachers and students also briefly discuss course planning.

The analysis shows that the student asks the teacher “a general question” at the beginning of the conversation and prepares for their main question. This “general question” is applicable not only to the student who asks it but also to a certain category of students; for example, “Should students in the science course take the advanced mathematics class?” In response, the teacher withholds the answer and instead asks the student to explain his/her career planning in more detail, prompting the student to explain what he/she plans to do by answering the teacher’s counter-question. This “general question” and question-answer sequence leads students to fulfill their interactional role of explaining their plans to a teacher, as the students monitor their talk about their plans depending on a teacher’s requests for more information. Students’ use of specific types of questions indicates their orientation to the norm of this setting.

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## Examining how families report third party expertise to build a case: Parental discursive resources for demonstrating the need for child mental health treatment

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*Background:* In Child and Adolescent Mental Health Services, families present concerns that their child has a diagnosable mental health condition, and this is usually following a long process in acquiring a referral from the General Practitioner. Indeed, research has suggested that it can take an average of 3.1 years from initial parental concerns raised to a diagnosis (Shanley et al., 2008). A challenge for mental health practitioners performing initial mental health assessments is that they cannot rely on physical medical evidence, such as blood tests. The only real resource they have are observations of the child, and the spoken words utilised to construct a version of the child's behaviours and feelings that operate outside of the clinic, in the home, school and community environments. However, in these types of institutional environments there are potentially competing versions of events, and speakers typically provide supporting evidence to build a persuasive case. Thus, examining *how* they do so provides important insights into initial assessment processes.

*Method:* To explore how families present their concerns to specialist mental health practitioners, and how practitioners undertake an assessment and deliver final decisions, we collected video-recordings of naturally occurring mental health assessments from 28 families. Children and young people were aged between 6 and 17 years old and presented with a range of different mental health concerns. We utilised conversation analysis to explore how families build a case for their presence, as having a 'doctorable reason' (Heritage, 2006) for the referral. In some cases, this was presented collaboratively, between parents, children and other parties, and in others there was some tension or disagreement about the nature of the 'problem'.

*Findings:* Close attention to the data revealed a common practice of third party attributions, and of reporting epistemic support for the case built. We focused on sequences where case building was prominent and noted that in some examples these were undermined by another party. Analysis showed that the use of third parties took three different formats; 1) citing the expertise of non-present third parties, such as teachers or doctors, 2) reference to witnessing of present third parties, such as grandparents or siblings, and 3) evidencing through 'third party' devices, such as video evidence.

*Conclusions:* To be convincing in their case presentation families need to provide evidence for the professional, to present a case that 'persuades' them that there is a mental health problem that requires diagnosis and treatment. A core technique employed by family members during the assessment sessions was the deployment of third parties is used to 'bolster' the case and to present epistemic claims to support the evidence being presented.

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## Humor and Membership Categorization Devices in Interaction

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Humor-related phenomena, including laughter, joking, and teasing in interaction, have been important topics in ethnomethodology and conversation analysis. For instance, previous studies have elucidated sequential organization of laughter and laughable, the function of laughter in interaction, the organization of joke telling, and so on (for an overview, see Glenn 2003; Glenn & Holt 2017). However, ethnomethodology and conversation analysis has focused less on the interactional production of humor itself mainly because humor is not the concept of social action. This presentation focuses on membership categorization devices such as gender, race, ethnicity, and sexuality used in interaction. This approach helps examine the composition of the intelligibility of humorous interaction.

Several fictional US comedy movies and television sitcoms serve as data. Even though fictional interactions are scripted and non-spontaneous, they are worth analyzing (Chepinchikj & Thompson 2016; Raymond 2013; Stokoe 2008). People who use conversational commonsense knowledge construct these fictional interactions, and people who share the knowledge view the interactions. Therefore, it is possible to analyze how these fictional interactions are organized and how we can understand these fictional interactions.

In the analysis, I use the method of membership categorization analysis (Fitzgerald & Housley eds. 2015; Hester & Eglin eds. 1997; Stokoe 2012). I examine how categories are used, analyze the actions or activities performed using these categories, and investigate how the category-use and the activities are intelligible as humorous in fictional interaction.

My finding is that rule breaches of membership categorization devices can compose the intelligibility of humorous interaction. For example, an utterance that uses several categories to categorize one person at once—in other words, an utterance that breaches the economy rule—can be humorous. An utterance can also be humorous when it categorizes a person and points out the non-category-bound activities the person does. Lastly, I discuss future directions for empirical research of humor in interaction from an ethnomethodological perspective.

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## Interpretations of prior speaker-talk in Czech: formulating “secondary” turns

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Prototypical pre-emptive completions provide syntactically precisely fitted solutions to problems in turn progressivity (Lerner 2004). This paper will investigate examples of second turns that are clearly taking up the previous speaker’s turn, however without necessarily being syntactically tightly fitted. These turns could be described as some kind of upshot or resuming formulations that *complete* - but do not *compete* with - the prior speaker’s action (unlike the disaffiliative understanding checks described by Antaki 2012). Despite the fact that their lexical and grammatical format can vary (e.g. adjectival phrase, noun phrase, clause), they seem to be related to a common practice, i.e., talking as a “secondary” speaker. The findings are based on video recorded ordinary conversations in Czech (among two or more participants) and a conversation analytic approach to multimodal interaction.

The practice of formulating “secondary” turns can be well identified when considering both audible and visible resources, especially in multi-party settings with three or more participants. In a first sequential position, a first participant (P1) has reached the end of a bigger chunk of talk and audibly and visibly disengages from speaking (e.g. gaze withdrawal, fade-out of the voice, occurrence of a lapse). A second participant (P2) closely monitors P1’s conduct and self-selects, formatting her/his turn in a multimodal way that displays a continuity with the previous turn and “voice”; it is adapted to P1’s voice quality, mostly uttered at a low volume, typically short, P2 doesn’t look at P1, the turn is presenting a kind of condensed version and possibly includes tags that assign the epistemic authority to P1. Moreover, P2 will not actively pursue uptake through gaze afterwards, neither from P1 nor from a possible P3. As a consequence, the practice analysed in this paper does not exactly correspond to the practice of “assisted explaining” (Hayashi 2014): these “secondary voice” turns are clearly designed for P1, as P1 then responds to P2’s turn in a third sequential position, using confirmation tokens and nodding. On a more general level, this paper aims to contribute to a thorough reflection on the variety and fuzziness of practices related to responding to, displaying understanding of, and completing a prior turn.

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## **Users' adaptation work to get Apple Siri to work: an example of structural constraints on users of doing repair when talking to a 'conversational' agent**

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Since the early evolution of the so-called Human–Computer Interaction, the question of apt grounding and repair strategies for artificial voice-enabled agents has been a core issue for research and dialog modeling, as grounding is the fundamental condition for successful collaboration in a task. Conversation analysts have continually investigated into repair practices (Schegloff/Jefferson/Sacks 1977) within the hybrid exchanges between humans and interactive artefacts (e.g. Raudaskoski 1990, Frohlich/Drew/Monk 1994, Fischer 2006, Opfermann/Pitsch 2017) leading up to IBM's CA-informed 'Natural Conversation Framework for Conversational UX Design' (Moore 2018).

Despite the recognition of such CA work in the informatics community (e.g. Ginzburg/Fernández/Schlangen 2007), state-of-the-art spoken dialog agents like Amazon Alexa, Apple Siri, Google Assistant, Microsoft Cortana, and more, still don't meet the repeatedly propagated aim of a 'natural-like' user experience in voice-based services (see e.g. Velkovska/Zouinar 2018) so that further analysis of repair practices is essential.

In our CA-informed investigation, we focus on the emergence of user repair in the activity of entering appointments interactively with the commercially available voice-enabled agent Apple Siri. On the basis of a multi-perspective video corpus of a lab-study with 10 participants, we address the following questions:

1. Are there interactional design features of the interactive artefact that are recurrently treated as trouble sources by users? If so: 2. What kind of repair practices do novice users deploy? 3. (How) do novice users adapt to those trouble sources in follow-up appointment entries?

Analyses will show how users recurrently treat certain aspects of the technical dialog design as trouble source and what kind of structural design features lead to user repair. Moreover, it will be presented what kind of adaptation practices are deployed by users, and the relevance of the findings will be discussed in their potential for further development in the modeling of hybrid interactions.

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## **Building relationships crosswise: Interactional Conversation Analysis of multimodal coordination in collaborative physical therapy**

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**Context:** When a neurological crisis such as a stroke demands a stay at a clinic for rehabilitation, the central task of physical therapy is the interactive re-construction of complex motions. The therapist-patient-relationship is of utmost importance to the outcome of the therapy (Keel/Schoeb 2017). In some sessions, two professionals work with one patient. This presentation focuses on this specific triangular interactional ensemble.

**Research questions:** How do the professionals regulate their relationships with the patient and with each other? How is multi-party coordination achieved by the three participants (Deppermann/Schmitt 2007)? What are the multimodal embodied practices applied to negotiate physical motion and compliance?

**Data:** The data consist of 420 minutes of video recordings of 12 sessions of physical therapy, 6 of which involve two therapists. The language of the interactions is German.

**Theoretical background and methodology:** Interactional linguistics (e.g. Mondada 2007, Selting 2016) draws heavily from ethnomethodology and conversation analysis. Aspects such as sequentiality and multimodality are increasingly complemented with notions such as multiactivity, intercorporeality, embodiment, enaction and local effectiveness (Hockey/Allen-Collinson 2013, Haddington et al. 2014). The qualitative analyses of interaction on the micro-level can shed light on practices of managing multi-party relations in a medical setting by transcribing and annotating displays of building relations in verbal behaviour, gaze, touch, and gesture as well as their coordination.

**Preliminary findings:** The multi-party coordination is mainly achieved through gaze and touch, only in part coordinated with verbal behaviour. The interactant roles are negotiated by displays of identity work; the allocation of hierarchy is not as prominent yet present in sessions with a very young professional and a much more experienced therapist. Physical therapy indeed is very 'physical' in the sense of intercorporeality – the patient is a 'frame joint' between the two therapists, both the centre of attention and the mediator of the professional relationship. Laughing and verbal humour turn out to be a frequent occurrence.

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## **“Can you see it here? Look.” Between availability and sociability of fetal ultrasound images**

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The advent of the fetal ultrasonography technology not only has promoted unforeseen diagnosis and treatment developments in fetal medicine, but also allowed families to ‘see’ for the first time the unborn baby. Such twofold use has turned fetal ultrasound scans into a hybrid practice that intertwines professional and lay domains (Goodwin 1994), and in which material resources are used for constructing meanings. This study investigates how professionals and pregnant women coordinate distinct semiotic systems (e.g. talk, gestures, images projected on a screen and a range of ultrasound technological resources) to accomplish the multiple activities (Mondada 2014) that constitute fetal ultrasound scans. Deriving from a larger study interested in interactions concerning fetal medicine, this paper analyzes 40 video-recorded fetal ultrasound interactions that took place at a public hospital in Brazil. The analysis evidences that some of the ultrasound technological resources, such as mouse pointing, zooming in, freezing, stabilizing the image, when coordinated with talk, become resources ‘to show’ the fetus to the lay participants (the pregnant women and their companions), thus establishing some type of “situated hybridization” (Streeck 2011). In other words, the resources whose design and use were primarily technical, achieve *interactional* affordances (Gibson 2015) which are instrumental in making images intelligible to lay participants – in particular, when scanning the fetus for medical scrutiny is suspended in favor of socializing the fetus, which becomes the prioritized activity. The context of fetal ultrasound scans analyzed in this paper reveals the complexities involved in orchestrating the multiple activities of performing a highly technical imaging exam, by manipulating technological resources to make ‘professional’ sense of images (i.e. medical scrutiny), and making those images intelligible to lay people. One of our claims is that the hybridity that constitutes fetal ultrasounds scans involves more than changing the situated meaning of technological devices (into interactional ones); it also involves modifying the meanings of objects of medical scrutiny on a screen (i.e. fetuses, organs, body parts) into objects of (personal) appreciation (i.e. babies).

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## Cohesive and abstract-deictic gestures in children's narratives

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Studies on gestures in discourse (e.g., McNeill 2005; Gullberg 2006) have shown that speakers build coherent discourse by using speech and co-occurring gestures during narratives. Attention has been paid to abstract-deictic gestures, described as exophoric and indicating abstract *loci* (McNeill 1992). However, the phenomenon of cohesive gestures in the German language still remain underinvestigated.

Our presentation shows that abstract-deictic gestures recur regularly in narratives and are exploited for their cohesive function. Particularly, we examine (I) gestural cohesion as it is revealed by repeated gesture forms, (II) cohesion generated through cohesive elements in speech as well as (III) the linkage between cohesive gestures and speech. Our investigations are based on a video-corpus of German-speaking children from elementary school that retell either animated short films or a narration of a classmate. The videos were collected in 2018 and transcribed applying the GAT-2 conventions (Selting *et al.* 2009).

Our analyses demonstrate effects of cohesive gestures on subsequent discourse comprehension and production in children's narratives as it has been shown on other languages (for English: Goodrich Smith/Hudson Kam 2012; for Japanese: Sekine/Kita 2015). The variation in our corpus allows us to investigate several, related aspects of the interplay between gestures and verbal language, such as the syntax of discourse referents and possible co-referents as well as the effectiveness of cohesive gestures. Our study, we argue, is not only in line with the increased attention paid to the multimodal features of everyday conversations (for an overview see Mondada 2016; Mortensen 2012) but also with the development of children's narratives (Levy/McNeill 2015) and sheds light on a language phenomenon that is very popular in everyday conversations but still less investigated. We wish herewith to build a basis for future comparisons within the same language or across languages.

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## Perceptually-available categories in telephone requests for service: A systematic analysis of managing eligibility at the doctor's

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Do general practice (GP) receptionists rely on the “perceptually-available” features (Jayyusi, 1984) of patients’ voices on the telephone to draw conclusions about their eligibility for service? In this paper, we investigate how matters of eligibility and entitlement to UK national health GP surgeries are navigated in incoming inquiry calls. We focus on a particular service where eligibility is a prerequisite for granting requests - flu vaccinations – which are offered by the National Health Service (NHS) to all patients aged 65 years or over (as well as to pregnant women; patients with underlying health conditions, and all children aged 2-4 years). Our data are 112 audio-recorded telephone calls made to two GP surgeries in October 2014 in which patients called to make appointments for flu vaccinations. Using conversation analysis and membership categorization analysis, we investigated how matters of eligibility were (or were not) processed, challenged, or actioned. Analysis revealed that receptionists ascertain a patient’s eligibility in three ways: 1) *explicitly*, by asking the caller whether or why they qualify for a flu vaccination, in which case the caller must evidence their eligibility; 2) *implicitly*, by soliciting the patient’s *personal details*, in which case the *patient’s record* indicates eligibility, or 3) even more implicitly, with only the *patient’s voice* available to establish eligibility, the receptionist appears to rely on some other *categorisation work*. The following brief example illustrates this.

01 C: .hh <Could I:: book an

02 app#ointment# for a flu #vacc#ination

03 #plea:se#.>

04 R: You can, =Are you able to boo-

05 come down to Thursday’s clinic,

In cases like these, requests proceed to appointment-making without an eligibility check. This was most common when the caller was ‘hearably old’; that is, their voice qualities were characterised by hoarseness and more variable (i.e. ‘shaky’) pitch than normal. Patients with such voice features were less likely to be questioned about their eligibility and were granted an appointment without formal eligibility checks. Where a caller’s voice was not characterised by such voice features, appointments were given after an eligibility check. This was further evidenced in the instances where hearably young callers invoked categorial matters concerning NHS at-risk groups and were not taken up by receptionists as proof of eligibility. When ‘hearably old’ callers invoked the same category in their account, service was immediately provisioned. The analysis shows that eligibility is tied systematically to age. Overall, our paper contributes to EMCA developments in the analysis of requests, entitlement and eligibility in medical and other interaction, but focuses particularly on a non-urgent, nurse-delivered service where callers orient to *eligibility*. It also contributes to the evolution of ‘categorial systematics’ in MCA.

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## **Interviewee questions in Greek TV political interviews: a practice for challenging journalists**

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The study presented here is part of a larger project on politicians' questions in Greek TV interviews (Author 2 & Author 1 2018). According to the canonical news interview format (e.g. Heritage & Greatbatch 1991, Clayman & Heritage 2002), journalists do the questioning, while interviewees are expected to answer. By contrast, our research up to now has indicated that not only journalists but politicians ask questions during the interview as well – a fact that has hardly attracted any attention by scholars working on political interviews. It has also shown that for the greatest part such questions are not requests for information; rather, they serve as vehicles for disalignment and/or disagreement with the journalist.

The present paper focuses on the subset of stand-alone questions, drawn from 17 interviews with political representatives (broadcast on four Greek television stations between 2011 and 2013), which are fully transcribed (see the Corpus of Spoken Greek at [http://ins.web.auth.gr/index.php?option=com\\_content&view=article&id=626&Itemid=251&lang=en](http://ins.web.auth.gr/index.php?option=com_content&view=article&id=626&Itemid=251&lang=en)). More than 150 stand-alone questions issued by the politicians were identified by means of morphosyntactic (wh-questions) and intonational (polar questions) criteria. Examining the sequential environment of these questions, their design, the journalist's response as well as the epistemic status and stance of the participants, we found that, besides some generic functions, in 2/3 of the cases, stand-alone questions are used by politicians in order to challenge the (often implicit) assumptions of a journalist's questioning turn, an assertion/assessment put forward by the journalist, or an evaluatively biased response by the journalist to a prior question by the politician. In all these cases, the journalists step out of their expected interactional role either by explicitly expressing personal views or by threatening the politician's positive face.

We argue that asking questions – instead of e.g. asserting an opposing view – is a practice that politicians employ in order to do challenging. Such a practice holds journalists accountable on two (interrelated but distinct) levels: on the level of action that the journalist is interactionally obliged to perform (respond to rather than ask a question) and on the content level of the view expressed. Our findings align with those of others (see, for example, Clayman et al. 2006) on the growing adversarialness in political interviews, where politicians claim power not endowed to them by the institutional context.

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## **Co-instructing: when an observer becomes an instructor in search dog training sessions**

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In search dog training, a handler sends the dog to search for target persons hiding in the forest. While the activity is highly routinized and the handler is expected to know her dog best, even the most experienced handlers need to rely on other participants' observations on the dog and the local environment to successfully enact human–dog teamwork. This type of co-instructing is witness-able in self-organized training groups with no nominated instructor. Assisted by ethnomethodological conversation analysis (EMCA), I claim that by topicalizing various environmental resources (e.g. direction of wind) and by embodying particular observer positions, participants other than the handler become co-instructors. The resulting practices of co-instructing are implemented as ongoing accomplishment as the dog performs the search. More specifically, I ask when observations by the other participants are treated by the handler as instructions on 'what to do next'. I exclude cases where the handler specifically requests help or instructions. I suggest some typical contexts for this type of "other-initiated co-instructing": they are likely to occur (i) when a problem observably arises, (ii) when an expected problem does not occur, and (iii) when environmental conditions suddenly change. These type of observations are highly membership-bound. I provide short data examples to discuss my findings. I will start with cases of explicit instructions (delivered in the form of directives such as 'do like this' that combine both verbal and embodied resources) and end with cases where co-participants' embodied actions alone are treated as instructions. The data comprise approximately 20 hours of video recordings of naturally occurring self-organized search dog training sessions and their multimodal transcriptions (in Finnish with English translation).

## From multi-unit to single-unit question: prosodic and embodied cues for delimiting units

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Questions have received extended attention in research on social interaction. Studies on institutional interaction in particular have documented speakers' use of 'multi-unit questions' for a range of practical purposes. Examples are the prefacing of requests for information, or reformulations of an initial question (Clayman/Heritage 2002, Linell et al. 2003, Gardner 2004, Svennevig 2013, Kasper/Ross 2007). Such multi-unit questions have been discussed under various labels (question delivery structure, Heritage/Greatbatch 1991:99; compound questions, Heritage 2002), covering a wide range of forms of realization, all of which are composed of two or more TCUs.

In this paper I aim at expanding research in this field by focusing on a 'double question format' in which an initial question-word question is then transformed into a polar question:

### 1–Pauscaf13

01 MAR: de >quelle heure<.

*'from what time on.'*

02 MAR: de midi et quart?

*'from quarter past twelve?'*

### 2–Pauscaf10

01 KAR: on est le combien?

we are DET how-much

*'we are what date'*

02 (0.8)

03 KAR: le [huit]?

*'the eight'*

In (1) and (2), each of the two 'pieces' represents a prosodic unit in itself, and implements an action; in (2), for instance, the second piece re-does a question in response to recipient lack of uptake. Often, in these cases, body or gaze movement shows some break between the two 'pieces'. There is however, a pragmatic dependency of the second piece on the first: it offers a candidate answer to the first, and seeks confirmation of that candidate. It thereby transforms the type of question (and the epistemic stance encoded therein) on the fly.

Most often in spoken French, however, what formally may appear as two questions is prosodically delivered as one single TCU:

### 3–Pauscaf13

01 PAT: >on est venu à quelle heure<=moins dix?

*'we AUX came at what time=ten to?'*

In this case, the second piece is prosodically projected by the first; neither the first nor the second can be treated as independent from each other. The whole segment represents one complex construction, which is typically delivered without breaks in co-occurring bodily conduct. Such integrated cases account for 58 % of the 'double question' format in the data. This, together with relative formal consistency and prosodic backgrounding of the initial piece of the format suggest its grammaticization into a routinized question format.

Based on multimodal analysis of 10h of video-recorded ordinary conversations, I investigate the lexico-syntactic, prosodic, praxeological constituency of the 'double question' format, and identify the interactional jobs speakers get accomplished through it. Specifically, I discuss how prosody and embodied conduct (coherent movement contour; gaze) converge or diverge to display the format as a single unit question. The data shows a continuum of synchronic usage between one and two units, with intermediate cases that display fuzzy boundaries. By addressing the quoted issues, I wish to contribute to current discussions on action formation and action ascription, and the correlate issues of projection and emergence, in light of the temporal unfolding of grammar and embodied conduct.

## **Patient engagement and intersubjectivity in diagnosis of personality disorders**

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Using conversation analysis of video recorded psychiatric consultations, we examine the patients' engagement in discussion on diagnosis of personality disorder. The data come from a psychiatric outpatient clinic in Finland, where newly referred patients undergo an assessment procedure, consisting of 4-8 interviews with clinicians. The aim of the assessment procedure is to establish the patient's diagnosis and to decide about possible further treatment. Some parts of the interviews that every patient undergoes are structured (based on relevant diagnostic instruments), while others are more freely organised. The focus of the presentation will be on six assessment processes where a diagnosis of personality disorder was discussed and / or arrived at. Throughout the assessment procedure, the clinicians seek to engage the patient in the discussion on their problematic behaviours that are relevant for the diagnosis. When this is successful, an intersubjective moral and emotional orientation to the patient's behavioural and relational problems emerges. The failure to engage the patients, on the other hand, involves patient's postural withdrawal and minimal or resistant verbal responses, indicative of lack of intersubjective orientation between the participants. The observations will be discussed in terms of the interactional challenges that the inherently moral framework of personality disorder diagnosis creates for clinical interviews (Bergmann 2016). The descriptions of behaviours indicative of personality disorder evoke threat to the patients face (Goffman 1955), and the participants in different ways pursue ways of dealing with this threat.

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## Turn-final *donc* 'so' and *suoyi* 'so' in French and Mandarin interaction

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*Donc* 'so' and *suoyi* 'so' are causal conjunctions in French and Mandarin. They can be used as discourse markers in French and Mandarin conversation to accomplish a variety of interactional tasks such as indicating contiguities and disjunctions between interactional units, conveying stances and managing turn-taking. For example, *donc* can be used as a resumptive marker (Ferré, 2011) and backlinking device (De Stefani & Horlacher, 2017), as well as marker of manifestness in French conversation (Hansen, 1997). *Suoyi* is reported to serve as a turn management device (Yao, 2009; Wang, 2018) and tying device to return to a pre-prior course of action (Wang & Li, 2018; Wang, 2018) in Mandarin conversation. 'So' in English talk-in-interaction has also been documented to have a range of interactional functions such as resuming a prior course of action (Bolden, 2009a), doing other-attentiveness (Bolden, 2006) and implementing incipient actions (Bolden, 2009b). The previous research has mainly focused on TCU- and turn-initial *donc* and *suoyi* in French and Mandarin conversation. This study investigates the interactional uses of turn-final *donc* and *suoyi* in French and Mandarin conversation from a multimodal and cross-linguistic perspective. Adopting the methodology of conversation analysis, interactional linguistics and multimodal analysis, this study examines the production and uses of turn-final *donc* and *suoyi* in 8 hours of French (consisting of 16 collaborative storytellings) and 6 hours of Mandarin everyday conversational data (consisting of 6 face-to-face interactions). An examination of the data shows that there are similarities and differences in terms of the multimodal production and interactional uses of *donc* and *suoyi* in French and Mandarin conversation. In the French conversational data, turn-final *donc* seems to be used as an invitation for a co-participant to take over the turn. It is commonly produced with noticeable lengthening and a change in bodily posture. Turn-final *suoyi* in the Mandarin conversational data is also observed to have the function of indicating turn yielding produced with lengthening of the second syllable, falling pitch movement and accompanied by gaze aversion. In addition to signaling turn yielding, turn-final *suoyi* also seems to register problems in co-participants' uptake of the speaker's prior talk (e.g., lack of uptake at the speaker's prior TRP, and challenge of the speaker's epistemic authority after an informing). Our analyses of the turn-final *donc* and *suoyi* show that participants deploy the lexical items at this particular position to organize turns-at-talk and to accomplish actions. Our study also demonstrates that there are commonalities as well as differences in terms of how *donc* and *suoyi* are used in French and Mandarin conversation. In both languages, the prosodic contour clearly indicates the end of a turn, whereas the syntactic gestalt projects more to come. We hypothesize that it is this fuzziness that sheds light on our understanding of the interactional tasks participants accomplish.

## The emergence of exclamatives in early childhood: Longitudinal changes in the social actions performed by 'this is so + adjective' in German

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Based on video recordings of natural interaction between young children (2 to 3.5 years) and their parents, we explore the social actions children perform using exclamatives (e.g. *DAS ist ja süß* 'this is so cute'). Grammars of German commonly describe exclamatives as a peripheral sentence type used to express that a state of affairs does not correspond to the speaker's expectations about the world. Most studies on exclamatives in German are based on introspective analyses of invented sentences. Only very little is known about how they are deployed in an interactive context by adults (cf. Pfeiffer 2016). Studies on how children acquire and use exclamatives are lacking entirely.

To address this desideratum, our contribution focuses on one exclamative practice (the format *DAS ist ja + adjective* 'this is so + adjective') and scrutinizes how two children use this practice interacting with their parents from 2 to 3.5 years of age. Both families were recorded once every week during everyday activities (mostly playing and having dinner), amounting to a total corpus of approx. 78 hours.

A longitudinal examination of our data reveals that the social actions carried out by this exclamative format change over time. Children around 2 to 2.5 years of age use 'this is so + adjective' primarily to do noticing, that is, as a practice to establish joint attention on a certain object. Through the exclamative, the child highlights a feature of the environment in such a way that the parent, in response, also gazes at it. On the verbal level, parents usually acknowledge that they perceive the respective object without evaluating it. One year later, around 3.5 years of age, children additionally use this format to carry out assessments. The different status of the child's action at the older age becomes recognizable by the parent's next action: In response to the 'this is so + adjective'-turn of the child, the parent often produces a (second) assessment. That is, parents now treat the child's action as a first assessment making relevant an evaluation, not as a noticing making relevant only a redirection of attention.

The way 2-year-olds use exclamatives and the way parents treat them point to the role of joint attention as a fundamental prerequisite for social learning and language acquisition (cf. Tomasello 2008). The parents' actions in response to the 3-year-olds' exclamatives, in comparison, show "gradually changing orientations to the 'learning' participant" (Forrester 2013: 208). Parents now treat the child as an interlocutor with whom one can compare stances towards objects and share one's own perspective on the world.

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## Talking about 'taboo topics' in health consultations with asylum seekers in France

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In the many institutional encounters required by the French procedure for the asylum application, asylum seekers are often asked to talk about their history and their present situation, giving detailed explanations. Meeting this demand can be hard for the asylum seeker for different reasons: the language barrier and the necessity to rely on a third person to assure intercomprehension (Ticca & Traverso 2015), the difficulty to understand and to adapt to the institutional expectations (D'Halluin 2006) and, not the least, the need to talk about some very personal and painful subjects.

Grounding on a large corpus of video-recorded naturally-occurring interactions in several different settings in France, this paper deals with communication between healthcare professionals and asylum seekers (including or not interpreters) about delicate issues. Previous literature on medical interactions has shown that caregivers exhibit caution when they talk with patients about 'dreaded issues' like severe illness or death (Peräkylä 1995, Lutfey & Maynard 2013). Similarly, in our data, healthcare professionals treat some particular subjects (i.e. rape, prostitution, illegal activities) as 'taboo topics', i.e. as topics that require special precautions to be addressed. For instance, when addressing these subjects, they use euphemisms, self-assessments of indiscretion, apologies, multimodal manifestations of empathy, pre-sequences announcing that a delicate issue is going to be discussed, etc.

Through a sequential and multimodal analysis (Sacks 1992, Mondada 2014), this paper will focus on some sequences of talk where the caregiver asks a taboo question to the asylum seeker. The analysis will highlight the precautions he uses to mitigate the face-threat (Goffman 1967) and to account for his intrusion into the patient's intimate sphere, and the patient's response to them. Moreover, when an interpreter participates to the consultation, the analysis will show how the healthcare's precautions and the patient's eventual resistance are taken into account into the translation. Finally, some perspectives for caregivers and interpreters' training will be discussed.

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## When a museum guide robot engages in Question-Answer Sequences. User practices of dealing with situatedness and progressivity in heterogeneous (adult-child) visitor groups

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When humans encounter novel technologies, they are faced with the task of understanding how this particular piece of technology might work, to which actions it might be responsive and which competences it might have. Recent advances in robot technologies have provided research prototypes with a human-like physical appearance and conduct inspired by human interactional practices which allow for the systems to be explored in real-world situations. Despite such progress, the system's interactional competences are still limited, in particular when it comes to deal with the situated nature of human interaction (Suchman 1987, Krummheuer 2011, Pitsch 2015). Thus, participants are faced with robot conduct that might be somehow ‚awkward‘ with regard to interactional progressivity and thus have to make the ongoing actions intelligible (Pitsch et al. 2014, Pitsch 2015).

To analyze such situations constitutes a methodological challenge: How can we systematically describe this ‚awkwardness‘ of a robot's conduct with regard to interactional progressivity? Could we mobilize a ‚normative‘ understanding of sequence structures and derived expectations for next actions? Or rather the users' orientation to disruptions and their strategies for dealing with it? How can we integrate the robot's internal perspective?

We suggest to examine Question-Answer-Sequences in a scenario, in which a humanoid robot is deployed in a real-world museum and attempts to act as guide for visitors. The robot is equipped with modules for detecting human faces and verbal key word spotting. The scenario comprises QA-sequences of different complexity: a ‚basic‘ version making relevant a yes/no-answer, and a ‚complex‘ version consisting of two subsequent questions preceded by a deictic (potentially repairable) action (Pitsch et al. 2017). For the complex version, the robot's conduct was designed to fit with several interactional structures to help dealing with problems that it supposedly will have understanding the visitor's answers. The encounters were recorded with external video cameras, and logfiles of some of the system's internal processes were obtained.

Based on these resources, we investigate the QA-sequences with regard to the users' sense-making practices of the robot's conduct. A particular focus is on the heterogeneity of the visitor groups consisting of adults and children, and we will show the resulting interactional dynamics between adults and children. This is completed by insights into the robot system's internal sense-making practices and the assumptions of action structures and timing implemented in the system.

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## Practical achievement of objectivity in the TMS experiment

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This paper aims to analyze how researchers and research participants collaboratively achieve objectivity in cognitive neuroscience experiments conducted with the method of transcranial magnetic stimulation (TMS). The analysis draws on classical ethnomethodological studies of science (Lynch 1985; Lynch et al. 1983; Garfinkel et al. 1981) and more recent research of experiments grounded in ethnomethodology and conversation analysis (Alac 2011; Hollander 2015).

As an idea and organizing principle, objectivity entered the experimental sciences at the eighteenth centuries and has since then become increasingly important. According to Daston and Galison (2007), the notion presupposes that a special kind of scientific self should replace the willing self, which otherwise might contaminate and bias the research results. The concerns about the negative influence of subjectivity are especially relevant for the experiments with human participants since the possibilities of influence are doubled here (Collins 1989: 31).

The successful data collection in the TMS experiments requires that research participants acquire methods for doing being a proper "subject": she should be relaxed but awake, absent but following instructions and understanding the experiment's tasks. By analyzing video fragments recorded during the TMS experiments, the paper demonstrates how the absence of subjectivity is achieved through the skillful collaboration between researchers and research participants. The findings contribute to the developing field of EMCA studies of experiments by explicating the interactional backgrounds of objectivity in cognitive neuroscience.

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## **Emotional claims as a resource for claiming entitlement to experiences of child deaths**

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Sacks' (1984; 1992, p. 243) pioneering insight that "entitlement to experience is differentially available" provided a crucial foundation for subsequent studies of the organization and management of experience in interaction (e.g., Davies & Davies, 2007; Heritage, 2011; Perakyla & Silverman, 1991; Pino, 2017). A related body of conversation analytic research has examined the ways in which emotion is produced and managed in interaction (e.g., Perakyla & Sorjonen, 2012; Wilkinson & Kitzinger, 2006). In contrast to non-verbal displays of emotion (Goffman, 1981; Goodwin, 2007), overt emotional claims (that is, verbal and vocal articulations of emotional states) in interaction are uncommon, providing a rich site for analysis of their social and interactional import. My data demonstrate that in calls to a South African radio show, participants make emotional claims about the deaths of children with whom they are not recognizably personally involved. These claims can be inspected for how they are produced and treated interactionally, as well as for how their transformation of an event into an experience through the insertion a subjective element into the utterance tacitly asserts entitlement to the experience being referenced. While emotional claims in my data follow a basic structure, of subject, emotional state, and object, participants routinely "expand" at any or all of these points in the utterance. These expansions are done through systematic practices that rely on common-sense knowledge for their intelligibility and accountability. For example, subject expansions include self-categorizations in relevant membership categories (Sacks, 1972; Schegloff, 2007), while emotional-state expansions include "mere" descriptions (Edwards & Potter, 2017) extreme case formulations (Pomerantz, 1986) and idioms (Drew & Holt, 1988). Object expansions typically categorize the ostensible victims of the incident into relevant membership categories, including age, age category, kinship category, etc., and do the same for the ostensible perpetrators or those held responsible for the death of the child. The range of participants' responses to the incidents thus serves to organize entitlement to the experience of child deaths into a hierarchy that is grounded in the degree to which participants are able to claim differential access to particular experiences of the death at hand, while concurrently reflecting and reproducing the category of the child as one associated with particularly strong moral values (cf. Aries, 1965). The analysis therefore builds on Sacks' insights about entitlement to experience, demonstrating that the production of emotional claims in interaction are one method by which entitlement to experience can be tacitly asserted, and identifying the systematic practices by which these emotional claims are organized and produced to accomplish a range of social actions.

## **“I could snatch one ant” – Situated construction of the human–nature relationship**

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In this presentation, we draw on video data and ethnomethodological conversation analysis and focus on sequences of human action and interaction in which participants orient to insects and small wildlife within their nature-related activities outdoors. The participants are family members, friends or participants on organized outings, and they engage in activities such as trekking, foraging and fishing. The participants display varying amounts of knowledge, experience and expertise of the nature-related activities that they are engaged in.

We examine moments when insects or small wildlife become the shared focus of the participants’ ongoing, anticipated or contemplated actions and when the relationship between human beings and the natural world is thus constructed in situ. We consider how participants in such moments pursue and achieve shared understandings about what the appropriate ways of treating other living beings and, more generally, conducting oneself in nature are. Although our study is not longitudinal by design (cf. Pekarek Doehler et al. 2018), our data allow us to explore socialization in action over time, that is, changes in participants’ orientation to social norms that relate to the human–nature relationship. We show how this takes form through a number of practices over lengthy stretches of interaction or across several interactions between the same participants.

The examined sequences typically begin with a noticing (e.g. Sacks, 1992) by one of the participants about an ant or a ladybird, for example, and continue into a joint, embodied ‘knowledge exploration’ (Goodwin, 2007), for instance, whether one can touch it or not. Through the interplay of multiple resources, such as language, bodily conduct and (non-)movement, the participants make visible, and guide others in adopting, an appropriate orientation towards insects and small wildlife, for these participants during and across these moments in time. It is also possible to view the examined sequences as opportunities for members of a community to test whether others’ knowledge, skills and conduct meet their expectations (Deppermann, 2015) and whether others view the world and relevant phenomena therein in the same way (e.g. George, 2013).

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## Ethnography in Ethnomethodology and CA: Both, neither, or something else altogether?

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Ethnomethodology (EM) and Conversation Analysis (CA) are sometimes distinguished along methodological lines, with EM being depicted as favoring ethnographic research and CA as favoring the detailed analysis of audio- or video-recorded instances of naturally occurring talk in interaction. However, there are many problems with this depiction of the division of methodological labor. It is commonplace, if not canonical, to deploy recorded and transcribed interactional exchanges in EM (e.g., Garfinkel et al., 1981), and some CA studies explicitly make use of insights drawn from the investigator's engagement with specialized practices in law, medicine, science, and other fields. CA studies also occasionally mention "ethnographic" observations alongside transcribed fragments (Terasaki, 2004). Moreover, Goodwin (1994) refers to an "ethnography" used by an expert witness to re-cast the sense of details in a video used as evidence in a criminal trial. To complicate the matter even further, arguments have been made to contrast ethnomethodological research with ethnography (Button et al., 2017) and *analyticethnography* (Garfinkel et al., 1988). This presentation aims to identify the place of ethnography within EMCA. Rather than provide a definitive account of how ethnography can or cannot be integrated with EMCA research, the presentation begins with an inventory of the various ways ethnography is invoked or disavowed in particular studies, before suggesting distinctive ways in which ethnomethodology can, and does, respecify the place of ethnography in, of, and as the production of social activities. When people who identify themselves as ethnographers *do*ethnography they are not usually looking at the order properties of social interaction. What we are calling ethnography in EM focuses on those order properties, their timing, and sequencing as essential features of the situation.

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## On a short-term diachronic perspective on Spoken English

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In this paper, I make a proposal of how to approach real-time change (Labov 1981) from an interactional perspective, using qualitative and quantitative methods. The study explores why it sounds so foreign to us when we hear speakers performing reported speech (RS) at Prime Minister's Questions (PMQs) between 1978-1988 compared to recordings from 2003-2013 (Reber 2018). RS is understood as a practice, i.e. "a way of doing things, as grounded in and shared by a community" (Eckert / Wenger 2005: 583), which is emergent in the real time of interaction and over time. Ex. 1 exemplifies the most frequent 1978-1988 use of RS:

**1 LO: -> [the -FOR+eign**

loH: +gazes down onto notes --->

**LO: -> affairs select committee chairman\*has sAId;]+=**

loH --->+

loG \*holds notes in right hand -->

**2 LO: -> +=<<p>then i QUOTE;>+=**

loH +gazes towards PM+

**3 LO: -> =<<rall>+it's MOST unlikely>=**

loH +gazes down onto notes --->

**4 LO: -> =that dOctor kelly was the prIme source for the story +about**

loH --->+ gazes

**LO: -> the government's + manipu[lation of inTELLigence;]+**

loH towards PM + down onto notes +

**5 MPs: [<<pp> mur mur mur mur ]=**

**6 LO: -> +<sup>h</sup> [-AND that he has been + pOorly treated by the**

loH +gaze towards PM + down onto notes --->

**7 MPs: = [<<pp> mur ]=**

**LO: gOvernment;]+**

loH: --->+

**MPs: mur mur mur>]=**

Here the common locus for RS are question turns by the Leader of the Opposition (LO), which still show a preference for indirect speech (line 6) but an increase of literalized direct speech, contextualized through a visual recruitment of sources (lines 1-4) and sometimes the formula (AND) I QUOTE (line 2).

I will describe how the use of RS has changed on the micro and macro level and how this is related to extra-linguistic factors, discussing theoretical implications and links to general factors fostering change in Present-day English.

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## Initiating use of voice-activated devices: Co-producing action with the Amazon Echo

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The collaborative production of sentences in progress is a pervasive feature of everyday talk, with a range of phenomena from choral co-production to other-completion of utterances receiving substantive attention (e.g., see Lerner 2002, 1991, 2004). Using a corpus of recordings of in-home interactions with the Amazon Echo, we focus on the ways in which the use of voice-driven computer interfaces creates new methodological challenges for conversationalists' co-production practices. In particular we focus on co-production in the course of performing tasks with the Echo, such as requesting information, playing music, or setting an alarm.

Initiating use of the Echo is largely organised as a compound sentence—'wake word' directive/question format (e.g., "alexa (1.3) please delete shopping list"). Critically, this use of a wake word as initiator projects two key features: 1) a pause, coinciding with the moment where the top of the Echo illuminates to indicate that it is 'listening'; and 2) a compound 2<sup>nd</sup> action. Such projectability renders the organisation of utterances to the device available to others so as to also enable other-completion (Lerner 1991). However unlike conversation, utterances directed towards the device are subject to a range of technological hurdles (speech-to-text transcription, lexical parsing, dialogue management, text-to-speech generation) that constrain voice input in various ways (and are largely unavailable from a users' point of view). Thus initiation and co-production practices must be adapted to fit in appropriate ways to the computational rigidities of these 'conversational' interfaces in order to support turn-by-turn interactional progressivity of the talk environment with and around the device. To this end we examine the various methodic formats co-participants use to coordinate and manage interaction with the device, methods which ultimately ground themselves interactionally in the richly social patina of home life.

Finally, as part of this study, we also raise conceptual issues around the treatment of such 'speech agents' as co-conversationalists and explore the ancillary challenges of adequate transcription techniques.

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## Construction hybrid interaction – the multiplicity of HRI

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Media discourses on social robotics draws a picture of a successful co-existence of robots and human actors in health care settings, such as robots that feed or carry older people, or remind them of their medicine. Taking a closer look at actual use-situations of social and service robots in health settings, this co-existence turns out to be a discursive but not a lived reality (Hergesell 2018). Only few robots are used in everyday life of health care settings (e.g. Paro), but many others end up in cupboards or cellars with the argument that they do not need the practical needs and even more are still under development and are mostly used in laboratory-settings.

The present talk will take an ethnomethodological perspective on an interdisciplinary (design, robotics/engineering, sociology) and collaborative design process of a social robot in a health care setting. In difference to the classical technology-driven design processes in HRI we engaged in a long-term design process that took its starting point in the social practices and participants values and needs (Ylirisku & Buur 2007, Crabtree et al 2012). In this process, we designed small-scale robots with and for people with acquired brain injury (Rodil et al in press). Analyzing video-recordings taken during the design, the present paper will show how ideas of human-robot-interaction and relation were constructed and challenged during the process. In a case study of the creation of one robot, we will show how ideas of HRI were formulated during a “dreaming phase”, materialized in the building of cardboard, and tested in interaction with the robot’s prototype.

While HRI papers often assume the existence of the robots agency and interactivity, our ethnomethodological study points out the situated and interactive achievement of the robots ability and identity (Alač et al 2011, Krummheuer 2016). We will demonstrate how situated ideas of HRI are re/shaped in regard to the ongoing activity and the material affordances of the robot technology and how they interplay with the participants ideas of human-robot identities and relation.

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## Recipient design in driving lessons: A comparative analysis of the same interactional task designed for different addressees

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One major feature of talk-in-interaction is the design of turns at talk for particular recipients (Sacks/Schegloff/Jefferson 1974) in a way that takes into account their assumed knowledge (e.g. Goodwin 1979). In designing their turns for particular addressees, participants may rely on *common ground* (Clark 1996) based on their shared interactional history and/or on socio-categorical knowledge about the other (e.g. Raymond/Heritage 2006, Deppermann/Schmidt 2016); the latter gaining more importance on occasions where participants do not share prior experiences. However, natural data from CA often do not allow for controlling the participants' interactional history.

In this paper, I will compare instances of very first practical driving lessons at the beginning of which the driving instructor explains to the student the most important functionalities and instruments of the car (e.g. the blinker and light switch, gears, etc.) and their handling. This data set allows for a "vertical" (Zimmermann 1999) comparison of a number of same interactional tasks (e.g. explaining and identifying the blinker switch and its handling) produced in separate interactions for different recipients with different knowledge states in a natural setting. The study is based on a corpus of 37.5 hours of video-recorded driving lessons in German.

At the beginning of all first driving lessons, the driving instructor assesses the student's familiarity with the car by asking for a) previous experience(s) in driving a car and b) for knowledge about a car's functionalities and instruments. In the following, the driving instructor can be seen to recipient-design her turns accordingly as she deploys different interactional means, e.g. regarding: a) the use of technical terms/proper names vs. their replacement with more commonly used ones (e.g. "tiptronic" vs. "the small indicator switch"), b) the complexity of explanations (for more experienced students some instruments are only named and identified in short sequences; for less experienced students the sequence is expanded with the respective practical handling), c) the monitoring of the student's understanding (little knowledge leads to more engagement in verbally and bodily behaviour to monitor their understanding), d) the interactive rights the student is granted (more knowledgeable students are given the opportunity to select topics).

The analysis adds to previous studies on recipient design by systematically comparing similar sequences tailored for different recipients in separate interactions (as opposed to different addressees in one interaction). It also adds to the knowledge about social categorization as a resource for recipient design by confirming the importance of locally relevant identities that are more fine-grained than broad roles such as 'instructor' or 'student'.

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## "Doing being" an ordinary human callee

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Unwanted spam or scam phone calls are often largely disseminated, and very difficult to prevent. These calls may have various purposes, such as selling a product, advertisement, making surveys to pinpoint potential customers, or tricking people into giving up personal information. Facing such difficulties, a new generation of bots have recently been built and used by callees as a countermeasure aiming at mimicking human callees and interacting as long as possible with the caller-spammer. A popular example of such chatbots is a bot named 'Lenny'. This chatbot is a set of pre-recorded voice messages that are played during the call: it does not involve any AI or speech processing technology. Yet, our previous work (Sahin, Relieu & Francillon, 2007) shows that this chatbot is surprisingly effective in dealing with several types of spam calls for long durations.

Based on an exploration of an audio corpus of 200 recordings of telephone calls to Lenny, this study explores the resources recruited by the callers to deal with two different Lenny's contributions. The first is a next turn repair initiation (Drew, 1997), "I can't barely hear you there". We will show how the situated reception of this "turn" displays an orientation to human abilities, acceptability issues (Svenning 2006) and responsibilities (Robinson, 2006), therefore putting the humanity of Lenny beyond any doubt. The second Lenny's contribution we will discuss is a short narrative telling in which Lenny is grounding the reason for the call in relation to his family life and emotions. We will show how this long turn has been carefully built to trigger some affiliative participation from the callers who frequently show some kind of "emotional reciprocity" (Jefferson & Lee, 1981) with Lenny. During the first part of the turn, callers produce affiliative productions to Lenny's expressed "feelings", whereas the second part of the turn confirms that the reason for the call fits into the type of family matters which are relevant for Lenny and one of his putative children.

Once such precisely designed recordings have been projected into the living course of a phone call, they become turns at talk produced by Lenny, a putative embodied person close to his family. Accomplishing on time understandings in such calls prevents to hear Lenny's vocal productions as mechanically produced recordings, thereby making its botness invisible.

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## When callers resist performing cardiopulmonary resuscitation in emergency calls

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Cardiac arrest is a life-threatening medical emergency. When a bystander calls the emergency number, the ensuing telephone interaction with a call-taker is crucial to patient survival. While waiting for the ambulance to arrive, the call-taker provides instructions for the lay bystander to perform cardio-pulmonary resuscitation (CPR) on the patient.

Though resistance has been investigated in service telephone interaction (Hepburn et al., 2014; Sikveland and Stokoe, 2016), the conversation-analytic literature on resistance in emergency calls has mainly focused on face-threats (Tracy and Tracy, 1998; Tracy, 2002). This paper focuses on caller resistance to one specific type of directive in emergency calls – when call-takers initiate CPR – which allows for the study of the diverse array of strategies used by callers and call-takers to negotiate their respective agendas in emergency calls (Laforest and Rioux-Turcotte 2016).

The data comes from a corpus of 424 emergency calls for cardiac arrest recorded between 2014 and 2015 in Western Australia. In 66 calls, the caller initially declined to perform CPR. Out of those, 25 callers were eventually persuaded by the call-taker to perform CPR.

The first focus of this paper is on the interactional practices that callers use to resist call-takers' directives, including epistemic claims (*'I don't think it's going to work'*) and transformative answers (Stivers and Hayashi, 2010) shifting the focus from compliance to physical ability (*'I would LIKE to but I can't just uh maneuver him'*). The second focus of the paper is on call-takers' strategies to persuade callers, focusing in particular on repeats, terms of address and endearment (*'love are you sure you don't want to try?'*), and changes in linguistic modality (e.g. from *'are you willing to attempt CPR'* to *'we need to start compressions'*).

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## **Resisting Affiliation in Troubles Talk**

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In this project I analyze four practices that resist affiliation during troubles talk with close others in face-to-face conversations: embodied withdrawal, laughter, recategorization, and misunderstanding displays. By enacting these forms of resistance, participants may construct the topic under discussion as morally complex.

This research is based on multimodal ethnomethodological conversation analysis of video interactions in which intimate interlocutors (friends, family, romantic partners) navigate “trouble” topics such as relational problems with nonpresent others, or accusations or criticisms of present others’ conduct. The analysis examines recipients’ actions during multi-unit formulations of either the problem, or its solution, and how recipients’ actions indirectly resist the characterization of the problem or resist the proffered solution. In the cases inspected herein, recipients minimally align with the overall progressivity of the interaction, but perturb the particular trajectory of the local action by withholding affiliation in the ways previously described (embodied withdrawal, laughter, recategorization, misunderstanding displays). Participants occupying first position then, in turn, pursue affiliation (or disagreement) in order to put recipients’ equivocal action on record (with varying success).

By resisting straightforward affiliation, participants show attentiveness to the progressivity of the talk and to the sensitivity of the trouble topic, but also orient to the problem as being more complicated than the proposed description or solution might suggest. The moral dimensions of the complication may involve epistemic, deontic, aretetic, and ethotic incongruities (respectively: knowledge, duties, face and emotions), and are oriented to in subsequent turns at talk. In addition to tracking what constitutes “resistance” through empirically-identifiable practices in interaction, this research also interrogates participants’ prospective orientations to higher orders of sequences of action, and further investigates morality as an interactional achievement.

## The polyfunctionality of the french epistemic marker JE CROIS [I believe]: from a marker of tentativeness to a marker of expertise

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Drawing on interactional linguistics, this contribution aims to analyse the epistemic marker JE CROIS and its relationship with expertise in a ten-hour corpus of television (TSR) and public (University of Lausanne) debates held in the French speaking part of Switzerland. While it is characterized as a marker of tentativeness (Gosselin 2014 ; Vet 1994), can JE CROIS mark the institutional basis of what is said ?

In debates, the speakers generally express themselves as experts on the subject discussed. Jacquin (2017) shows that in this genre, one of the functions of JE SAIS [I know] is to mark the institutional basis of what is said. It should be noted, however, that JE SAIS is uncommon (n=11) in the aforementioned corpus while JE CROIS is more frequent (n=124).

According to Gosselin (2014), CROIRE and SAVOIR are epistemic verbs and express a two-dimensional modality: the enunciator's degree of belief and the degree of ownership of the proposal by the speaker. In order to analyse this modal structure in a systematic way, he develops the MMT (Modular Modality Theory) which considers « chaque modalité comme un objet (noté  $mod_{i,j,k}$ ) auquel sont systématiquement associés neuf paramètres (ou attributs), susceptibles de prendre différentes valeurs » (*op. cit.*, 68). Gosselin starts from complement clauses of the type <V que p> (e.g. je crois que p) to describe the two-dimensional modality. Thus, SAVOIR and CROIRE give  $mod_i$  (modality corresponding to the verb of the main clause) a positive epistemic value but do not give the same value to  $mod_j$  (modality intrinsic to the predicate of the complement clause) : « savoir impose que le locuteur prenne en charge (accorde)  $mod_j$  (la validation du contenu de la complétive), alors que croire indique que le locuteur ne la prend pas en charge (il s'en dissocie) » (*op. cit.*, 70).

How then can we explain the relatively high frequency of the epistemic marker JE CROIS in the aforementioned corpus? In order to initiate a response, we assume the polyfunctionality of JE CROIS and make this hypothesis : if it allows the speaker to distance himself from his remarks, it can also be used by the latter to affirm his opinion or to mark his expertise.

It will therefore be a question of comparing different occurrences of JE CROIS and determining which pragmatic functions they play. For this purpose, elements of conversational analysis (position in the sequence, in the turn), syntax (parenthetical or complement clauses) and phonology (position in the intonative unit and the schwa/zero alternation in the clitic JE) will be analysed.

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## **Patients' influence on the progressivity of surgeons' extended informings**

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We use multimodal CA to show that patients' failure to acknowledge TCU completion during surgeons' extended informings is associated with progressivity disruption. Unlike e.g. storytellings in mundane conversation, surgeon informings are 'complex' because of significant epistemic asymmetries between the parties. Fine-grained video analysis reveals how participants' 'mutual monitoring' (M.H. Goodwin, 1980) enables intersubjectivity to emerge moment-by-moment, even when one participant 'is doing all the talking'.

### *Motivation*

Surgeon informings include the rationale for, and potential benefits and risks of, treatment options - issues that affect patients' health and wellbeing. Evidence of patient 'understanding' is of both ethical and practical significance.

### *Data*

Our dataset comprises 18 videos of surgical outpatient consultations from the Applied Research on Communication in Health (ARCH) corpus (<http://www.otago.ac.nz/wellington/research/arch>).

### *Intersubjectivity and progressivity*

One analytic 'key' to exploring intersubjective disalignment is disruption to progressivity (Schegloff, 2000). Disruption by other-initiated repair (Schegloff, Jefferson and Sacks, 1977) (hereafter SJS), in the traditional CA sense of OIR (e.g. a clarification request), is rare in this dataset. However, these surgeons do frequently disrupt the progressivity of their informings via reformulations, elaborations, and repetitions. Our analysis explores what prompts these disruptions.

TCU (possible) completion has long been recognised as a position for displaying intersubjectivity (Sacks, 1995) or, alternatively, for initiating repair (Robinson, 2014, Schegloff, 1982; SJS). Arguably, the minimal display of intersubjectivity by a recipient during a multi-unit turn is a 'continuer' (Schegloff, 1982) or 'acknowledgement' (Zama and Robinson, 2016) at a TRP completion. An acknowledgement can take the form of a minimal response token (Gardner, 2001), a brief assessment, or a head nod (e.g. Schegloff, 1982). Recipients' provision of an acknowledgment indicates they are foregoing their systematically provided-for opportunity to initiate repair (SJS).

Because most early CA research was based on audio data, it has been commonly held (e.g. Robinson, 2014) that, during a multi-unit turn, a recipient's failure to initiate repair at a TCU completion is sufficient evidence of intersubjectivity for practical purposes. However, Zama and Robinson's (2016) video-based research on student advisory sessions challenges this idea. Based on multimodal analysis of video-recorded student problem presentations, they argue that advisors are accountable for producing an acknowledgement (vocal or head nod) at or before 'each and every TCU ending' (p. 221). Our research considers whether a similar 'relevance rule' operates during surgeons' extended informings.

### *Analysis*

In the data examined thus far, at TCU completions patients typically produce either a head nod or minimal response token or both. Failure to acknowledge a TCU completion is usually associated with surgeon production of one or more progressivity disruptor(s). Many disruptors are 'intersubjectivity augmenters', but some (e.g. 'increments' (Schegloff, 2016)) are primarily response elicitors. The role of gaze at TCU completion is crucial, as noted by previous commentators (e.g. C. Goodwin, 1979; Rossano, 2012; Stivers and Rossano, 2010; Zama and Robinson, 2016).

## On the Complexity of Dealing with Touchables in Museums

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With the studies by Christian Heath et al. (e.g. Heath 2004, Heath, v. Lehn, & Osborne 2005, Heath & v. Lehn 2008) back in the early 2000s, interaction in museums was focussed in conversational analytic research. Capturing visitor interaction, however, is complex. As visitors may move through the exhibition, may turn from spectators into users, may move alone, in pairs or in groups.

This complexity is constitutive for the data, I will present in the paper. A multi-touch tabletop is in the focus of interest. This object is supposed to be touched by the visitors and aims at making them to interact with one another at the same time. Users can choose one out of two digital card games which address exhibits shown in the museum. The tabletop itself is challenging for visitors as they have to 1) identify it as a gaming device, 2) explore how the interface works, and 3) find out the rules of the game.

In order to obtain adequate recordings of these complex interactions, a number of problems have to be solved: 1) In order to be able to describe how the visitors approach the tabletop, the video must capture the spatial environment. 2) The actions of the users have to be captured in their holistic multimodal emergence. 3) The graphic interface has to be captured as well. Due to these requirements, I developed a setting with three cameras, three unidirectional microphones, and an additional digital audio recording. Hence, it was possible to record multiple perspectives and to generate a corpus that covers more than 22 hours of multi-user interaction at the tabletop.

In this paper, I will show which practices museum visitors rely on

- to establish a shared interaction space (Deppermann & Schmitt 2010, Mondada 2013, Hausendorf, Schmitt, & Kesselheim 2016)
- to achieve mutual understanding of the interface's functionality.

The paper thus contributes to the following topics of the panel 139: technological, computerized settings, complexity and interactional practices, methodological practices.

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## **Classroom interaction „in the wild“: the constitution of learning space in geography excursions**

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Analyses of interactional space have shown that participants use and constitute space as an important resource for conducting interaction. Architectonical features of interactional sites play an equally important role as non-architectural ones, as they both pre-figure interaction and serve as resource for it (e.g. Hausendorf 2012: 44, Hausendorf & Schmitt 2013).

In the majority of cases, school-based teaching and learning is situated in physical classrooms. They offer various architectural and interior-based resources to constitute teaching-and-learning environments: The classroom itself has an intrinsic orientation, desks and tables are arranged in a way that orients pupils to and facilitates their view of the classroom front as “focal zone” (Streeck 1983: 46), etc.

Sometimes, institutional teaching and learning takes place outside of these “typical” settings. In the case of geography excursions, a non-educational area like a city can become a didactic environment – it is transformed into learning space. In such cases, otherwise invisible, interaction-related aspects of teaching and learning become a central object: How to organize a group of pupils in the middle of a pedestrian zone in a way that enables learning? Excursion guides see themselves confronted with a set of challenges typical for urban environments. In this regard, geographic excursions show similarities to guided city tours (e.g. Stukenbrock & Birkner 2010, de Stefani & Mondada 2014): the excursion group moves from one point of interest to the next; knowledge about the urban environment is distributed unequally between guide and participants. But as geographic excursions are in fact classroom interactions “in the wild”, specific problems arise concerning the re-establishment and maintenance of the institutional aspects of the situation.

Based on video data from different student-lead geographic excursions that took place in Cologne, Germany, I want to explore the practices the excursion guides deploy to constitute learning space in the city: Which of the ambiguous urban resources are used (and sometimes repurposed) as territorial markers (Goffman 2017/1971: 41) to organize a group? How are institutional roles and identities constructed, negotiated and enacted in relation to these markers? How are these activities intertwined with the specific setting? And how can such analytic findings affect teacher education respectively the professionalization of (geography) teachers?

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## Turn-initial *ja aber / si pero* ('yes but') in German and Spanish interaction

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Research on talk-in-interaction has shown that participants orient to chunks of talk in different linguistic dimensions. However, researchers have acknowledged that talk-in-interaction is not always easy to segment (Auer 2010) and that there are fuzzy boundaries between units in different dimensions, especially those belonging to the prosodic (Barth-Weingarten 2016) and syntactic (Clayman/Raymond 2015). Moreover, there is an ongoing discussion in recent literature on whether or not the prosodic integration of units at turn beginnings play a role in what is accomplished in interaction (Heritage/Sorjonen, eds., 2018).

In the case of *j\_aber/ja (.) aber*, whether or not there is a boundary makes a difference for the design of turns-at-talk and has been shown to play a role in talk-in-interaction (Steensig/Aßmus 2005; Szczepek Reed 2015). In line with Szczepek Reed's claim, we argue that if there is a *clear* boundary, the two items stand for one action each, namely *ja/si* to acknowledge the prior turn and *aber/pero* to project and initiate a contrastive move. When the boundary is *fuzzy*, we expect to be dealing with only one action, namely tying the directional course back to an argument already mentioned in one of the prior turns, i.e., bringing something back up that has already surfaced.

This presentation aims to contribute in two ways to the ongoing debate on actionable formats, on the one hand, and on divergent and fuzzy boundaries on the other. Firstly, we intend to replicate Szczepek Reed's (2015) findings for *j\_aber/ja (.) aber* in Spanish data by looking closely at the interface between syntax- and prosody-in-interaction. We will also attempt to go beyond Szczepek Reed's account of *j\_aber/si\_pero*: in our data, when participants do not necessarily take up an argument that has already been explicitly mentioned in prior conversation, they instead use this format for epistemic and/or deontic stance taking by referring to shared knowledge of a prior action or moral common ground. Secondly, we add a multimodal dimension to both Spanish and German in order to see whether the hypothesised distinction between the two formats is supported by the co-participants' bodily displays.

The German and Spanish data set consists of 80 collaborative story-tellings (the Freiburg Sofa Talks corpus), a corpus of video-recorded dyadic conversations between friends, spouses and siblings who reconstruct events they have experienced together in the past. For the present study, we chose 6 hours of data for each language, corresponding to 24 conversations of approximately thirty minutes each.

## Intergenerational changes of relationship management in primary care – A CA perspective

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In recent decades, numerous psychological, medical and linguistic studies have centred on patient- physician relationships and the dynamics of how they evolve. Increasing attention has been devoted to the fact that the efficacy and outcome of a therapy are greatly determined by the nature of the healing relationship. Models of the healing relationship have also changed radically: Authoritarian medical relationships increasingly give way to partnership-based, cooperative interactions (Ainsworth-Vaugh 2004, Warren 2006, Beach 2013). This trend involves both the diminishing of hierarchy and the more active involvement of the patient in the healing process. In the literature, this trend is interpreted as a shift from doctor- and illness-centered treatment toward patient- and relationship-centered care (Beach 2013).

This talk uses the methods of conversation analysis (see e.g. Sidnell & Stivers 2013) to investigate how such change manifests itself in patient-physician interaction. Based on a corpus of 400 medical encounters in Hungarian primary care (Kuna 2016), we will discuss practices of building and managing relationships, such as questions, interruptions, forms of referring to self and others, and communicating diagnoses and plans for therapy. We will show that, depending on the era they were trained in, Hungarian physicians employ and combine these practices differently, thereby building and managing different types of relationships. Whereas in our corpus, younger physicians who have been trained more recently employ an egalitarian style of managing relationships, by e.g. involving the patient in therapeutic decisions and explaining their suggestions, older physicians who have been trained under different societal circumstances communicate in a more authoritarian way and build relationships characterized by very distinct hierarchical differences. Different from their younger colleagues, these physicians also adapt less to the individual patient they interact with, but rely on fixed, standardized forms of interaction. We argue that these differences are not so much the product of a person's age, but of far-reaching societal changes of patterns and norms of interaction (cf. Blommaert 2018) that are connected to a general transformation of the Hungarian society.

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## Categorization practices in the German Bundestag: 'maneuvers' of words

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In my PhD-project, I am investigating German parliamentary discourse around the use of the category 'Muslim'. My assumption is that symbolic struggles will be held (Bourdieu, 1995) in these debates, and that our democracy is negotiated on this stage. The cultural relevance of the Bundestag resp. of these debates results from its constitutional role: This discourse sets the framework for how (in our democracy) can be talked about certain issues (Holzapfel, 2012). The difficulty to talk in *this discourse arena* follows from the stress ratio of democratic principles as well of certain sensibilities (Burkhardt, 2003; Luhmann, 1969). The plenary debate represents the symbolic struggle of *words* about the contested category 'Muslim'. Certain categorizations and collections cannot be employed as this could be done in other contexts (e.g. informal occasions) (van Dijk, 2004). The politicians have to behave in this ritualized arena in a handy way; so they contend for the allocation of this category because its ambiguity allows it. My research question asks: *How do the contributions of the politicians work on the category 'Muslim' in the parliamentary debates in the Bundestag?*

My methodological approach is an integrated combination of ethnomethodological Membership Categorization Analysis (MCA) with the approach of Dialogical Networks (DN) (cf. Sacks, 1974, 1995; Garfinkel, 1984; Hester & Housley, 2002; Fitzgerald & Housley, 2015; Leudar & Nekvapil, 1998; 2004). This makes it possible to analyse the parliamentary discourse in isolation from external influences, but in constant interaction with its media environment. The data corpus consists out of three materials: a) the video recording of the plenary sessions<sup>[1]</sup>; b) the stenographic reports<sup>[2]</sup> and c) the theming in print and broadcast media.

**The practice of the struggle:** The politicians rely on certain practices to make shifts on the category 'Muslim'. I apply the term 'maneuver' metaphorically to explain their tactical practices. It is organized via several 'turn-constructural-units'(TCUs) of speakers and serves them as a technique to maneuver through their talk. Within the maneuvers, one can identify a movement away from something (category/collection A) towards something (category/collection B). The politicians try to shift this contested category and to upgrade/ denigrate it (it can be instrumentalized as part of a democratic community or as something being outside or a threat to this community). It is with reference to Garfinkels degradation ceremonies (1956) that the debates show insights into a collective 'doing/undoing degradation'. The generalized effect of the analysed maneuvers is that 'Muslim' remains a category offering a huge potential for category work and one that continues to be problematic. These struggles over and on the category cause that the category's uncertain and contested state is being kept. The category 'Muslim' persists as a category that has been ascribed a lot of potential and one that is kept for stigmatizing through the maneuvers.

[1] The video recordings can be found in the media library of the German Parliament: <http://www.bundestag.de/Mediathek/index.jsp>.

[2] As pdf-files accessible under: <http://suche.bundestag.de/plenarprotokolle/search.form#>.

## Indexing a problem with third-position *aha* in German

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Interactants have access to a range of functionally differentiated response tokens in German. Interactants use response tokens to, for example: index either now-understanding (*achso*, Golato, 2010; Golato & Betz, 2008) or an emotional change-of-state (*oh*, Golato, 2012); indicate that more work is to reach a state of understanding (*ach*; Golato, 2010; Golato & Betz, 2008); claim previous epistemic access to some information, that the interactant just now remembers (*achJA*, Betz & Golato, 2008) or whose relevance the interactant just now realizes (*(das) stimmt*, Betz, 2015); and withhold a next relevant action when the interactant does not know or cannot do what is now relevant (*^achja*, Betz & Golato, 2008). This conversation analytic paper investigates one such German response token, namely *aha*, in sequentially third position.

I take the following excerpt from a telephone conversation between, E, a German exchange student in the US, and her friend V, in Germany. In line 01, E offers a new topic by way of a noticing: She announces the presence of an acquaintance outside her apartment window. In line 02, V initiates a repair on E's person reference in line 01 (see Golato, 2013), and Eva attempts to repair the person reference in line 03.

EV\_CALL2\_37:10\_christoph

01 E: CHRIStoph läuft hier grade <<swallows> (-) > vorm fenster rum-

*Christoph is walking here in front of the window-*

02 V: welcher CHRi:Stoph.

*which Christoph.*

03 E: de:r andere DEUtsche im programm.

*the other German in the program .*

04 ((chewing, approx. 1.0 sec))

05 ->V: aha,

06 und,

*and,*

07 WINKSt ihm,

*are you waving at him,*

Volker does not receipt Eva's repair solution in line 04; nor does he receipt the topic proffer in line 01[MOU1]. The 1.0 second pause suggests that Volker does not know Christoph, or that he has trouble responding to her noticing. Eva thus has the opportunity to take the floor and do more work to repair Volker's trouble; she does not do this. In line 05, V receipts E's repair solution with *aha*; V then produces further, talk in lines 06 and 07 in a minimal attempt to align with E's noticing and continue the topic; this minimal attempt suggests that E's repair solution was insufficient to repair V's trouble; Volker does not or cannot orient to E's noticing in line 01 as newsworthy. I argue that Volker's *ahais* crucial here: It marks Eva's repair solution as insufficient, that is, as problematic.

My analysis of German *aha* in third position, in both every-day and institutional interaction, shows that *aha* receipts the turn in second position as problematic, for example as an unsuccessful repair solution (as in the example above), as a contradiction of a previously displayed expectation or assumption, or as a response to a complaint-implicative turn that does not adequately account for the complainable matter. I end with a more general discussion of practices in German interaction for doing receipt, framing my findings on *aha* within the larger body of research on German response tokens.

## Building Common Ground - how theatre creators acquire an unknown concept

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Participants in interaction rely on mutual assumptions of shared knowledge or – as Clark (1996) has termed it – on common ground (CG). Therefore, a great amount of knowledge which is necessary for interacting successfully remains implicit. Although CG is an indispensable precondition for interacting effectively, its accomplishment has rarely been investigated within EMCA (but see Deppermann 2018). Methodologically, this requires a longitudinal approach (cf. Pekarek-Doehler 2018), which allows us to track how common ground accumulates over interactional episodes.

Our data come from *theatre rehearsals* which are a perspicuous setting to investigate change over an interactional history (cf. Hazel 2018, Schmidt/Deppermann paper on ICCA 2018, IPrA 2017; Norrthon/Schmidt paper on ICCA). Rehearsals are limited in time (usually to a few months) and they explicitly focus on building specific knowledge and routines how to perform a play. We focus on the joint acquisition of an aesthetic concept with which only the director, but none of the actors is familiar in the beginning of the rehearsals. The concept, called “Wabi Sabi” (WS), comes from Japanese culture (Koren 2008). The actors’ ignorance of the concept and its meaning require participants to build common ground as an interactional achievement over the rehearsal process.

Our talk will focus on the practices by which the concept of ‘WS’ is acquired. The participants agreed in the beginning of the rehearsals to stick to the concept of “Wabi Sabi” as a guideline for designing the performance. Because of its vague, abstract and at the same time omnirelevant nature, it has to be implemented in different contexts of the play in different ways, meaning that its indexical interpretation is subject to negotiation each time again it is invoked. Furthermore, since it serves as a guideline for the performance, participants not only have to appropriate the concept ‘theoretically’ (at least to a certain degree in order to understand what it is about), but they have to implement it by bodily conduct. In our talk, we will show that negotiation, tentative uses and the more theoretical reflections which are occasioned by arising from problems in implementing the concept in the context of a concrete scene which lead to an accumulation and increasing consolidation of common ground and a successive enrichment of the concept over time in this community of practice.

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## **Materiality, Meaning, and Social Practices**

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My paper deals with the relations between EMCA, practice theory and object-oriented approaches that are subsumed under the heading New Materialism. These new approaches regroup, emphasize and radicalize concepts and theses from Science and Technology Studies (STS), feminist theory, the philosophy of natural sciences, and Actor Network Theory (ANT). They reject the conceptual dominance of language, discourse and culture, and criticize the exclusive status in Western thought of human consciousness, agency and capacity to act. Applying concepts of Wittgenstein, practice theory and ethnomethodology my paper develops an analytical framework that helps to critically trace the turn to ontology that New Materialism has expedited. Following from this several praxeological concepts that aim at analyzing sociomateriality are introduced. As it is shown, ethnomethodological and praxeological concepts also provide an epistemological perspective to ,ontographically' investigate ontological controversies that are argued out on the object level. They allow for replacing New Materialism's ontologic speculations with an empirical and analytical approach to participant's ontological reasoning.

## Bridging the textbook and the board within L2 classroom interaction

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Recent socio-interactionist studies (e.g. Matsumoto and Dobs 2017; Sert 2015; 2017) have highlighted the need to understand the dynamics of classroom discourse and interaction to be able to document teaching and learning practices in L2 classrooms. These studies have shown that a micro-analytic and multimodal approach to sequences of talk and embodied conduct affords new understandings into how “learnables and teachables” (Eskildsen and Majlesi 2018) are co-constructed by teachers and students. Such investigations also require a closer look into how materials such as textbooks (Guerrettaz and Johnston 2013) and boards afford opportunities for learning. Although there are now more studies on how board work affords opportunities for language learning (e.g. Majlesi 2018), we also need to explore how board work and textbooks are *bridged* to make objects of learning visible in instructed learning settings. Against this background, this study investigates how a teacher uses board work to co-construct learnables and teachables embedded in a textbook in two different English L2 classrooms in Luxembourg, with adolescent multilingual students in a public school. Using a multimodal conversation analytic approach and drawing on 16 hours of video-recorded and transcribed interactions, the study tracks classroom interactions that include sequences of pedagogical activities imposed by a textbook, which are visualised on the board. The findings show that in bridging the textbook and the board, brainstorming, image description, and reading activities result in different interactional patterns that promote a varied degree of student engagement and different opportunities for learning. Pedagogical implications are given to help teachers use learning materials (e.g. textbooks) and “board work” in a way that will promote more learning opportunities in interaction.

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## Overcoming resistance by leveraging upon a prior turn: Negotiations with individuals in crisis

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This paper demonstrates how a negotiator leverages a form of mundane reasoning when dealing with highly resistant individuals, primarily during crisis negotiations with the police and emergency call centres. When persons in crisis resist attempts by negotiators to persuade them to cease a trajectory towards suicide, they offer accounts for their dispreferred action of resistance. We reveal how negotiators target the logic of the accounts as a resource for challenging resistance in its own terms.

We used conversation analysis to explore encounters collected from British police negotiators' field recordings (face-to-face and phone call interactions, both audio recorded), and American police 9-1-1 dispatch telephone calls. We identified episodes of explicit verbal forms of resistance (or 'active' resistance, see e.g., Stivers, 2005) from the persons in crisis and explored, turn by turn, the linguistic-interactive practices used to respond to the resistance. We found that, in instances where the negotiator identified and challenged a flawed logic and/or reasoning in the person in crisis's previous turn, the person in crisis showed difficulties in rejecting the negotiator's challenge. While evidently reluctant to accept the challenge, the persons in crisis would eventually accommodate their behaviour in cases where the negotiator persisted with the challenge. The practices negotiators used to leverage reasoning included 'if-then' constructions, in which 'then' highlights a (logical) consequence of the preceding 'if' condition (Haselow, 2011). The negotiators used this construction to target the persons in crisis's own terms of resistance; failures to do so were easily refuted.

Our research findings show how particular linguistic practices work in the favour of productive negotiation by targeting terms set in an interactional past (i.e., a previous turn). The paper also contributes toward a broader ethnomethodological interest in members' mundane reasoning (Pollner, 1987); here, in an applied, high-stakes setting. The findings have significant implications for communication guidance to hostage and crisis negotiators, which recommends against challenging the person in crisis, focusing instead on a softer, rapportful approach. In contrast, we show that and how challenges can be productive for bringing about positive (or negative) shifts in suicidal persons' behaviour, even in the space of one turn to the next.

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## Dealing with sensory diversity while instructing movement: the case of guided indoor climbing with blind and partially-sighted athletes.

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Sport climbing routinely involves teamwork, even though it is considered an individual sport. Indeed, climbers often plan the ascent together or alternate in the roles of *lead* climber (who accomplishes the ascent) and *belayer* (who holds and adjusts the safety rope from the floor), or simply discuss difficult routes, through verbal and embodied practices (Jenkins, 2013, 2017). In the case of climbers with visual impairments, the climbing performance is based on teamwork in an even stronger way as, in accomplishing the sport performance, climbers are verbally guided by sighted instructors who assist them in reaching footholds and handholds along the route. In this setting, verbal and embodied resources are asymmetrically distributed between instructor and climber respectively, and sequentially mobilized within series of instructions and *instructed actions* (Garfinkel, 2002). Drawing on previous research on sport coaching (Evans, 2017) and on instructions in mobile activities (for example, in driving lessons: De Stefani, 2018; De Stefani & Gazin, 2014), the present contribution focuses on the instructional practices through which the participants manage their different sensory access to the climbing wall and their different body commitment in the sport performance. After describing the overall structure and the sequential organization of indoor guided climbing sessions, the analysis shows how instructions shape the progression of the activity and adjust to the unfolding climbers' movements. Special attention is drawn on the interactional achievement of space (Hausendorf, 2013), analysing how the instructor orients to the climber's tactile perception as a resource for locally constructing mutually intelligible referential practices to locate the holds on the wall. The study is based on 53 video recorded guided climbing sessions on different routes involving three elite climbers with visual impairments and two sighted trainers. Data are transcribed and analysed according to Conversation Analysis and Multimodal Interaction Analysis.

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## **SLA in kindergarten from a community of practice perspective: changes in participants' resources and interactional practices**

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Language education in German kindergartens has received increasing attention in recent years from SLA research as well as from practitioners in the field. While the overwhelming SLA research works on German are focused on acquisition sequences and the effects of concepts, measures and tools for language education, this paper is interested in conceptualizing the kindergarten as a community of practice (Björk-Willén 2008, Cekaite 2007, Toohey 2000), as well as on enquiring how the young language learners deploy and acquire linguistic and interactional resources while participating in the kindergarten daily routine.

During my four month PhD field research I collected audiodata of naturally occurring child-teacher- and child-child-interaction. CA-SLA was used as an analytical tool to investigate the changes of childrens' linguistic resources and their participation in everyday social practices (Pekarek Doehler/Fasal Lauzon 2015).

I plan to present one example of the social practice 'going to the dolls corner' in showing how the rule 'ask the teacher' is mediated and either applied or not applied by the focus child. On the basis of this example, I discuss the nonlinear development of interactional practices as well as the potentials and challenges of CA-SLA in longitudinal studies.

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## Developing practices for complaining-in-interaction: A longitudinal and cross-sectional study of L2 French

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This study examines how adult L2 speakers of French develop their multimodal practices for complaining-in-interaction. The study is situated in the strand of Second Language Acquisition research that investigates the development of L2 interactional competence. Interactional competence refers to the interactional 'methods', or systematic interactional procedures, that speakers use to accomplish social actions and establish intersubjectivity in interaction (Pekarek Doehler & Berger, 2018). While prior work has investigated for example practices for turn-taking (Cekaite, 2007), task-openings (Hellermann, 2008), and disagreements (Pekarek Doehler & Pochon-Berger, 2011), no study so far has documented how L2 speakers develop their interactional methods for doing third-party complaining. In CA research on L1 interactions, complaining-in-interaction has been described as a collaboratively constructed activity in which participants jointly negotiate the emergence and progressive development of complaints by picking up potential 'complainables', ratifying or denying their existence, and co-constructing their sequential development (Heinemann & Traverso, 2009; Schegloff, 2005). Yet, we know near to nothing about L2 speakers' practices for complaining-in-interaction and how these practices develop over time.

The study draws on a corpus of 80 hours of video recordings of small groups of university students participating in an L2 French 'conversation circle' at a university in the French-speaking part of Switzerland. The recordings took place regularly over 6 to 12 months, with participants at elementary to advanced proficiency levels. The analysis examines the participants' multimodal practices for doing third party complaining both longitudinally within and cross-sectionally between participants. Preliminary results show that, while participants at all proficiency levels draw on numerous different linguistic, paralinguistic, and embodied resources to display their stances and convey the complainable nature of the matter to elicit affiliation from coparticipants, some differences over time and across proficiency levels occur. Changes include for example a progressive diversification in the grammatical and lexical formatting of negative assessments and a decreased reliance on vocalizations (sighs, other sound objects) for certain distinct interactional purposes. Some development in the sequential and overall structure of complaint sequences also occurs, with more proficient speakers to a higher degree co-constructing the complaints through collaboratively completed utterances, my-side tellings, and various other interactional means. The paper presents the most significant longitudinal changes and discusses their implications for our understanding of L2 interactional competence and its development.

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## **Dialogical networking in the context of government's monopoly on news reporting: the case of Belarus**

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This paper focuses on how Belarusian government-controlled national media dealt with the police intervention against the Union of Poles, the largest non-governmental organization in Belarus, in 2005. Belarus has had an authoritarian government that has controlled the news media with nation-wide coverage, and has indirectly influenced also those operating locally. Still, 'official' television news reports pertaining to that event were hearable as responding to something outside their discourse, i.e. as 'answers' in a kind of a dialogical sequence. In their work on media dialogical networks, Nekvapil and Leudar (2004) claimed that the existence of media dialogical networks was characteristic of democratic societies, but this case shows that some forms of dialogical networks, even considerably large ones, can also be observed in a country with an authoritarian and hegemonic central government. However, this paper shows that the ways in which such dialogical networks were produced were contingent on the authoritarian orientation of the government. Namely, the references to critical voices, i.e. to the apparent first parts of pair sequences, were produced very indirectly and inconspicuously in the 'official' news reporting, thus maintaining the critical voices hardly detectable and virtually unidentifiable in terms of where they came from, who embodied them and what exactly they criticized. I argue that such practice of alluding to while suppressing opposing voices was necessitated by a technological circumstance of the time: the population's access to Internet news sources and satellite television, in which the critical voices against the police intervention could have been heard but escaped the government control. The argument is based on multimodal discourse analysis of relevant data from online sources as well as news reports by Belarusian national television and by the Euronews television channel. In terms of theory, I draw on the concept of media dialogical networks (e.g. Leudar and Nekvapil 2004) and of voice and heteroglossia (Bakhtin 1982, 1984).

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## Remarks on 'unremarked' and 'unrecalled' phenomena in ethnographic fieldwork

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This paper draws from an ongoing ethnography of mountain rescue work and describes members' treatments of 'trouble' during a training exercise. The paper raises a series of questions related to the ongoing accomplishment of 'what went on' and the availability and reportability of phenomena and practice as an analysts' and members' concern.

The case in question centres upon a situation where I – as participant and ethnographer – was engaged in operating a rope system, in concert with other team members, that provided safety for another member ascending a crag. The operation was experienced, by myself at the time, as 'awkward' but was otherwise completed satisfactorily. A photograph taken during the exercise, however, seemed to show that two karabiners had, at the point the photograph was taken, become interlocked, thus creating a weak point in the rope system; a matter taken up as a serious one by the team's training officer. The interest in the case, was that the 'trouble' was 'discovered' retrospectively (through inspection of a photograph) and that the members involved in the situation could not recall it taking place (and, indeed, I insisted that it *had not* happened). On inspection of a video made during the exercise, it became clear that not only had the interlocking of the karabiners occurred but had apparently been attended to by participants (including myself). The materials appear to show, however, that the 'trouble source' was dealt with generically and managed collaboratively in and through the course of the ongoing activity. Through the availability of the photograph and video, the phenomenon of the crossed karabiners becomes specifically available for the inquiry in to the what went wrong and the accountability of the scene. In this sense, the allocation of blame turns on the availability of 'what happened' in terms of the identification of potential failures in practice and in equipment.

The paper, then, addresses the theme of 'practices' in relation to some of Sacks' remarks on ethnographic fieldwork, perception, and the 'lived detail' of organisational settings and in specific relation to the 'member as fieldworker'. The paper also highlights the complexity of the relationship between ethnographic knowledge and how video materials are viewed in and through that knowledge as a resource. In this sense, rather than simply reducing ethnomethodological fieldwork to a procedure in which video 'better captures' phenomena in the field, the paper, then, moves to consider the ways in which 'what went on' is an ongoing accomplishment and that *that* work should be the locus of an analysis of the social organisation of available phenomena.

## How do teachers join students' ongoing small group interaction?

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When students work in small groups in classrooms, a key task for teachers is to monitor their students and, for various purposes, enter their ongoing work, temporarily and often multiple times, as part of her/his trajectory through the classroom (c.f. Tanner, 2014; Tanner & Sahlström, 2017). Conversation and interaction analysts know a lot about how dyadic conversation starts (e.g., Schegloff, 1968, 1979; Pillet-Shore, 2018); however, we know very little about the methods teachers and students use to coordinate the process of entering and exiting group work that is (or should be) ongoing. This paper contributes to the study of conversational openings in multiparty institutional interactions, examining coordination and timing of first actions in an already ongoing group conversation.

The study is based on a collection of small group work (3 – 5 students) in six Norwegian secondary school classrooms. Using conversation analysis, we transcribed and analysed group work in 11 lessons with a total of 154 group work entries. We found that, broadly, teachers entered the group work in two different ways: Student-solicited entries (e.g. summons) or (more or less) unsolicited teacher approaches. When the teacher approaches the group unsolicited, we find two types of entries: 1) Noticings, where the teacher refers to something they had overheard or seen, usually with some behavior correction/admonishment (e.g., “Andreas, here is your group, now you have to work together”); or 2) Information seeking/knowledge checks (e.g., “What kind of literary resources have you found?”). Our analysis revealed that teachers act on subtle cues like continued silence in the group discussion, shifts of students' gaze and bodily position in order to enter - or not enter - the interaction, and the timing and the design of the teachers' entries are consequential for the type of action the entries perform. We discuss the (pedagogic) implications of the different entries for the following teacher-student-interaction.

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## Unique Adequacy? Of “DIY AI”, Tutorial Problems, and Reflexive Ethnography

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The “role of heuristics in learning by discovery” has long since been pointed out in the technical field of artificial intelligence (e.g., Lenat 1983). Drawing upon a reflexive ethnography, this paper homes in on Google’s “vision kit,” a recent case of discovery learning promoted in terms of “DIY AI” (cf. Google 2018). In so doing, the paper reexamines the perennial discussions on the multifaceted relationship between ethnomethodology (EM) and ethnography (EG), the focal topic of the panel (see also, e.g., Hammersley 2018a, b; Pollner & Emerson 2001), in the light of a hybrid study of technical practice, requiring “hands on” engagement by the analyst (cf. Garfinkel 2002; Livingston 2008).

In particular, the paper takes issue with a recurring argument in programmatic discussions on the general relationship between EM and EG, namely the argument according to which Garfinkel’s and Wieder’s “unique adequacy requirement of methods” (1992) needs to be supplemented somehow (e.g., by an ethnographic contextualization) due to its supposed subjectivist bias (e.g., Pollner & Emerson 2001:124, n. 7). Indeed, this line of argument appears flawed in two respects at least. First, recent studies of science and technology at work have demonstrated how even the most technical practices, in and as their identifying particulars, manifest themselves as contingent expressions of social organization, including their unique adequacy for disciplinary purposes (e.g., Sormani 2014). Second, the supplementation request is usually formulated in exegetical terms, by historical or conceptual studies “about” EM and its place in the social sciences (e.g., Quéré & Terzi 2011), rather than from within EM studies “of” work practices in particular fields (on this critical difference, see Lynch 2015). What would it in turn look like to probe the EG/EM relationship in a technical domain from within its reflexive study *in situ* and *in vivo*, instead of engaging in prescriptive epistemology on the basis of literary genealogies and argumentative plausibility in theoretical terms?

The present paper tackles the raised question by engaging in a practice-based video analysis of how to “build machines that learn and think like people” (Lake et al. 2017). Therefore, we engage in assembling Google’s “vision kit,” the “do-it-yourself intelligent camera [cum] experiment with image recognition using neural networks” (Google, *ibid.*), whilst filming and analyzing the kit’s assembly from within its tentative achievement. The paper then offers a double re-specification. First, the “tutorial problems” (Garfinkel 2002) of the assembly process allow us to probe contrasting positions in AI research (e.g., “agent autonomy” vs “model-based reasoning”, Botvinick et al. 2017). Second, the problems encountered and priorities established in kit assembly allow us to make explicit how any “EG/EM relationship” plays out in the process, where the unspecified particle “any” hints at the irremediably contingent, yet arguably general interest of the outlined kind of reflexive ethnography.

## **Word-searching practices in English: the position of sound stretches and the role of eye movement**

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This study examines word search (WS) sequences in English, focusing on verbal and nonverbal behaviors as significant aspects of a WS. WS is a situation where a speaker tries to remember the word he intends to produce next in a conversation. Various studies have been conducted over the years analyzing both verbal and nonverbal behaviors, such as hand gestures (Goodwin, & Goodwin, 1986, Krauss, & Hadar, 1999), gaze (Goodwin, 1981; Goodwin, 1986; Goodwin, & Goodwin, 1986; Streeck, 1993; Robinson, 1998; Sidnell, 2006), and speech perturbations (sound stretch (SS), word cut-off, interjections uhm, uh, um, for example) (Schegloff, 1979, Clark, & Tree, 2002). Regarding the literature so far, the verbal behavior of SS is a phenomenon where the last part or letter of a word is prolonged for a longer time than usual. It has been mainly identified as an indicator in the beginning of a WS, along with other speech perturbations (word cut-off, interjections uhm, uh, um) (Schegloff, 1979; Schegloff, Jefferson, & Sacks, 1977, p. 367). However, SSs have only been viewed regarding prolonged words. The interjections uhm, um, and uh can have the form of a cut-off, but also the form of a SS where they are being prolonged. In the latter case they could be considered as SSs.

The purpose of this study was to examine SSs including both prolonged words and prolonged interjections uhm, um, and uh. The analysis of SSs was twofold. Firstly, the position SSs have in a WS. We identified three stages of a WS: the initial where the speaker is entering the WS, the main where he is searching for the word he intends to produce and the final where he produces the word. Secondly, the co-occurrence of SSs with the nonverbal eye behavior, focusing on freeze-eyes, roll-eyes, and the upward or downward direction of the gaze. Seven video recordings were examined including natural occurring conversations between two or three friends in English. The results were gathered based on the identification of the WSs and the verbal and nonverbal behaviors produced, using the ELAN software. The analysis was conducted using both quantitative and qualitative results.

The results of this study showed some differentiation. In some cases, the position of prolonged words was detected in the main and final stage of the WS, while stretched interjections were more frequent in the main stage. Moreover, the findings on eye behavior showed higher eye motion during the production of prolonged interjections and a predominant downward eye direction in both types of SSs. Such evidence possibly reveals a meaningful combination of behaviors being produced in the main stage of the WS, where the speaker is searching for the word in search. It, also, supports that the position of SSs is related to eye behavior; they both reflect the state of a speaker word searching. Thus, it is important to explore this specific verbal and nonverbal relation as it could provide a new understanding of the way a speaker is thinking and behaving while producing a WS.

## Relationship building by means of Solution Oriented Questions in psychodiagnostic interviews

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This presentation addresses *Solution Oriented Questions* (SOQ; Mack 2016) as an interactional practice for relationship building. Therapeutic alliance results from the concordance of affiliation, as relationship based upon trust, and of alignment, as willingness to cooperate regarding common goals (Konerding 2015). SOQ particularly allow for that: They are situated at the end of a troublesome topic area, which is linked with low agency on the patient's side (Marciniak 2017), and they express understanding of and interest in the patient. While hesitant wording indicates that SOQ are interactionally delicate for the current relationship, a striking verbal addressing reveals intense hearer-centeredness and invites the patient to present his/her goals, wishes, or hopes. The hypothetical and anxiety-resolving character of this question-type (Spranz-Fogasy et al. i. pr.; Kabatnik et al. revised) also provides for and supports patient's self-exploration. Though patients constantly react in a dispreferred manner in the first place –thus again indicating the sensitivity of the topic– the following negotiation leads to overcoming patient's resistance and to increasing cooperation. Thus, SOQ foster willingness for cooperating and is also a concrete offer for help.

Following the paradigm of conversation analysis this paper analyzes design and functions of SOQ as a means for securing and enhancing the relationship in the process of therapy. The data comprises 15 videotaped first interviews following the manual of the Operationalized Psychodynamic Diagnostics (OPD Task Force 2009). It was collected in cooperation with the Clinic for General Internal Medicine and Psychosomatics at the University Clinic of Heidelberg.

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## Challenges and limitations for interaction analysis in rhythm research

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According to its self-description, the panel is concerned with the study of “the quality of rhythm itself”. My presentation will delve into different qualities of rhythm and the (im-)possibilities of their study with interaction analysis methods. I will start my discussion with the discussion of what Gumbrecht (1994) identifies as the three key qualities of rhythm, namely its memory supporting function, its coordinative function, and its affective function. Then, I will discuss how their sociological-analytical consideration is (im-)possible with a) analyses based on video tapes, b) analyses based on audio tapes, and c) analyses based on ethnographic protocols.

I will first show how all three qualities Gumbrecht identifies are relevant in social interaction and therefore require sociological consideration. This transcends the perspective of e.g., Collins’ IRC-theory (2004), which predominantly focuses on how rhythmisation produces solidarity and emotional energy (and thereby focuses only on the affective quality of rhythm). Then, I will discuss in how far the three qualities evade methodical approaches that do not include subjective introspections.

Essentially, my argument will be that rhythm is not visible in audio and video transcripts. If we ‘see’ it in them, then only because we know it is there from hearing the audio and/or watching the video, but not from reading the transcript. Expressed pointedly, my point is that we cannot make visible rhythm and rhythmicity in audio and video transcripts, but we can only read rhythm and rhythmicity *into* such transcripts based on subjective introspections that we undertake independent of reading the transcripts. That requires a specific approach when using such transcripts to study rhythm and rhythmicity in interaction.

I thus argue we can analyse rhythm and rhythmicity not because but despite that we use audio and video transcripts. My line of argument thereby contradicts specific elements of the originally submitted panel’s hypotheses. That will allow for a fruitful discussion of challenges and limitations for interaction analysis in rhythm research.

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## Cos'è questo? – What interactants actually do when displaying unsuccessful object-categorisation

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Public displays of what interactants 'see' are fundamental interactional resources (Goodwin & Goodwin 1996, Nevile 2013) allowing for the intersubjective construction of what is not only a sensorially perceivable phenomenon but also an "object of knowledge" (Goodwin 1994). In the process of attributing a situated, practical meaning to an object, interactants have to a) identify the object as an 'entity' of its own and b) categorise it for their practical purposes. In this paper, I analyse fragments in which interactants succeed in identifying a material entity but display failure to categorise it. For speakers of Italian, a recurrent way of exhibiting uncertainty in categorising an object consists in uttering the words *cos'è questo?* ('what's this?'), as frequently used in settings in which participants are engaged in continuously scrutinising the semiotic and material environment – e.g. while shopping or participating in a guided tour. Whereas by saying *cos'è questo?* interactants seemingly display categorisation problems, this resource enables them in fact to accomplish a variety of interactionally relevant tasks. Drawing on an Italian spoken video corpus of couples shopping in a supermarket (3h) and of guided tours (11h), I propose a sequential and multimodal analysis of *cos'è questo?* (as well as similar wordings, such as *cos'è quello?* 'what's that?' etc.).

In the corpus at my disposal the resource is used either by the person who is orienting towards or manipulating an object (person A) or by the interactant who perceives person A's orientation towards a material object (person B).

Person A may use *cos'è questo?* i) when initiating a new sequence while at the same time inviting co-orientation towards a material object, or ii) in the course of an on-going visual scrutiny of an object, thereby displaying their engagement in an object-assessing activity and prioritising that activity over other co-occurring courses of action.

Person B can use the same resource i) as a display of initiating co-engagement in person A's activity (who is assessing a material object), thereby claiming co-participation, or ii) when rejecting the meaningfulness or practical usefulness of an object (where *cos'è questo?* conveys the idea that an object is 'uncategorisable').

Whereas in all of these cases, *cos'è questo?* invites co-orientation to a material object (which shows its usefulness as a resource for organising joint attention; Goodwin 1994), speakers also use it to problematise the visibility and categorisability of that object in different ways. By displaying difficulties in finding a relevant category for describing an object, interactants indeed exhibit their 'naïve vision' – as opposed to a 'professional' or 'layperson's' vision.

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## On Strangers Affecting Each Other: Social Implications of Ephemeral Urban Encounters in Zurich

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Cities are places where «the stranger was not the exception, but the rule» – with this expression Lofland (1973, 9) puts in a nutshell how sociology conceptualizes the specific urban sociality since Simmel (1903) up to this day<sup>[1]</sup>. Within this peculiar space it seems to take very little for unknown people to get affected by each other (e.g. to feel uncomfortable, enjoy, display interest or anger), especially so in fleeting encounters when they are co-present without talking to each other. So far, research on affect in interactions has concentrated on what Goffman (1963) has termed *focused interactions* (cf. for example Peräkylä/Sorjonen 2012). However, with the rise of video data and the multimodal interaction analysis (cf. Schmitt 2007, Mondada und Schmitt 2010, Hausendorf et al. 2016) the EMCA tradition offers a methodological framework that enables a qualitative analysis in the granularity needed for the most fleeting encounters. In this talk I will look at the social implications of typical urban encounters, such as passings-by, based on concrete case-studies in Zurich. I aim to address the importance of applying a *detailed sequential frame-by-frame analysis* in order to identify certain interactive moments and sequential processes where problematic social implications start to take effect. With looking at videos in the most fine-grained details one can analyse how fractions of seconds decide over how unknown people affect each other in a way that can even culminate in stereotyping, culturizing, exotisation and devaluations of each other's 'strangeness'. My proposition is that such social implications don't (only) stem from the *patterned* strategies of avoiding each other but even more so from the *(micro-)variations* of those patterns. With this project I would like to make an attempt to trace the EMCA methodology back to its sociological roots and highlight it as an instrument for critical cultural analysis.

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[1] For contemporary positions see for example the discussion on interaction as one of six urban qualities in Kretz und Kueng 2016.

## **“You’re going to get beat up, no matter what”: mitigating and managing incipient conflict in war game interactions**

**Joseph Sterphone**

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Research in conversation analysis on conflicts in interaction has investigated, among other things, the termination of incipient conflict, including Garcia’s (1991) and Greatbatch and Dingwall’s (1997) studies of mediation in third-party present institutional contexts, and Vuchinich’s (1990) study of the varieties of potential conflict termination in everyday talk. Furthermore, Goodwin (1990) speaks to the degree to which incipient complaint and subsequent conflict sequences can be oriented to one’s position as powered or disempowered in the institutional structure and/or hierarchy. Schiffrin (1984) and Lee and Peck (1995) have demonstrated the importance of “frame breaks” as an analytic resource for studying escalation or diffusion of conflicts. In this paper, I build on this research by studying the management of incipient conflicts, drawing on video-recordings of co-present hobbyist “war game” interactions.

By war games, I mean tabletop board games that simulate historical or fictional war or conflict scenarios; these are often long, typically zero-sum, and involve multi-factional and shifting alliances and conflicts. Notably, when sitting down to play a war game, or any board game, players assume two roles: one as a player of a game, and one as a character within the game. As Garfinkel (1967) demonstrated with his famous “tic-tac-toe” breaching experiment, however, game playing and “real life” are not so easily separated. Indeed, the game is a recurrent basis for incipient conflicts between players, despite the in-principle separation between players and their respective characters. These incipient conflicts become observable through players displaying frustration or displeasure in a myriad of verbal and non-verbal ways (cf. Yu 2011) with another player. Thus, games constitute a rich site for examining the interactional resources individuals use for avoiding, negotiating, or resolving incipient conflicts when they become evident.

My analysis shows how, as well as serving as an occasion for potential inter-player conflicts, the game constitutes an interactional resource for avoiding or managing incipient conflict in two different ways. First, participants can use the procedural nature of game-playing as a means to forestall inter-player conflict. That is, participants can initiate a return to forward progress of the game, thus managing an inciting action by carrying on with the next turn. This practice serves to interrupt the trajectory toward inter-player conflict by diverting participants’ focus back to the actions of their characters within the game. Second, participants can explicitly invoke as a procedural norm the essential separation of players of the game from their characters within it. In so doing, participants mobilize this norm as a resource (cf. Wieder 1974) for confining allowable conflicts to those between characters in the game, and for sanctioning players who initiate conflicts with other players.

## Can humans simulate talking like other humans? The implications of ‘mystery shoppers’ for research methodology, communication training, and conversational agents

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How authentic are inquiry calls made by simulated clients, or ‘mystery shoppers’, to service organizations, when compared to real callers? This paper is part of a growing literature that examines the (in)authenticity of role-played or simulated encounters by comparing them to the ‘real’ conversations they seek to mimic (Atkins et al, 2016; Stokoe, 2013). To date, research has found that core actions are designed and sequentially organized in different ways when produced by real or simulated interlocutors, and that this is problematic for, say, assessing people’s ‘communication skills’ on the basis of role-played interaction. This research tends to examine cases in which both parties know they are in a role-play environment. In this paper, however, we consider what happens when one party – the call taker in a service organization – is unaware that they are speaking to a simulated client. We analysed a dataset of 48 mystery shopper calls and 150 real inquiry calls to different veterinarian practices in the UK and Ireland. The data were transcribed for conversation analysis, as well as coded for a variety of call categories: reason for call, call outcome, and features of turn design. Analysis revealed a range of systematic differences between the two datasets in 1) call duration; 2) reasons for call; 3) call outcome; 4) the component activities that comprised complete encounters, and in 5) turn design regarding how callers formulate the type, name, weight (etc.) of their pet. We discuss the implications of our findings for organizations that provide or use mystery shoppers for communication guidance, training, and assessment of service provision. For example, mystery shoppers fail to provide call takers with authentic communicative tasks to deal with, and do not provide the basis for assessing receptionists’ ‘skills’ on the phone. In these simulated encounters we show how simulated clients fail to replicate what real clients do in detail. For developers of artificial conversational agents such as Google Duplex, Siri, and Alexa, the implications are that even human-simulated clients without a particular stake in the encounter often fail to build conversational actions with other humans. In terms of qualitative and quantitative research design and methodology more broadly, we demonstrate empirically the limitations of asking people to report on their talk, or to simulate conversation in experimental situations.

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## **Assessing the wound in face-to-face versus video-mediated medical consultations**

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While studies of physically co-present, face-to-face physician-patient interaction are abundant, little is known about the ways in which video-mediated technology affects the interactional order (cf. Oittinen 2018, Heath & Luff, 2000), more specifically, the organisation of medical encounters (but see Pappas & Seale 2009,2010). We recorded 21 post-operative video-consultations and 17 equivalent face-to-face consultations. The main purpose of the consultation is informing the patient about the pathology results of the resection and the secondary purpose is checking on the patient's recovery including an assessment of the wound. One of the particularities of the video-consultations compared to face-to-face consultations is the way in which an assessment of the wound is established. In the consultation room, wound assessments mainly consist of "online commentary" (Heritage 2017) by the surgeon, that is, reports of observations formatted with evidentials and subsequent assessments of what these observations imply or what can be concluded from them. In contrast, wound assessments in video-consultations do not consist of online commentary. Rather, the surgeon invites the patient to assess the wound, which opens up a sequence of patient and physician assessments in which the surgeon sometimes requests the patient to demonstrate the wound on camera. In contrast to observations in regular consultations, these assessments are characterized by epistemic markers of uncertainty ("I think", "sounds... good") and evidentials are absent. Overall, arriving at a conclusive wound assessment requires more interactional work than in face-to-face consultations and patients have a fundamentally different role, providing their own, "lay" observations. Hence, it appears that in video-consultations physicians are dealing with an ecological disadvantage compared to the "ecological advantage" (Heritage 2017) of physical examination in face-to-face consultations, while patient participation is increasingly important.

## **Creative methods in studies of creative practices: A collaborative methodology for future studies**

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Micro-sociological studies of creative work practices have been on the rise in recent years (e.g. Fariás and Wilkie 2015). With a foundation in Howard Becker's seminal work on artworlds that suggests studying artistic work like any other type of work (1982), and today often also inspired by Antoine Hennion's concepts of mediation and attachment (2007), these studies apply conventional ethnographic methods (interviews and observations) to document how artists work.

Simultaneously, the budding field of artistic research have introduced artists as auto-ethnographers, documenting their own artistic work practices (e.g. Skains 2018. In this type of research, artists experiment with a number of artistic means that can all be put to use as research methods to capture that which artistic processes consist in). Moreover, creative methods have become increasingly used in studies of science and technology as a methodological innovation that can enhance especially science communication (e.g. Calvert and Schyfter 2017). Bruno Latour's activities as curator of exhibitions, collaborator with artist and commissioner of artworks to illustrate his theories serves as a case in point, but nowadays several researchers pursue this line of collaborating with artists to describe an object of research.

Interestingly, there is little – if any – connection between these fields of research. In other words, the micro-sociological studies of creative work practices do not seem to have taken inspiration from the other two fields of research. Rather, research in this domain is still dominated by the researcher observing, interviewing, and otherwise, looking at the research participants. Hence, this raises the question about why precisely the research object of creative work practices is not studied by creative research methods and what the challenges are of studying creative processes by creative means, and, vice versa, what could be gained by pursuing this type of research methods?

Rather than seeing the artist and researcher as one and the same person (as in artistic research), I will suggest seeing these two figures – and way of carrying out documentations – as lateral knowledge productions (Riles 2009). This means that both parties study the same object, namely the artistic production process, and documents this, but does so in different ways. In this presentation, I will pursue the claim that ethnomethodology of creative work practices can be extended with creative research methods and that this can be done by scholars collaborating with artists. To consider this issue, I will raise the question about how to avoid that the artists' self-representations become only illustrations excluded from the 'real' methods and theoretical analyses and also ask how artists potentially may benefit from scholarly work about their own work practices. In doing so, I will look into the particular question about how to study conventions in artistic production processes (Becker 1982), and what role conversation and 'indexicality' of words (Garfinkel 2006/1948) play in these processes; how associative thinking and intertextuality are key features of creative work.

## Emotions as instructional domain – affective engagement and socialisation in pre-school interaction

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The present study addresses children's emotion socialisation as part of social interactional practices that take place in a preschool, a setting that constitutes a pervasive part of young children's lives in post-industrial societies. While emotions are highly associated with psychological states (individual experiences of happiness, sadness or anger), and bodily reactions (like heartbeat frequency or muscle tension), emotions and emotional expressions are also an integral part of social life with clear normative elements (Baerveldt & Voestermans, 2005; Demuth, 2013). For children, the normative aspects of affective engagement are essential to their emotional competence and are addressed through socialisation into a shared culture of emotions. In pre-school interaction, children's emotions are recurrently part of pre-school teachers' instructional work and oriented toward as something to be taught and learnt. Drawing on 30 hours of video recordings of naturally occurring pre-school interaction, this study examines how pre-school teachers' ways of talking about emotions and addressing children's emotional expressions guide children's development of emotional competences. The study demonstrates the social and interactionally grounded features of children's emotion socialization with a particular focus on norms and values related to the expression of emotions promoted in these interactions, as well as the interactional practices used to communicate these norms and values. The analysis shows that: i) teachers recurrently take on the main responsibility of interpreting and assigning the children's emotion displays a particular normative value, either by disciplining or validating children's actions and emotion displays. They recurrently claim their interpretive prerogative regarding the relevance of children's emotion displays within the institutional context;

ii) normative appropriateness of emotions and actions is a multiparty (rather than dyadic) matter that is routinely designed by adults to involve a larger group of children and organised as a pedagogical activity where an individual child's emotions are incorporated into an instructional sequence for overhearers to learn from.

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## Conspicuous and suspicious objects: Ways of (not) seeing together

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Establishing reference to a phenomenon in the participants' visual surroundings is an interactional achievement that implies sharing visual attention on the phenomenon and constructing an intersubjectively valid referent (Stukenbrock 2015). Along with verbal practices, embodied practices are used to reflexively document joint attention as mutually known and to display an understanding of the constructed referent. Practices of ostensive looking, gaze following, and mutual monitoring (Goodwin 1980) are part of the repertoire of embodied conduct; they are distinguished by the fact that eye gaze is mobilized by the participants as a meta-perceptual resource (Stukenbrock 2018a, b) of perceiving and conceiving of one another and of the world around us. The way we look at something may invite our co-participant's gaze, display joint attention, document recognition or puzzlement, etc. Thus, part of the perspectivity and interactivity of vision becomes publicly visible in what we do with our eyes.

Particular public places (museums, markets, shops, etc.) are arranged in such a way as to increase the visibility of objects, invite and guide our eye gaze. Although enhanced noticeability and visibility constitute crucial components of the professional arrangement of publicly displayed objects, they will be viewed differently by different participants according to their knowledge, interest-of-the moment, and agenda. Transparency of vision (Goodwin 1996) is not a phenomenon *sui generis*, but an interactional accomplishment, contextually dependent and locally achieved.

Based on 5 hours of video-data recorded with mobile eye tracking glasses worn by participants who visit a museum (2 dyads) and shop at a market (3 dyads), this paper investigates how objects are perspectivized in the act of noticing and made relevant for conjoint attention. Both at markets and in museums, objects are arranged with professional fore- and hindsight, they are – for different reasons – demonstrated, presented, and made visible in order to be seen and engaged with. In both settings, some objects are treated by the participants as conspicuous and are subsequently 'handled' with ease; others, however, are constructed as suspicious, bizarre, or unidentifiable. In the latter case, establishing reference may ultimately fail, and, paradoxically, mutual understanding of this failure has to be interactionally achieved.

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## **A Conversation Analysis study of the Waco Siege negotiations: resisting the moral orders used as a negotiation tactic**

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Siege negotiations have been researched extensively particularly within behavioural science and communication, but not in Conversation Analysis. This paper is part of a PhD looking at the 1993 Waco siege negotiations using Conversation Analysis. My findings demonstrate there was actually very little negotiation happening, as it is understood vernacularly. Rather, the talk is mainly comprised of resistance to topics. Common topics in the negotiations are situated within the moral orders; namely the epistemic, deontic and benefactive orders. These moral orders have been researched using Conversation Analysis methodology. In psychotherapy sessions, clients gave accounts to display their superior epistemic authority, in order to resist therapists' proposals for treatments (Ekberg & LeCouteur, 2015). In shared decision making in medical consultations, patients invoked their inferior epistemic knowledge to abdicate treatment selection, and further oriented to the doctor as having the epistemic and deontic rights to decide (Dalby Landmark, Gulbrandsen, & Svennevig, 2015). The Waco siege negotiations have a different interactional environment to those studied. Within the negotiations, topics are commonly resisted and manifested through dispreferred sequential structure of the talk. My findings show the besiegers claim superior epistemic authority when talking about religion, and this authority is resisted by the negotiators. When talking about what to do with a dead body, the besiegers resist the negotiators invoking their superior deontic status. Negotiators propose benefits for the besieged children upon release, however these appeals to the benefactive order are also rejected. Thus, both parties want superiority and authority over each other with regards to the moral orders. This disagreement on the moral orders is used as a resistance tactic by both the negotiators and the besiegers. This paper presents examples of how the participants resist the moral orders within the talk. It contributes to an empirical understanding of what actually constitutes the linguistic event of a siege negotiation.

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## **‘Bringing pictures into the conversation’: Using smartphones to integrate visuals into face-to-face-interactions.**

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The presence of smartphones in face-to-face-interactions has become an increasingly common occurrence in our everyday-lives. A growing number of conversation analytic studies has started to examine smartphone-use in face-to-face-interactions, e.g. how online search is occasioned by and coordinated with talk-in-interaction (e.g. Brown, McGregor, & McMillan, 2015). Keppler (2014) highlighted how the devices’ affordances allows them to be used as “social archives”: i.e. to access and integrate media contents into joint activities with co-participants. Among the retrievable media are various visuals: photographs and videos stored on the device as well as digitized mass media content or semi-public communication as found on social media. With the exception of Keppler (in Press) and Raclaw et al. (2016), who showed how photographs are introduced into conversations to provide epistemic access to an assessable referent, research on how visuals accessed via smartphones provide a resource to produce meaningful social action is still scarce.

Using conversation analysis and multimodal interaction analysis, I will further follow this line of research and ask how the interaction between co-participants assigns meaning to visuals that are introduced into the conversation via smartphones. I will first examine how the interplay between talk-in-interaction and visuals interactively establishes them as ‘representations’ of a referent extrinsic to the local interaction. I will then present contrasting cases, where co-participants demonstrably orient to the (imagined) production or publication contexts of the visual to question its status as an authentic ‘document’ of a referent. In particular when interpreting pictures retrieved from social media like Facebook or Instagram, members use “media ideologies” (Gershon, 2010) as situated resources to challenge visuals’ status as epistemic objects that allow the assessment of a referent.

The findings are based on the examination of audio- as well as video-recordings of everyday interactions between young adults (age: 18-35) in informal settings. By using both audio and video tapes, this talk hopes to also further the discussion about which talk-extrinsic information is essentially needed to understand how participants assign meaning to ‘ordinary’ visuals that are always ‘at hand’ when using smartphones-in-interaction.

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## Customer's displays of knowledge in gourmet shop encounters

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The distribution, attribution, and negotiation of knowledge in asymmetric institutional settings represent phenomena that can highlight relevant dimensions of epistemics in social interaction (Raymond 2006) – complementary to the study of epistemics in everyday conversation (Heritage, 2012, Raymond & Heritage, 2006).

Gourmet shops are a locus in which these epistemic asymmetries are managed in an exemplary way. In specialized shops encounters, sellers are often supposed to be experts in what they sell, and customers to be the recipients of their expert explanations, suggestions and recommendations. When this is the case, institutional asymmetry converges with epistemic asymmetry. However, shop encounters are also the locus where the interactional parties actively renegotiate this asymmetry in a locally situated way, depending on contingencies in the emergent ongoing interaction (Mondada 2013; De Stefani & Mondada, 2017).

In order to investigate moments in which epistemic asymmetries are actively shaped and reshaped by the participants, this paper focuses on sequences of actions initiated by customers that display some form of knowledge, embedding stronger/milder claims of knowledge. Among these actions, we analyze here yes/no questions, either in a declarative or interrogative syntax, and the actions they do, such as offering candidate answers, guessing, checking understanding, etc. More particularly, we contrast questions that display autonomous access to some knowledge and the agency of the customer in assembling that knowledge in an incipient course of action, with questions that are built on some prior talk by the seller, repeating, recycling or inferring fragments of knowledge. Analysis of the responses the seller gives to these actions shows that the sequences initiated by the customer can be positively and even enthusiastically valued, but also treated as self-evident, irrelevant, or inadequate. This shows how claims of knowledge can be aligned and even affiliated with but also how they can be rejected as illegitimate. These transformations show that the distribution of knowledge is a continuous and dynamic situated achievement; they reveal how issues of expertise but also of rights and legitimacy are at the core of institutional asymmetric activities. The analysis relies on data that are part of a larger corpus of shop encounters collected across Europe. For this talk, video data collected in cheese shops in Stockholm will be particularly used.

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## Children's practices in directive/response sequences

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Conversation analytic research on the use of directives in parent-child interaction has explored the forms and trajectories of directive/response sequences, including responses that involve resistance and non-compliance (such as Goodwin & Cekaite, 2013; Antaki & Kent, 2015). This paper looks at young children's responses that test or challenge their parents' directive. I demonstrate how children test the deontic authority (Stevanovic & Peräkylä, 2012) of their parents by employing a range of modalities such as small suggestive shifts in gaze and body position. The data was sourced from 3 families in which the children's ages range from 1 to 4 years. Nanny/smart cameras were set up in their homes for a period of a few months, recording was motion and voice activated. The technological features of these cameras provided for a smooth and unobtrusive data collection process for the participants, allowing them to go about their daily lives without the immediate concern of the cameras (such as turning them on and off). Thus, the aims of this paper are two-fold to (i) demonstrate how children 'test boundaries' in moments of conflict with their care-givers and to (ii) showcase the benefits and limitations of using nanny-cameras for the collection of naturally-occurring data in the study of parent-child interaction. In response to Waring and Yu's (2017) observation that little attention has been paid to children's practices in parent-child interaction, this paper explores the child's practice of 'boundary testing' in response to a directive and argues that this child's practice forms part of the broader process of his/her socialization (Hepburn & Potter, 2011; Andrén & Cekaite, 2016). Thus, providing evidence for the argument that children are active agents (Aronsson & Cekaite, 2013; Ochs, 1988) in their own socialization.

**Key words:** parent-child interaction, socialization, directive, multimodal, naturally-occurring data, deontic authority

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## **How to play the game: breaking the rules**

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This paper examines participants' situated interactional practices for managing emerging problems with rules in games, played with bodies in motion. Games not only embody constitutive expectancies that are attached to normative orders (Garfinkel, 1963; Sacks, 1992; Livingston, 2008) but also provide a set of more or less explicit rules that can be followed, altered or violated. Albeit not always explicated in so many words, players are expected to design their actions in accordance with the requirements of the games, rules can for example be formulated post-hoc, following troubles in the gaming activities (Goodwin, 2000; Mondada, 2013). This study takes an interest in how participants of recreational games locally establish relevancies of situated expectations (Rawls, 2009) by means of indicating and solving emerging troubles with initiated, ongoing or accomplished moves in the games.

This study focuses on games, such as pétanque, body sized goose games and motion-based video games, in which the game moves are produced with the full deployment of the players' bodies. Drawing on video recordings of naturally occurring sessions of recreational gaming activities, we investigate members' situated practices of managing emerging game conducts as breaking the rules of the game. Whereas the normative aspects and orders of the game are embedded in the know-how of playing the game, incipient violations of (implied and unarticulated) rules prompts noticings, corrections and instructions, thereby invoking and establishing situated expectations.

The sequential analysis of the participants' conduct shows that the multimodally composed practices of denouncing a move in the game as problematic, are contingent on the temporal aspects and the nature of the trouble source. The noticings of and proposed solutions to the claimed problems are produced in the form of repeated imperatives and deictics, which are treated as corrective instructions. These sequences are sometimes preceded or followed by accounts, which indicates the accountability of doing 'playing a game'. On the other hand, our analysis shows the participants' orientation to and monitoring of courses of action within the game as relevant for the progressivity of the game according-to-a-rule as much as/rather than for issues of competing, collaborating or demonstrating proficiency. Moreover, whereas the noticed violation of a given rule and the corrective instruction it prompts can be tacitly accepted, the players may also deliberately break a rule without being corrected or bodily align with a correction whilst verbally rejecting its relevance.

This study contributes to our understanding of participant's orientation to *rules* as a set of normative expectancies, as a situated and reflexively accomplished achievement.

## **“Tolerating waiting: establishing a practice of showing civil inattention towards ICT interruptions in a distributed teamwork setting”**

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ICT (information and communication technology) enables distributed teamwork by enabling collaboration over distance. However, it also adds complexity to the collaboration by spawning endless ICT interruptions that pose a serious threat to intersubjectivity, thereby causing a risk of the breakdown of teamwork, due to the team members getting annoyed and distracted (González and Mark 2004). As this line of work is inherently ICT dependent, ICT interruptions cannot be ignored in distributed work. This raises a question of how team members establish a practice of tolerating waiting while dealing with ICT interruptions in distributed teamwork and what kinds of implications it has to their expected social conduct and their relationship with each other (Tiilikainen and Arminen 2017).

Applying multimodal EM/CA methodology, we examine how team members establish a practice for managing the ICT interruption induced waits by showing civil inattention (CI) (cf. Goffman 1959). We approach inducing waiting from a theoretical viewpoint of it being an inappropriate conduct challenging and adding complexity to the expected practice of keeping up intersubjectivity in interaction (cf. Goffman 1959; Mondada 2011) in distributed teamwork. We analyze video recorded data from five teams during their distributed work meetings. In each team, there are three members in a collocated environment plus one in a remote location. In this setting, the team members encounter constant ICT interruptions by a novel ICT prototype they need to use for their distributed teamwork. Not having a prior practice for managing the interruptions caused by this prototype, the team members have to establish it during their session. We demonstrate our findings with a case example, showing how the team members first explicitly negotiate ICT interruption ownership with online commentaries, but with the recurring ICT interruptions, soon establish a practice of “tolerating waiting,” using activity placeholders for the swift allocation of ICT interruption ownership and CI within the team. With the practice of tolerating waiting, they can avoid the breakdown of their teamwork, with a novel relationship that allows them to keep on working in parallel in relation to their two work objectives (distributed team task and ICT interruption) without waits, and smoothly drop the ICT interruption management when that line of action is no longer relevant. Our findings help in understanding how team members keep up their teamwork by managing ICT interruption induced complexity, a necessity in the modern distributed work environment rife with ICT interruptions.

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## When neurologists pronounce: comparing strong recommendations about treatments and investigations in UK neurology outpatient consultations

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Recent research on the design of treatment recommendations described five action types, identified across a range of medical settings in the US and UK: pronouncements, suggestions, proposals, offers and assertions (Stivers et al., 2017). While the latter four may reduce – to varying extents – the doctor’s claim to a position of epistemic and/or deontic authority vis-à-vis the patient, pronouncements may be understood as “the most direct expression of medical authority in treatment recommendations because they straightforwardly combine both epistemic and deontic dimensions of physician authority in a single action” (p. 1343). Examples from our dataset include: “I’m going to order a CT scan” (G041), “we need to do some further investigations” (S049), “what we’ll do in the first instance is do some blood tests” (G100). In short, pronouncements are delivered as if the decision has already been determined by the doctor, with no orientation (in their design) to the patient’s right to accept or decline.

In this paper, we extend our understanding of this ‘strong recommendation’ type by comparing their use in *treatment* recommendations with their use in recommendations about *future investigations* (e.g. blood tests, scans, lumbar punctures etc.). Having worked extensively on a dataset of over 200 UK neurology outpatient consultations, we had the qualitative impression that neurologists tended to pronounce far more regularly with respect to investigations than treatments. Pursuing this hypothesis, we found that it was supported numerically by our data, but not as strongly as we had supposed: roughly 60% (49/82) of neurologists’ initial recommendations about investigations were done as pronouncements; by contrast, the same was true of roughly 40% (37/95) of initial recommendations about treatment. However, the contrast became far more compelling when we considered each of these two collections in more detail. There was an inverse relationship with respect to whether pronouncements were used to recommend in favour of, vs. against, treatment or investigations:

- Pronouncements FOR some new/additional TREATMENT: 7/37 (18.9%)
- Pronouncements FOR some new/additional INVESTIGATION: 42/49 (85.7%)
- Pronouncements AGAINST some new/additional TREATMENT: 30/37 (81.8%)
- Pronouncements AGAINST some new/additional INVESTIGATION: 7/49 (14.3%)

In this paper, we use conversation analysis to explore this contrast in more detail. We argue that it indicates a marked orientation to test ordering as falling predominantly within the neurologist’s domain – as an extension of the diagnostic process, rather than an interactional equivalent of treatment decision-making. By contrast, the decision to start a new/additional treatment is seldom oriented to as a decision to be made unilaterally by the neurologist. This not only sheds light on how we make sense of those cases where doctors do pronounce with respect to treatment, but on our wider understanding of the limits to shared decision-making, at least as this is currently practised within UK neurology. Our findings also suggest that approaches to decision-making do not only vary by ‘setting’ (e.g. national location or type of clinic, primary vs. secondary care etc.) but also with respect to what the decision is about.

## Embodied practices of establishing mutual gaze in vis-à-vis seating arrangements

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A main feature of open office settings is that coworkers are physically co-present while doing their individual work. This visual access between coworkers, who are seated together, allows speaker to obtain the gaze of his recipient during the opening of a conversation without leaving his desk. As shown by EMCA workplace studies the placement of desks in seating arrangements have implications for the embodied practice of gazing at a coworker (Salvadori, 2016; Tuncer, 2018). However, as this paper demonstrates, even within the same seating arrangement there are differences in practices of establishing mutual gaze. By analyzing openings of conversations in vis-à-vis seating arrangements the paper highlights that the choice and success of an embodied practice depends on the affordances of the material environment at the desks as well as the bodily effort of the addressed recipient. Features of the material environment, e.g. size of desks, computer screens and number of screens, are shown to influence coworkers' bodily conduct regarding the possibility to just momentarily pause a current activity or the need to completely disengage from the activity to establish mutual gaze, e.g. by standing up or moving away from the desk. The embodied practices of establishing mutual gaze, which are presented in this paper, are "gazing above the screen", "moving body above the screen", "torqueing body next to screen", "moving body next to screen", "moving and torqueing body next to screen" and "moving body next to desk".

Thereby the paper builds on Schegloff's work on body torque (1998) by demonstrating variations and nuances of embodied practices of moving and/or torqueing bodies away from computer screens to exchange gaze. The paper is based on a collection of six sequences of two-party conversations between coworkers seated opposite each other in vis-à-vis arrangements. The methodological approach draws on ethnomethodology and conversation analysis. Data consists of approximately 56 hours of video recordings of naturally occurring interactions in three Danish companies with open office environments. A common characteristic of the open offices is that everyone is sitting together in the same room where employees' desks are placed in groups of two or four in either a square or rectangular formation. The paper contributes to EMCA workplace studies that in a similar way have studied interaction in shared workplaces featuring body torque (e.g. Heath & Hindmarsh 2000; Salvadori 2016; Tuncer 2018).

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## Evaluating others as a positioning practice in social interaction

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Positioning theory as conducted by Davies and Harré (1990) presents a dynamic perspective on identity in social encounters. Since its establishment in social psychology the notion of positioning has found its way into linguistic research, and specifically narratology (cf. Bamberg 1997; Lucius-Hoene/Deppermann 2004). Thus, positioning research so far has mostly focused on narrative contexts such as (auto-)biographical interviews or (small) stories to "gain access to the narrative identity of a person" (Deppermann 2015: 377). In the majority of works the interest lies in describing the position taken by the interlocutors rather than the underlying often co-constructed process to constitute said position. Hence, the main goal of my study is to describe the interactional practices with which positioning is interactively performed and negotiated in everyday talk. The empirical study is based on publicly available authentic data of mundane communication, accessible through the DGD (database of spoken German).[1] The analysis follows the methodology of interactional linguistics (Couper-Kuhlen/Selting 2017) and conversation analysis.

First results show a variety of recurrent practices available for (self-)positioning, one of which is evaluating and thus positioning other people, who can either be present participants or absent third parties. Speakers often briefly mention 'people they know' and ascribe certain characteristics to them. In the following example Anita brings up her friends from university:

**Anita:** aber ich hab viele freunde muss ich sagen \*h die äh ähm \*h sich darauf ausruhen dass ihre eltern sie finanzieren obwohl die total viel zeit hätten eigentlich zu arbeiten un des find ich nich gut

*but I have many friends I gotta say \*h who uh uhm \*h rely on their parents to finance them although they'd actually have much time to go to work and I don't like that*

*(source: FOLK\_E\_00055\_SE\_01\_T\_08\_DF\_01\_c405)*

By negatively assessing the behavior of her friends she indirectly characterizes herself as someone who does not behave that way and thus positions herself in a positive light. This position of a moral high ground is solely formed by referring to and evaluating an undefined and absent group of people. In my data other-positioning, often in form of introducing a third party is recurrently used by interlocutors to increase the options available to display certain positive identity aspects without being at risk of breaking the self-praising constraints. Thus, in addition to shedding light on the interactive process of positioning, the practice-based view employed in this study contributes to the understanding of identity work in interaction in general.

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[1] Specifically I am employing FOLK (Forschungs- und Lehrkorpus Gesprochenes Deutsch), accessible via [https://dgd.ids-mannheim.de/dgd/pragdb.dgd\\_extern.welcome](https://dgd.ids-mannheim.de/dgd/pragdb.dgd_extern.welcome).

## The big picture. The trans-situational cooperative making of digital moving images for film and television

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Based on an empirical case study on digital visual postproduction for film and television, the paper discusses recent sociological thoughts on ‚trans-situativity‘ in relation to creative work. Starting from the assumptions that creative work as social practice is (i) inherently cooperative and that non-human participants in work settings are (ii) not only objects and products of socio-material work practices, but (iii) also essential to the establishment of cooperation as *media* which transcend separate situations, this paper focusses the temporal unfolding of mediatized creative work within and between cooperative situations. In order to argue that the ways in which cooperative situations are connected in practice are essential to understanding creative work, the paper draws on recent sociological arguments about the relevance of objects and media to connect situations. Partly inspired by practice theory, these approaches build on, yet add to classical ethnomethodological and interactionist insights on labour as produced in the context of studies of work and workplace studies. While the latter have been informative in showing how cooperation is produced in situ through interactive socio-technical coordination, they have often relied largely on the analysis of separate situations and their sequential unfolding. Addressing the varied temporal organization of work practices and socio-technical coordinative efforts within *and* beyond situations through media is particularly suited for the analysis creative work, as recent studies have stressed the role of the production of uncertainty and affect (such as ‚flow experiences‘) for creative work: it can be argued that these situated experiences rely particularly heavily on coordinative efforts before and after, which prepare and process the materials needed for situated, uninterrupted ‚flows‘. Moreover, this perspective on creative work can evade the myth of singular moments of ideation (often centering male ‚original geniuses‘). In this line of thought, I will show different socio-technical temporal mechanisms of coordination between different cooperative situations in postproduction. The production of digital ‚visual effects‘ is a significant example for creative cooperation: contributing to cinematic and visual design, it is listed as part of the „creative industries“. Yet, it also displays a high degree of standardization of specialized labour: ‚animators‘ coordinate their activities with ‚compositors‘, ‚riggers‘ or ‚digital matte painters‘ who work simultaneously and successively on different aspects of the same effects and film shots. On basis of ethnographic research in five visual effects studios in England and Germany, the paper shows that these processes of creation, coordination and standardization, play with – not against each other. The „seamless“ visual integration in the emerging films and series requires both comprehensive efforts in synchronizing specialized, trans-local commissioned work, as well as fostering experimental practices of production, in order to create effective and affective media images. How this is achieved in practice, is a question of cooperative coordination – which operates on the level of the situation (e.g. the rhythmization of face-to-screen-labour), organizational rhythms (such as a „back and forth“ between visual-effects-artists and supervisors in feedback loops) as well as institutional continuity (like the installation of specialized „screening rooms“).

## Achieving transitions from one item to another in pairwork speaking activities

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In English as a foreign language (EFL) classes, students frequently speak in pairs. Although the items for discussion are typically fixed in advance and materialized in a list of questions or topics in a handout or textbook, the actual transitions from one item to another are managed locally by the students. Using conversation analysis, this paper investigates how the students coordinate their talk and the broader embodied and material resources (Streeck, Goodwin, & LeBaron, 2011) when transitioning from one item to another, i.e. how they achieve closure of one topic or sequence related to one item by making a new item from the list relevant. Following the seminal paper by Schegloff and Sacks (1973), studies have shown that the participants rely on the material and embodied resources when achieving conversational closings (e.g. Laurier, 2008) and activity closings (e.g. Broth & Mondada, 2013). Modaff (2003) has shown how speakers manage the transition from opening to an institutional task by looking away from a co-participant toward a task-relevant physical object. In educational settings, sequence closings have been investigated, for example, by Åberg (2015, pp. 183–208), who analyzed how students and teachers transition from instruction to the closing phase of the instructional encounters.

This paper builds on audio- and video-recordings of 22 teaching hours in higher education and 15 teaching hours in upper-secondary education (multiple cameras and voice-recorders were used), all of which were recorded in intermediate EFL classes in Czechia. The findings suggest that in addition to verbal resources, such as uttering “okay” – “yeah” (cf. Schegloff & Sacks, 1973), the speakers make the transition relevant by looking at the list of items in close coordination with manipulation thereof (touching or lifting the handout up from the desk) and with changes in body posture. The analysis focuses on the sequential organization of these moves, by which the speakers make the next item relevant. When both students have displayed their orientation to the list, they achieve the transition to the next item, typically by reading it out loud.

This paper adds to the understanding of how EFL students negotiate the transition from one item to another in pairwork speaking activities by describing the ways in which the speakers use material and embodied resources.

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## Achieving practical tasks with online video tutorials: the collaborative production of instructed actions

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Online video tutorials have become a massive pedagogical medium within a few years, for all sorts of activities and people. They also offer unique interactive affordances, allowing users to control the flow of instructions by playing, pausing and scrolling (Heinemann & Möller, 2015). Considering that “the practical adequacy of the instructions is embedded within our work of discovering what the instructions tell us to do” (Livingston, 2008: 98), we set out to investigate how users in their interactions and with the video collaboratively achieve instructed actions (Garfinkel, 1996). Online video tutorials are a fascinating object not only for ethnomethodology but also for a broader audience ranging from education to human-computer interaction.

The data for this presentation, in addition to interviews and detailed studies about the shaping of instructions in online video tutorials (Evans *et al.*, 2018), are 10 hours of video recordings of pairs of participants achieving practical tasks using online video tutorials. We focus on a phenomenon which is central to this activity: users pausing the video to turn to action, in other words the transitions from watching the video – or receiving the instruction – to applying the instructions in the concrete world. Based on the detailed analysis of a collection of such fragments, we first unpack practices which precede pausing the video: how parties make public their understanding of the instructions-in-progress, how they rely on cues in the video itself to locate task boundaries, and how they make visible their project to turn to action. Then we focus on the work achieved to start with the practical task. We unpack how tutorial users transpose instructions into actions, how they transform what they have seen and heard in the video into actions that are both conform to the instructions, and possible with what is available in the local setting and the material objects at hand (Mondada, 2014).

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## Re-Using 'Old Exams': Students' and Lecturers' Practices of Mastering University Examinations

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Preparing for and passing an exam is a practice constitutive of the study at universities. However, despite of the importance of grades and passing exams for students' academic work (cf. Becker et al. 2003 [1968]), there still remains a curious paucity of empirical research that have focussed on university examinations in their practical accomplishment (but see Dederding & Naumann 1986; Meer 1998; Icbay & Koschmann 2015). This paper presents an ethnomethodological study of mastering university examinations. In particular, it focuses on the practice of using 'old exams' by both students while preparing for examinations and lecturers while designing multiple choice questions. When, at the beginning of 2016, we started our research, we came upon a phenomenon of existence of students' Facebook groups in which students communicate and share exam relevant information and materials, among others files of 'old exams'. The fact that such groups exist and that, moreover, some of them have been created specifically for such purposes excited our curiosity: what does it say about the practice of preparing for and passing university examinations?

Based on the analysis of students' online communication (about 350 posts in four Facebook groups), as well as observations of examination situations and interviews with students and lecturers at one German university, the paper gives a detailed description of recycling old multiple choice questions as a routine, common practice of students *and* lecturers. First, it shows that, while both routinely make use of old exam questions, students and lecturers have opposing perspectives on using old exams as a method of exam preparation: a students' perspective on it as a 'reasonable' way of preparation and a lecturers' perspective on it as an 'illegitimate' way of preparation. Second, it demonstrates, that these opposing perspectives are at the same time characterized by deep interleaving of actions which implies a circular process of counterstrategies and adjustments. Focussing on this "hidden interactivity" (Hirschauer) in re-using 'old exams', the paper shows: 1) how students' 'learning with old exams' is accomplished as searching for and mutual elaboration of missing 'right answers' to old exam questions on the Facebook; 2) how lecturers in their efforts to counteract students' practice of 'learning with old exams' have continually to work *against* their own exam questions, i.a., by yearly modifying and renewing them, and 3) how the practice of 'learning with old exams' adjusts to such modifications.

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## Rejecting a candidate solution in word searches: multimodal responsive practices

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In everyday conversation, participants have to face emergent problems and to adjust to the unfolding of talk and information in interaction. In case of trouble, repairing formats deal with the issues of maintaining and establishing mutual understanding. Lengthenings, hesitations, silences and incomplete syntactic units, as well as gaze withdrawals, are the most common signals of emergent trouble, making the activity of searching for a word accountable (Goodwin & Goodwin 1986).

In this contribution, I study sequences of word search and, more particularly, I focus on multimodal responsive practices, following the trouble turn and its candidate solution. Here is an example. Bruno is talking about a photo that he posted on an Internet forum, and that Antoine criticized in a funny way (line 1).

1 BRU et c'est marrant la critique que t'as fait de ma photo  
*and it's funny the criticism that you made of my photo*

2 (0.3)

3 BRU j'ai trouvé qu'[elle était ]  
*I thought that it was*

4 ANT [ah non attends] laquelle  
*oh no wait which one*

5 BRU euh:: celle euh: [j'ai oublié]  
*uh:: the one uh: I forgot*

6 ANT [que t'as ] recadrée  
*that you cropped*

7 (0.3)

8 BRU -> que non pas euh que j'ai non pas c'qu' j'ai recadrée  
*that no not uh (the one) that I've- no not the one that I cropped*

In line 4, Antoine interrupts Bruno ("oh no wait") and asks for the identification of the photo. In doing so, he initiates an inserted repair sequence, in overlap with Bruno's ongoing comment about his criticism ("I thought that it was", line 3). The unfinished construction ("uh:: the one uh:") is interpreted as a word search initiation by Antoine, who eventually offers, in overlap, a candidate solution (i.e. a syntactic completion, "that you cropped") to the trouble turn in line 5. After a restart ("that", line 8), Bruno rejects the candidate completion proposed by his friend and produces an extensive self-repair, echoing Antoine.

This study will offer an overview of the sequential, syntactic and multimodal resources mobilized by participants in order to reject candidate solutions, during the activity of searching for a word in French video-recorded interactions, as shown above. From a sequential point of view, third position is particularly interesting for the maintenance of intersubjective understanding in social interaction (see Lerner 2004 on *receipt slots* in collaborative turn sequences). It represents not only an opportunity to receipt, to accept, to assess in various ways (Oloff 2014) a candidate solution, but also an opportunity to reject it, which remains an almost unexplored territory in conversation analysis.

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## The practice of positive evaluation as a transition between tasks in educational interaction

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This study examines one of the practices that interlocutors use when transitioning between turns-at-talk. Specifically, we address the use of the Greek particle “orea” in institutional interaction as a transition from one task to another. Previous research on interaction in educational settings has examined the practice of positive evaluations as part of the IRE sequence (McHoul 1978, Mehan 1979). However, in line with Schegloff (1997), we looked at boundary cases of positive evaluations which appeared to divert from a traditional view of instructional interaction consisting of consecutive IREs. That is, although the Greek particle “orea” is predominantly used to positively evaluate the content of students' prior answers, in our data, it is also used to endorse the successful completion of the prior pedagogic task before moving to the next task. The institutional character of the transitional orea between tasks is underlined by the pattern of turn design “orea+directive”. The teachers employ “orea+directive” to determine successful completion of the prior task and to mark at the same time their orientation to engage in the next activity of the larger sequence.

Our data consist of 35 hours of interaction in educational settings (private language lessons and kindergarten data in Greek). This analysis is part of a larger study on the use of “orea” in Greek everyday and institutional talk. It aims at extending the cross-linguistic scope of research on practices implemented by teachers for managing educational tasks (Mehan 1979; Markee, 2004; Lee 2007; Margutti & Drew 2014; Huq & Amir 2015), the study of turn initial particles across languages (Heritage & Sorjonen 2018) and the still developing body of literature on the use of receipt tokens in Greek talk-in-interaction (Christodoulidou 2013).

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## **Managing complex participation in choir rehearsals: an analysis of 360° video data**

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This study brings the scholarly discussion of ‘complexity’ and ‘multiactivity’ to a little-studied setting – musical rehearsal –, using novel type of data. The paper examines interaction in choir rehearsals, a setting that can be described as highly complex in several respects. The analysis draws on 45 hours of video recordings of authentic, naturally occurring choir rehearsals. The recordings have been made with a 360° video camera (positioned in the middle of the room), supplemented by a wide-angle GoPro camera (at the back of the room). The data is analyzed with conversation analytic methodology, paying close attention to the participants’ verbal and embodied behavior in the situated, material environment. Central research questions concern the management of multiple concurrent temporalities of action and the complex participation in this situation – questions that have not received attention in the prior (interactional) studies on musical rehearsals (e.g., Merlino 2014, Reed & Szczepek Reed 2014, Tolins 2013, Veronesi 2014).

The analysis focuses on the participants’ practiced solutions in how to manage interaction with multiple interactants simultaneously, i.e., how to be involved in interpersonal multiactivity (e.g., Mondada 2011, 2014; Haddington et al. 2014) in a choir rehearsal. The activities of both the choir conductor and the singers are investigated. First, the conductor is involved in the complex social action of conducting the choir, and the embodied conduct used for this is highly complex: the various interactional resources used manifest as complex ‘multimodal gestalts’ (Mondada 2014, 2018). Often, depending on the music, there are more than just two parties (the conductor and the choir) in the situation, as the videoed choir is divided into eight voices at the most, which, in turn, consist of individual singers. The conductor’s activities may be directed to any of these assemblages, from the whole group to an individual singer, and frequently to several ‘sub-groups’ at the same time. The analysis shows how the conductor achieves this complex, multi-layered participation with the other parties by using various multimodal resources, including parts of the body and their movements, gaze, facial expressions, inhaling, movements of the whole body, vocal resources including both talk and “nonsense” syllables, and the temporality and rhythm of all this. Second, the individual singers may be simultaneously involved in interacting both with the conductor (singing and following his conducting) and one or more of the fellow singers, using some of the above-mentioned resources. In this paper, I will show the ways in which these situations (may) become complex for the participants themselves, basing my claims on observations about the data. The results show that choir rehearsal is a setting where multiple courses of (inter)action are accomplished simultaneously with skilled coordination – some more routinely (mostly by the conductor), others on a more emergent basis (certain behaviors by the singers). In the paper, I will also discuss the challenges and possibilities of the methodological practice of using 360° video data for interaction analysis.

## Reframing routines: instructed action in interactions with smart assistants

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Smart Home Assistants (like Google Home or Amazon Echo) are one of the more impressive devices of the smart home vision; now in touch with the general public through a growing dissemination mainly in North America's and Western Europe's households. These systems are basically intelligent conversational agents embedded in hand-free speakers that can answer user's information requests (weather, time, etc.), play music, manage agendas and to do lists. In addition, users can also control devices via voice command (lights, tv, radio, security devices like motion detector, door opening sensor). Home assistants are described by their promoters as an AI based technology that can "make everyday life easier" thanks to their conversational skills making possible smooth voice interaction with users, very similar to human conversation. However, recent EMCA research put in question the idea of voice technologies making "everyday life easier". Based on analysis of practical accomplishments of these human-machine interactions researchers contested the relevance of the comparison with the conversation (Porcheron & al. 2018) and highlighted the continuous "user's work" necessary to make smart assistants work, in particular repairing troubles (Velkovska & Zouinar 2018).

Drawing on a video-ethnographic study of the uses of home assistants in twenty households in Paris area (France), this paper goes on questioning the place and the consequences of conversational artefacts on everyday activities. Beyond the issues of managing human-machine asymmetries (Suchman 2007) and interactional misalignments analyzed in previous research, it examines situations where they come to be embedded in daily routine activities at home (e.g. accessing different kinds of information like traffic, weather or tv program, checking newspaper, controlling home devices). The paper describes the ways the voice interaction with a conversational agent may reshape daily routine activities, affecting the practical organization of action. Focusing on activities related to media and information access through a home assistant it discusses issues of list management and instructed action in human-machine interaction. The analysis sheds light on how the dissemination of conversational agents in everyday settings as a new mediation may restructure apparently routine activities.

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## Formulating “Intention-in-Action” as an Embodied Practice

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This paper focuses on statements by participants in terms of “intention-in-action” in the context of theatrical rehearsals. The notion of intention-in-action has been widely used in philosophy and cognitive science to salvage the concept of intention from its mentalist imprint as shown by the works of Searle (1983) and Bratman (1984) for whom intentions are not prior to action but part and parcel of an action in a concrete setting. Indeed, from a practice-based perspective, the notion of intention-in-action adds nothing to the understanding of activities, leading conversational analysts to avoid any ‘intentionalist’ analyses of action (Heritage 1995).

Yet, an issue arising in connection with the notion of intention-in-action is how to address the situation where members explicitly resort to intention-in-action when they evaluate the multimodal activities of others (Depperman 2014, Derek 2008). This occurs when they perspicuously target a problematic aspect of others’ activities, as in theatrical rehearsals when the stage director points to an ‘inappropriate’ intention emerging from the actor’s performance, thus presenting at first glance a form of reasoning from behaviour to intention. This paper focuses more particularly on how stage directors react to the acting techniques implemented on stage during rehearsals, with a particular focus on their instructions (Garfinkel 1996) related to the actors’ skills of embodiment in real time and space. This presentation emphasizes that a practice-based perspective can help to explain this kind of activity, while denying the relevance of the Searlean conception of intention-in-action, opening the path to a different conception, where formulations in terms of “intention-in-action” are triggered by previous actions that appear to other members as an unaccountable-action, leading to request a repaired statement.

This presentation is based on the ethnographic study of a French theatre company that includes observation and video recordings of the planning and rehearsing material towards public performances. The audio-visual recordings of the different theatrical creations gathered for this study, which aim to document the semiotic and interactional resources that make the creation of a play possible, transcribed and analyzed according to the ethnomethodological conversation analysis (Mondada 2018), constitute the empirical basis for this presentation.

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## **Blackboard inscriptions as practical, collaborative accomplishments in primary school**

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Over the past decades, classroom interaction (Gardner 2012; Koole 2015) has been extensively examined within Conversation Analysis, with studies on phenomena such as the *IRE* sequence (Initiation-Response-Evaluation, cf. Sinclair & Coulthard 1975; Mehan 1979; McHoul 1990; Margutti & Drew 2014), question design and scaffolding (Lerner 1995; Koshik 2002; Margutti 2006, 2010; Koole & Elberts 2014), and with descriptions of interaction organization in terms of activity types (Levinson 1979, 1992) and participation frameworks (Goffman 1981; Goodwin & Goodwin 2004; Philips 1972; Jones & Thornborrow 2004; Koole 2007).

While earlier studies were mainly centered around verbal conduct, in more recent years scholars have begun to investigate classroom interaction, as well as further instructional contexts, from a broader, multimodal perspective, as outlined and developed within CA (cf. for instance Goodwin 1981, 1994, 2013, 2017; Schegloff 1998; Mondada 2009; Streeck, Goodwin & LeBaron 2011), exploring how teachers and students orient to and draw on a variety of semiotic resources, simultaneously and sequentially, in order to accomplish their institutional and interactional goals. A number of topics have been thereby examined, from the role of gaze in turn allocation and in reproaches (Kääntä 2012; Mortensen 2008; Orletti 2015; Andrén & Cekaite 2017) and the use of gestures in the teaching of vocabulary (Waring, Creider & Box 2013), to the embodied coordination of participants in lessons beginnings (Ingwer 2007; Pitsch & Ayaß 2008). Attention has also been devoted to the use of material objects and structures (Nevil et al. 2014); an example thereof is the blackboard, and the way blackboard inscriptions may serve as interactional resource in stabilizing knowledge (Pitsch 2007) or as a mean through which students make their competence visible (Mori & Koshmann 2012).

Drawing upon this line of research, the paper, based on a collection of audio- and videorecordings of classroom interaction in Italian primary schools (3rd grade, L1 instruction, ca. 10 hours) and applying a multimodal Conversation Analysis approach, aims at investigating how the (traditional) blackboard is constituted as a learning space, providing pupils with the opportunity to successfully accomplish the task at hand.

By focussing on one specific episode of whole class interaction revolving around grammar – revising definite and indefinite articles – and organized as a series of *IRE* sequences, it is examined how blackboard inscriptions are jointly produced by teacher and pupils through a distribution of tasks and semiotic modalities. It is thus looked at how the teacher involves one pupil after the other at the blackboard and, through the deployment of different kinds of inscriptions, talk and embodied resources (for instance, pointing gestures), sustains and orients pupils' 'navigation' through inscriptions, as well as the delivery of the expected answer. The exploratory study aims at shedding light on how, in classroom interaction, 'correct' answers to teachers' "known information questions" (Mehan 1979), to be publicly displayed as blackboard inscriptions, progressively emerge through participants' intra- and interpersonal coordination at the level of linguistic structures, and bodily and material resources, and discusses their implications for teaching and learning procedures, and participation frameworks.

## **Membership Categorization in Bilingual Medical Consultations: Repetition in Third Party Interaction**

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This paper investigates the role of companion repetitions of patient contributions during Spanish language medical consultations involving patient-companion-provider triadic interaction. Repetition in the medical consultation has been studied through conversation analytic methodology (Park, 2011) demonstrating that repetition can facilitate understanding and create specific meanings. The particular instances of repetition analyzed here involve the Spanish-English bilingual companion repeating the monolingual Spanish-speaking patient's Spanish contribution in English to the ratified Spanish-English bilingual provider. As this paper will demonstrate, companion repetition of patient contributions, particularly when it occurs in English, a language the patient cannot understand, strips patients of the ability to co-construct meaning with the medical provider. Importantly, these instances of repetition do not constitute translation because the companion and provider use both Spanish and English. Data was collected in the context of a community clinic in the United States. Participants include nine monolingual Spanish-speaking patients, nine Spanish-English bilingual companions, and three Spanish-English bilingual providers. Data involves nine audio-recorded Spanish language medical consultations in which triadic interaction occurs. Analysis involved an integrated approach, which includes Goffman's (1981) notion of the participation framework and membership categorization analysis (Sacks, 1992). Findings indicate that bilingual companions often repeat patient Spanish contributions in English during the health history segment of the consultations and that such repetitions serve to construct patient membership categories in the context of a participation framework in which patients are not ratified and cannot understand the language being used, rendering the patients non-participants in their own membership categorization. In these instances of repetition, patients become categorized as lower in the hierarchy than companions and are often constructed as defective category members (Schegloff, 2007). Implications point to the need to raise bilingual medical providers' awareness of how patient companions may impact diagnoses as they construct patient realities during the history taking phase of the consultation.

## Becoming a skilled forklift driver: managing the machine and the space

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The data for this paper are collected at a Danish forklift training facility. To qualify for a certificate, forklift drivers need to participate in a 7 days course that covers safety and practical driving. For the data collection, three different trucks have been followed for a week with three internal cameras and one to two external cameras following each truck.

Mortensen & Wagner (2018) argued that skilled forklift driving is visible in drivers' speed and precision when performing an action. Novices drive 'troubled' and slow, with hiccups, adjustments and corrections in the driving performance, while skilled drivers do the job faster, more fluently and synthesized. Skilled drivers seem to draw more on their embodied knowledge of the process than on visual control of the activity and respond flexibly to other drivers in the environment.

This paper has been initiated by the observation that beginning drivers often drive their trucks in a forward direction, while experts drive them backwards. Beginning drivers' enskillment goes along with changing into the backward driving mode. The paper explains what drivers gain by travelling backwards and whether increasing driving expertise combined with using a backwards driving mode becomes visible in a different use of space by expert and novice drivers

The study is different from many other EMCA studies, since forklift drivers do not organize their interactions by talk, although talk may happen (Nevile & Wagner, 2019). Drivers are engaged in *talkless action*. They rely mainly on visual resources and sounds of the machines and in the environment to understand the actions of other drivers and they make their own driving trajectories visible and hearable. The drivers participate in what Goffman (1963) calls *unfocussed interaction*: they share a common space and negotiate their activities with other drivers through what Goffman (1963) calls *civil inattention*.

The study contributes to an understanding how embodied skills are acquired through and as practical embodied action.

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## Literal Improvisation? Recovering the Electric Guitar Solo as a Collaborative Achievement in Multimodal Specifics

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In a recent essay, the French sociologist of music Antoine Hennion reflects upon different versions of baroque music, their technical performance, and the notion of historical authenticity (Hennion 2016). To the question “what makes music baroque” his essay replies by encouraging its readers to listen to selected music extracts, whilst inviting them to contrast their listening experience with the successive contextualizations and recontextualizations of those extracts, notably in terms of 20<sup>th</sup> century music record, publication, and production history. The present paper takes its cue from Hennion’s essay by turning its historical and conceptual reflection on “fakes in music” into a phenomenon, not in terms of a detached and individualized listening experience, but as part and parcel of the collaborative achievement of musical performance (as it entails playing with, hearing out, and watching one’s fellow musicians). Drawing upon a video ethnography of 1980s cover bands at work, the paper homes in on their joint rehearsals of electric guitar solos in multimodal specifics, *in situ* and *in vivo*. In particular, the paper examines a cover band’s tentative achievements of a coordinated entry into, playing through, and exit out of a famous guitar solo (e.g., Prince’s solo on *Purple Rain*). How do its members, and its guitarist in particular, achieve the solo as a “literal improvisation,” displaying both technical accuracy and lively style, as that double requirement emerges in the course of their rehearsals? In tackling this question (see also Sudnow 1978:14), the outlined paper not only re-specifies the conceptual and historical reflection on “fakes in music” (by examining how it is dealt with by cover bands during rehearsal), but also contributes to current discussions on enactment and reenactment in and across contemporary art, ethnomethodology, video and conversation analysis (e.g., Fraser 2014; Sormani 2016; Tutt & Hindmarsh 2011). Incidentally, the paper examines how cover bands themselves “work with video” (Broth et al. 2014) as they strive to emulate the distinctive sound *and* visual appearance of original performances (“faking it till making it”). The “electric guitar solo” thus offers an apt opportunity to reflect upon the notion of performance (including “hoaxes, provocations, [and] commercial stunts”, Hennion 2016:86) against the ambivalent background of contemporary art, too. Indeed, the latter typically collapses traditional distinctions between visual and performing arts, including music, whilst marking its critical difference from both commonly available and more elitist forms of “pop culture” (including 1980s pop and rock music, as well as “baroque” recordings, if not classical music more broadly).

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## Time matters: Changing category predicate negotiations in expatriate blogs

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Everyday life is rich in potentially transformative experiences. Yet how members themselves engage with changing circumstances and the personal transition this engenders has remained under-researched from a linguistic point of view (Angouri et al. 2017: 1). Whilst previous research has explored how newcomers in online forums negotiate and embrace category membership (Stommel and Koole 2010; Giles and Newbold 2013), little is known about how particular members change their practice of negotiating identity categories and predicates over an extended period of time.

This paper addresses this issue through longitudinal analysis of twelve so-called 'expatriate blogs' written by foreign nationals who have relocated to England and who use these interactional sites to make sense of such transformative experience. The data set comprises 568 posts ranging from the beginning of the blogs (before or just after relocation) up to one year of life abroad. Due to its inherently chronological nature, blogging lends itself to an investigation of the change of practices by individual members over time. Based on recently concluded doctoral research and drawing on membership categorisation analysis (Sacks 1992; Housley and Fitzgerald 2002), the analysis explores how members accomplish the action of positioning themselves as incumbents of the category 'expatriate' at different stages during their transnational experience. Prominently, this involves a negotiation of predicates, which are occasioned *in situ* as category-bound, but also clearly emergent over time as individuals accumulate personal experience of life abroad. Members display an orientation to this by sharing posts about what they have learnt about 'expat life' and wish they had known before relocation. The observed change in how members negotiate category predicates further impacts on the practice of blogging itself, with members orienting to and accounting for changes in the frequency or style of their posts.

These findings contribute to methodological debates within ethnomethodological research about the future development of membership categorisation as an analytic framework through building collections and taking into account the context of categorial work (Stokoe 2012). And they also further advance our understanding of personal transition and the accompanying change in positioning practices over time as a members' concern and as both a local and cumulative accomplishment.

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## Beyond Neutrality and Adversarialness: The Case of Platform Questions

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Conversation analytic research on news interviews has made illuminating revelations of their institutional features. Much has revolved around interviewers' (IRs) questioning practices that embody such competing journalistic norms as neutrality and adversarialness (e.g., Clayman & Fox, 2017; Clayman & Heritage, 2002). One type of TV interviews where the IR questioning practice may fall outside the bounds of neutrality and adversarialness concerns programming supported by the institution of the interviewee (IE), where the goal of the episode is to promote the missions and agendas of that institution. In that particular context, the interviewers appear to be charged with a different sort of task--one that supports the IEs' communication to the public on behalf of the institution. In this talk, I show how this particular task is accomplished interactionally via the deployment of what I call *platform questions*.

Data come from 4 one-on-one interviews that involve 2 interviewers and 4 interviewees on local television stations in the United States, where the interviewees are representatives of a major foundation that supports the programs in which these interviews appear. For the purpose of this paper, following Ehrlich and Freed (2010), I define questions as any piece of talk designed to create a slot for responding by soliciting (or treated as soliciting) information, confirmation, or action (p. 6) (e.g., *Talk about it.*).

As will be shown, unlike neutral questions that simply seek information or challenging questions that demand accountability of the interviewees' claims, *platform* questions are designed as "platforms" for the IEs to "glow and shine," and as such, built in three different formats: (1) positive attribution of the IE's background or the institution's reputation plus invitation to elaborate (e.g., *You have an impressive background in .... Tell us what x means.*), (2) *wh*-questions that presupposes a laudable quality of the IE or the institution (e.g., *Why is X so committed to...*), and (3) *yes/no* question that voices feigned skepticism (e.g., *Is that health?*). In various ways, these questions create a space for the interviewees to credibly broadcast core missions of the institution in ways that highlight their unique and distinctive features.

By detailing a previously undocumented question type in news interviews, findings of this study contribute to the growing body of work on question-answer sequences and that on interviewers' questioning practices more specifically. In particular, they make evident the ways in which interviews can be done to forward the interviewees' messaging agendas as they communicate to the public.

## Deciding a Driver's Culture: On "Technical" vs. "Political" Versions of Human Dispositions

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In the Summer of 2015, Toronto City Council embroiled itself in a spectacular debate to decide the future of an elevated expressway. On one hand, expert advice and algorithmic projections indicated that the effect of removing the expressway and replacing it with a surface road would have a negligible effect on driver's commute times while vastly improving quality of life elements in the city. On the other hand, elected officials, utilizing "common sense", disputed the capacity of digital agents – scenario generating algorithms – to anticipate a "Toronto driver". The dispute largely took the form of "who has appropriate rights to predict the future behaviour of local drivers, technocrats or elected officials?" This talk considers the mobilization of a "local driver's culture" in political discourse to confront the perceived inadequacies of the technological modelling. It is the case that anyone looking to disparage the City of Toronto's decision to maintain the expressway will find ample support for the 'backwardness', 'over-engineering', and 'escalating expense(s)' of the project. The vast majority of expert opinion was very much on side with removing the section of elevated expressway in question, and all evidence indicated drivers would not be massively affected. However, the objective here is not to relitigate the past decision in favour of the technocratic experts who produced this evidence, but rather to consider how this technocratic culture produced a degree of uncertainty that could not be adequately addressed for the local political culture. Synthesizing between Hester and Eglin's (1997) paradigmatic *Culture in Action*, and Sharrock's (1974) *On Owning Knowledge*, the paper addresses the category predicates of incumbency in either *elected official* or *expert/consultant*, and how knowledge of *the future* is devised and controlled for in accordance with each category's predilections. While there are certainly ample reasons to conclude elected officials erred in their decision to maintain the expressway, I instead focus on what cultural knowledge or perspective would be necessary to make their decision make sense.

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## Being incapacitated by pain during medical consultations

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In the introduction to a recent overview text on the science of pain Battaglia (2016) suggested that pain is fascinating because it is about the subjectivity of people's sensory experiences and the impossibility to fully share them with others. Currently accepted definitions of pain acknowledge psychological, social and cultural factors influencing how pain is experienced. However, even the most holistic understandings assume the communication of pain basically reflects the individual's pain experience. Discursive psychology and conversation analysis offer a distinctive approach to pain. Instead of viewing language and behavior as windows to individual experiences of pain they are conceptually understood as inseparable. Following that view, conversation analytic studies have demonstrated the social organization of pain displays, demonstrating systematic patterns in where they occur, for example, in pain elicitation sequences during physical examination in medical consultation (Heath 1986).

The data for the present study were drawn from the Applied Research in Communication in Health (ARCH) Corpus of Health Interactions. It examines 30 cases of displays of pain that are not clearly organized with respect to turn, sequence or activity. In contrast to earlier conversation analytic studies that have demonstrated the social organization of pain, the current paper argues that the body can in fact intervene with progressivity of action, insofar as the speaker appears momentarily incapacitated by pain. Behaviours such as a sudden inbreath, a bodily recoil and a glottal stop happen in positions where they seem to display a completely subjective moment. We will demonstrate how these displays change the trajectory of talk: a patient may, for example, produce a repair or reformulation immediately after the pain display and the doctors regularly switch the topic of talk to the location and severity of pain. Both patients and doctors tend to abandon ongoing talk immediately upon the sudden pain display. Either self-inflicted by, e.g., putting weight on a painful hip, or triggered by doctor's touch, a pain display is shown to maximally consist of three phases: a) the immediate reaction or reflex (sudden inbreath, recoil, glottal stop while speaking), b) a more or less conventionalized vocalization (*uu, oh, argh*), and c) a recovery of talk or embodied action accompanied by a stance marker (laughter, outbreath). We will also show how doctors produce empathetic pain cries (*uu*) that typically in the next moment after the pain reflex. Thus our work possibly pin-points a place where the subjective becomes intersubjective and where the possibilities of shared meaning, language and action begins.

## **The fragile science of bruising – Maintaining, loosing and regaining joint rhythms during a boxing fight**

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*The fragile science of bruising – Maintaining, loosing and regaining joint rhythms during a boxing fight*

Rhythm is a key feature in many classical sociological approaches, reaching back to Simmel (1917), who used rhythm to discuss aspects of continuity and discontinuity in his analysis of interaction (*Wechselwirkung*). Despite a widespread usage of concepts of rhythm (for an overview see Hassard 1990) it lacks coherent terminological determination, theoretical contextualisation, and methodological accessing (Bassetti/Bottazzi 2015). However, recent research into phenomena of rhythm have approached it from a perspective of interaction. Liberman's (2015) research on Tibetan monks' debating, shows how not only debating is a rhythmical interaction but how a seemingly predominant verbal practice is indeed an embodied practice, involving not only paraverbal signals but the entire body of the participants. Thus, between the poles of embodied activities that occur within talk and talk that occurs within embodied activities, talk – as all practices – "must be viewed as an embodied activity itself, requiring bodily effort and skill by multiple persons involved" (Meyer/v. Wedelstaedt 2018).

Consequently, the proposed paper aims at reconstructing how rhythm serves as a social mediator, enabling cooperation by deploying all modalities of the proximity of human interaction. The case at hand features full-time athletes, boxers and their coaches, engaging into a joint rhythm during a championship boxing fight. The paper examines the preparation for the fight and shows how boxers and coaches align into a shared rhythm. Further, it traces the maintenance of this rhythm during the fight, enabling boxer and coach to handle the fight together. Also it depicts the loss and attempts to regain the rhythmical connection between the former two, as the boxer's body is close to collapsing due to heavy opponent attacks.

The paper relies on a videographic access to the setting which was obtained during extended ethnographic fieldwork with multiple boxers and coaches. It features videos and transcripts that take into account verbal, paraverbal, and other "nonconceptual expressions" (Bassetti/Bottazzi 2015) such as the breathing of boxer and coach. The paper proposed, eventually shows how boxing is not a mere violent action resulting from bodies crashing onto another, but rather a carefully organized and orchestrated practice involving embodied skills by several people inside and outside the boxing ring.

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## Shifting from knowledge to expertise – epistemic positioning practices of assigning, ascribing, negotiating and assessing knowledge about popular tv series

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Knowledge and expertise are considered to be a characteristic feature of relative asymmetry in interaction (Enfield, 2011). A person's epistemic status is always displayed as more or less knowing in relation to the other participants present in the situation, (Heritage, 2012), thus claiming more or less access, primacy and responsibility for knowledge (Stivers, Mondada & Steensig, 2011). Expertise has often been studied by Conversation Analysts in institutional and professional settings where people's epistemic authority is closely linked to their professional role, e.g. teacher-student, doctor-patient (Drew & Heritage, 1992).

Using CA-grounded interactional analysis and ethnomethodology, my paper aims at showing that and how claims, challenges and defences of knowledge and expertise emerge in a non-professional setting (cf. also Keppler, 1989). Analysing case studies of data driven by a corpus of videotaped students' group discussions on their favourite tv series, it can be described how the participants interactively assign, ascribe and negotiate their epistemic status (Heritage, 2012) by means of different practices of epistemic and affective positioning (Harré & van Langenhove, 1990). First results show that the participants position themselves and are positioned "as experts" (Reichert & Liebscher, 2012) when they assess someone's claimed knowledge (Hindmarsh, Reynolds & Dunne, 2011) about a tv series as insufficient, explicable or wrong. During the course of the interaction the participants make further use of various epistemic as well as evaluating positioning practices in order to index, negotiate and shift between degrees of knowledge and expertise. Thus, this paper emphasizes that the dynamic process of assigning and ascribing knowledge as well as expertise in interaction is closely linked to assessments.

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## Cross-cutting preferences in interactional trajectories toward violence

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A large body of research on violence, accumulated over several decades, has focused on “upstream” risk factors associated with perpetration and victimhood, and “downstream” impacts on victims (Bowman, Stevens, Eagle, and Matzopoulos 2015). While this research has produced substantial and important findings on correlates and outcomes of a wide range of forms and features of violence, a more recent trend in violence research has involved recognition of the relative neglect of the more immediate situational factors and processes that characterize violent encounters e.g., (e.g., Collins 2008). In this paper, we combine the close attention to violent situations advocated by Collins with Fiske and Rai’s (2014) call to reconsider the moral underpinnings of violence, while also adopting a thoroughly interactional focus that contrasts with the emphasis these authors place on psychological factors and processes. By using a conversation analytic approach to examine video recordings of conflicts in which violent outcomes are projected, we consider two cross-cutting preferences that shape the realization (or not) of violence once it has been treated as a possibility. First, as has been observed regarding the progressive realization of many other courses of action conducted via talk and other body behavior (e.g., Lerner and Raymond frth; Schegloff 2007; Stivers and Robinson 2006), participants orient to a structural preference for progressivity toward violence once it has been projected, with the non-realization of this outcome treated as accountable. Thus, persons who project the use of violence, and then subsequently abandon, or suspend its progressive realization, may explain or account for their actions, and other co-present parties may sanction or mock such participants (e.g., as a “coward,” “all talk,” etc.). Second, participants orient to a preference for “going second” (producing violent actions that are, or claim to be, responsive to a violent action by another party) over “going first” (initiating violent actions). This analysis demonstrates that ubiquitous features of (potentially) violent encounters that have previously been dismissed as mere “bluster” (Collins 2008:10), and thus fundamentally distinct from violence itself, are treated and deployed by participants as orderly practices for managing these cross-cutting preferences. In explicating these countervailing constraints, we identify a set of moral and interactional mechanisms through which interactional trajectories toward violent outcomes may operate independently of both psychological and “upstream” or macro-structural risk factors that have previously been treated as central to whether violence occurs.

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## What's the situation? Developments in ethnomethodologically informed theorizing and their praxeological consequences.

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Practice theory at large possesses a precarious blind spot regarding the situatedness of social activity, a blind spot that may be constructively remedied by way of ethnomethodological theorizing. This should not imply that praxeology is somehow unaware that practices are situated. But for the most part social situations are at best considered a transparent medium for practices and do not offer much in terms of resistance or *Eigenlogik*. This leads to a number of questionable theoretical consequences for praxeology's understanding of social order: a) Without resistance, practices would have little trouble forming stable transsituative associations indistinguishable from determinative, 'objective' social structures. b) If resistance is delegated to other practices, in principle everything sociologically relevant could be termed 'practice', leading to a somewhat fuzzy concept devoid of meaning. c) Alternatively, constructing resisting *entities* -- 'the material world', 'shared knowledge', 'the subject', and so on -- implies a departure from the processual ontological framework of practice theory. This poses a risk even if these entities are conceived as procedurally generated in (or 'emergent from') practices; the frequent malpresentations of Bourdieu's concepts of habitus and field as virtually interchangeable with 'agency' and 'structure' are a prime example.

Ethnomethodology, sharing praxeology's processual outlook, may offer a solution. The presented argument will ultimately suggest that practices simultaneously rely on as well as modify -- but not colonize -- the reciprocal and sequential logic of social situations. Going into detail, I will begin with Garfinkel's own attempts at exhausting the limits of assumptions regarding situational preconditions as well as extrasituational constraints on situated activity (I). A brief comparison with Goffman's concept of the interaction order will highlight how Garfinkel's endeavour would have benefitted from a more comprehensive terminological conception of social situations (II). This leads to a discussion of subsequent theoretical syntheses of the two, particularly those by Rawls and Knorr Cetina (III). Exploratively taken together they suggest a conception of social order as situationally grounded and practically accomplished in four ways (IV): 1.) by representation *as* social order within social situations; 2.) by sequential responses of situations to one another; 3.) by self-similar continuity of the constitutive logic of situations; 4.) by the way practices both shape and ride their own situational infrastructure. To illustrate the heuristic advantages of this perspective, I will close with an exemplary comparison between ethnomethodologically informed and prevalent contemporary praxeological views on the mutual affecting of bodies (or 'affect', in short) (V). Both conceive of affect as a fundamental aspect of social order, not least in its role for keeping practices and their participants together. However, whereas contemporary praxeology treats affect as a mostly theoretical issue to be solved and put aside (as prerequisite for or another dimension of practices, for instance), ethnomethodological approaches foreground how affect is situationally *accomplished in* as well as *subjected to* public practices, opening it up to empirical scrutiny.

## Teachers instigating, fostering and closing moments of actual discussion between students

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This presentation reports on a conversation analytic study of teacher conduct during whole-class discussions about text in upper-primary school history lessons. The study focuses on episodes of actual discussion: parts of the lessons during which the students respond to each other without the teacher interfering. Our analysis demonstrates what the teachers do and do not do before and during these episodes that may lead the students to have a discussion independently. Previous research has indicated that discussions, and specifically discussions about texts, are an important means for learning. They can enhance students' text comprehension (e.g. Applebee, Langer, Nystrand, & Gamoran, 2003; Murphy, Wilkinson, Soter, Hennessey, & Alexander, 2009) and offer them the opportunity to build knowledge together by reasoning collaboratively. This encourages them to share perspectives (Chinn, Anderson, & Waggoner, 2001) and can lead to improvement of their individual reasoning (Mercer, 2000). Our own prior research into teachers' conduct during whole-class discussions about text has indicated that teachers employ different means to convey that the students are encouraged to have a discussion and to take and hold the floor for extended periods of time. They produce open invitations (Willemsen, Gosen, van Braak, Koole, & de Glopper, 2018), use pass-on turns to invite responses to a student contribution and utter continuation invitations to let students expand on their own contribution. For this study, we analyzed larger lesson fragments in which the students take subsequent turns and share perspectives and arguments with each other. They do not orient to the teacher as the primary respondent and/or the one who is allocating the turns. The detailed analysis of these episodes brings our previous studies together and enables us to uncover how exactly the participants realize and retain the discussion framework. Focusing on the teachers, we reveal different aspects of their conduct before and during an episode of discussion that occasion and foster the discussion framework. We also pay attention to the way in which the discussion episodes are finally concluded, in order to show how the teachers orient to and treat the episodes in hindsight. Bibliography Applebee, A. N., Langer, J. A., Nystrand, M., & Gamoran, A. (2003). Discussion-based approaches to developing understanding: Classroom instruction and student performance in middle and high school English. *American Educational Research Journal*, 40(3), 685–730. Chinn, C. A., Anderson, R. C., & Waggoner, M. A. (2001). Patterns of discourse in two kinds of literature discussion. *Reading Research Quarterly*, 36(4), 378–411. <https://doi.org/10.1598/RRQ.36.4.3> Mercer, N. (2000). *Words & Minds: How we use language to think together*. London: Routledge. Murphy, P. K., Wilkinson, I. A. G., Soter, A. O., Hennessey, M. N., & Alexander, J. F. (2009). Examining the effects of classroom discussion on students' comprehension of text: A meta-analysis. *Journal of Educational Psychology*, 101(3), 740–764. <https://doi.org/10.1037/a0015576> Willemsen, A., Gosen, M. N., van Braak, M., Koole, T., & de Glopper, K. (2018). Teachers' open invitations in whole-class discussions. *Linguistics and Education*, 45, 40–49. <https://doi.org/10.1016/j.linged.2018.03.001>

## Negotiating expertise in media sports interviews

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This presentation reports on an ongoing study of post-match football interviews conducted with professional male football players in German and English. The study uses an ethnographic conversation analytic approach (*ethnographische Gesprächsanalyse*, Deppermann 2008) and is based on 85 interviews that were collected online as published on various media channels and then transcribed using GAT2. This presentation specifically addresses the question of how knowledge and expertise are interactionally negotiated. Post-match interviews are distinct from other types of media interviews in that they display features of a media ritual (Wilton 2018) and are essentially cooperative and consensual in their evaluation of the preceding match (File 2012, Wilton 2018). However, as both interactants in this type of institutional interaction are professionals in their respective, but overlapping fields of expertise (journalism and football), they experience the same event from different perspectives (observer and actor) and different types of involvement (reporting and playing). Consequently, they have different kinds of epistemic access to the event, resulting in different, but overlapping territories of knowledge. Even though both participants know the essentials of the match, the interview provides them with an opportunity to portray the player as an expert of his own experience for the benefit of the media audience. The data show that as long as the player's experience of the match is given epistemic primacy by the interactants, the interview develops in a cooperative and consensual way. However, if the player's epistemic authority is challenged, the interview can develop into a competitive or even adversarial exchange in which fields of expertise and epistemic access are contested. The focus of the presentation will be on critical cases in the data set where epistemic authority and the boundaries of expertise are explicitly negotiated, usually after the player has signalled a problem in the preceding questioning turn of the journalist (Stivers, Mondada & Steensig 2011). To ensure the player's cooperation, the journalist has the difficult task of adjusting his displayed level of expertise such that the player's higher epistemic authority is not seriously challenged. The design of the questioning turn is therefore crucial for the subsequent development of the interview (Wilton 2017), in particular if the turn can be perceived as asserting rather than requesting (Heritage 2013).

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## Responsiveness in psychological coaching. Integrating Conversation Analysis and Process Factor Analysis to address the problem of responsiveness in coaching conversations

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In this paper, we present a current interdisciplinary project on responsiveness in coaching processes. The aim of the project is to systematically describe the manifestation of responsiveness at different levels of the interaction management process using the method of Conversation Analysis and the psychological Method of Process Factor Analysis.

Responsiveness is a core concept both in psychology (Stiles, Honos-Webb & Surko, 1998, Kramer & Stiles, 2015 ) and in conversation analysis (e.g. Henne & Rehbock, 2001, Deppermann, 2008, Stivers, 2008, Brinker & Sager, 2010, Pomerantz & Heritage 2012, Mroczynski, 2014). In our paper we will discuss the linguistic and psychological concepts and perceptions of responsiveness as well as concepts related to responsiveness (e.g. the concept of preference and alignment/affiliation in conversation (e.g. Schegloff, 2007, Deppermann, 2008, Stivers, 2008, Pomerantz & Heritage, 2012, Steensig, 2012, Lee & Tanaka, 2016). Generally, linguistic responsiveness describes the co-construction of meaning using linguistic as well as non- and paraverbal signals that occur during turn-taking. Responsiveness from a psychological point of view is a rather normative concept. It refers to the coach's ability to interpret the signals of the client appropriately and to answer them immediately and sensitively (Kramer & Stiles, 2015).

The corpus comprises eight dyadic coaching sessions with real clients dealing with various issues. Using examples from the authentic coaching conversations, we will first deal with various linguistic practices of semi-responsive second pair-parts from the client. We will then show various practices of how coaches react to these semi-responsive client answers. It is assumed that the third position of a sequence is crucial in terms of interaction management and relationship building within a coaching process. However, it will be argued that the linguistic responsiveness concept must be complemented by a psychological concept in order to solve the multi-layer problem of responsiveness and achieve results that are applicable to coaching practice.

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## First encounters: how humans react when unexpectedly encountering a robot

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Robots are no longer restricted to the lab, but have started to appear in everyday settings, such as museums, airports, and cafes. There is now a large literature on human-robot interaction, which mostly focuses on the question of how to design the robot so that the interaction can be improved in some way or other. However, in contrast, there has been a lack of naturalistic studies of encounters between humans and robots in more mundane, everyday settings. The one exception are a number of studies that have investigated encounters between robots and visitors in a museum (e.g., Krummheuer, 2015; Pitsch et al., 2011; Yamazaki et al., 2009). In this paper, we investigate initial interactions (how humans react when unexpectedly encountering a robot) in settings other than museums.

This paper is based on video-based ethnographies of robots in two different settings. One, in a hotel lobby, where a robot is tasked with delivery and guiding services, but has no capacity of being talked to. The other, in an industrial park, where a robot is tasked with providing security by identifying (through facial recognition) people and has inquiring function for directions or weather.

In our analysis, we focus on what we have termed 'first encounters', i.e., the moment when people first notice the robot and the subsequent opening moments of interaction with the robot. In this paper we focus on two aspects of these first encounters: (1) The 'initial response', i.e., the way that people react (through facial expression or embodied behaviour) when they first see the robot (some displays signs of curiosity while others of confusion) (2) The 'initial interaction', which includes a variety of 'testing behaviours', i.e., participants trying to identify whether the robot can recognize their actions and the robot's capabilities to interact. These constitute a kind of 'empirical Turing test' (Button et al., 1995).

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## Embodied Activity Transitions in a Casual Studio Session

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Past CA work has investigated activity transitions in various institutional settings (Deppermann, Schmitt, & Mondada, 2010; Mikkola & Lehtinen, 2014; Robinson & Stivers, 2001), one commonality of their findings being the way in which such transitions are accomplished through the situated coordination of talk, gaze, gesture, material objects and physical space (Goodwin, 2013; Mondada, 2014; Nevile, Haddington, Heinemann, & Rauniomaa, 2014). In this sense, interactions in “nonverbal domains” (Tolins, 2013), e.g., music and sports, can be said to provide an ideal site for probing how talk and other semiotic resources are systematically deployed to achieve activity transition.

Examining performance restarts in vocal master classes, Szczepek Reed, Reed, and Haddon (2013) found that the masters and the students (and the accompanists) organize their conduct upon two different “modes of action” (talk vs musical performance). Răman (2018) examined how practitioners of *budo* use the “embodied mapping” (Evans & Fitzgerald, 2017) on the *tatami* as a visuospatial resource (Stivers & Sidnell, 2005) to project sequential positions that make relevant the transition from practicing to teaching (and vice versa). It is to this body of research on embodied activity transitions that the current study aims to contribute.

In this study, I analyze a casual studio session which involves two amateur musicians practicing their favorite songs, employing a multimodal CA approach (Streeck, Goodwin, & LeBaron, 2011). The data comes from an approximately 5.5-hour video footage of band rehearsals and studio sessions, recorded in Japan. Among multiple activity transitions observed in the data, I focus on the scene where the two musicians play a song with the iPod to check the chord progression, while playing along the music being played from the audio speaker.

By analyzing this particular sequence in detail, I present a rare case of explicit negotiation of activity transition *entirely achieved through nonvocal embodied practices*, such as: a) shift in body orientation to the audio speaker precisely before the pre-chorus, b) waving one’s hand in response to the absence of uptake of the transition being proposed etc. The present study thus offers an insight into how the participants negotiate through embodied actions the temporal complexity of ‘multiactivity’ (Haddington, Keisanen, Mondada, & Nevile, 2014) upon the ‘exclusive’ order (Mondada, 2014), momentarily suspending the ongoing activity (play-along) to attend to another (listening), and resuming the original activity (play-along), which constitutes (part of) the social order of studio session.

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## The management of 'working a topic into' a conversation

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This study draws on my PhD research on the organization of topics in mundane social conversations, particularly *participants' orientations* to and management of topic boundaries, transitions and the introduction of 'new' topics. My focus here is a particular pattern in which speakers manage the talk in such a way as to segue from a previous topic into a new and quite different topic – a topic which through the speaker's conduct is evidently especially 'valued'. Instead of being introduced disjunctively, these topics are 'worked into' the conversation in a stepwise fashion (Sacks, 1992b, Jefferson, 1984), within a relatively extended turn, so that the new topic is introduced in a 'natural', unmarked way – as happens in this case:

NB:II:2:R

- 01 Nan: God that w'd've been a mess you'd a'never got'n  
02 tuh Hawaii,  
03 (.)  
04 Emm: n:No wouldn' that a'been sum[ p' n]  
05 Nan: [ Jeemunny Ch::rismus.  
06 Nan: No Kidding.  
07 Emm: Mm[ hm,  
08 Nan: [.hhhhh Yeah it's been a rough week ah everybuddy is (.)  
09 youknow  
10 (0.2)  
11 Emm: Mm [hm  
12 Nan: [ ta:lking about it in everybuddy: course I: don't know  
13 whether it's that er jst that we're js:t (. ) c'mpletely  
14 bo:gging down et work, h. hhmh  
15 (.)  
16 Nan: Er whatta WIH: WITH ME: with my finals? hhh

Immediately before this extract, Nancy and Emma have been talking about the assassination earlier that week of Robert Kennedy, whose body was flown out from the same airport from which Emma left for a trip to Hawaii. Beginning line 8 Nancy manages the construction of her turns in such a way as finally to introduce the topic that she was leading the talk towards, i.e. the result of her finals examinations. Nancy begins with extensive, highly affiliative comments displaying her attentiveness to the prior topic (line 1-2) and sympathy (lines 5-6); then in her turn in lines 8-16 Nancy gradually detaches the talk from the prior topic of the assassination, and embarks on a series of turns that opens up a new topic direction. Beginning with a generalized summary assessment, a repetition of an earlier assessment by Emma (not shown), Nancy embarks on a narrative chain (Sacks, 1992:301), moving from "everybody" (line 08), to "we" (line 13) and finally to "my finals" (line 16)—the topic that Nancy has managed to introduce.

Based on a collection of such cases, I will discuss the practices through which such topical changes are managed without being disjunctive. The phenomenon of introducing a new and especially 'valued' topic demonstrates ways in which topics can be managed by participants according to their topic preferences—reporting a variation of stepwise transition (Jefferson 1984), and developing aspects of Sacks' early observation on topic introductions.

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## Preparing for Synchrony: The Projection of a Cue in Ensemble Music Rehearsals

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The aim of this research is to elucidate the work of musicians in arranging their environment to achieve "synchrony" (Schutz 1951) in a music ensemble.

Musicians indicate the time to start playing their instruments in an ensemble setting with a cue such as rhythmic counting or breathing to attain synchrony (Weeks 1990). However, to effectively accomplish these actions, musicians are supposed to have already notified the production of a forthcoming cue (for example, in the case of an orchestra) by a conductor. This research analyzed video data of excerpts taken from a survey that began in Japan in 2015. These audio-visual extracts focus on the scene in which musicians start positioning their instruments in response to another participant's behavior. The objective of the examination is to scrutinize the type of expressions that could possibly be recognized as projections that a cue was about to be produced.

The analysis revealed the following practices: first, certain activities such as the "correction sequence" that must be accomplished before the beginning of the ensemble (Weeks 1990, 1996; Keating 1993) are clarified beforehand; second, expressions such as "once more" are used to project a cue, proposing the start of an activity that should begin only after the instrument is held, i.e. playing; third, by placing the instruments in playing position, musicians demonstrate that they are ready to start playing.

Thus, in this work of research, the work of musicians in arranging their environment to achieve synchrony by connecting multimodal resources such as talking, gaze, and body movement will be "respecified" (Garfinkel 2002).

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## Practices for Configuring Safe Passing Distances in Horseback Riding Lessons

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Prior research on instructed actions and sports coaching has discussed that corrections and demonstrations are socially and locally organized and rely on visual and embodied resources relevant in the interaction (Hindmarsh, Reynolds, & Dunn, 2011; Zemel & Koschmann, 2014; Evans & Reynolds, 2016; Evans & Fitzgerald, 2017). This paper examines instances from riding lessons in which participants calibrate safe passing distances to attend to a practical problem occasioned by rider-horse pairs' movement and proximity in a shared arena in which their pathways could intersect with one another.

Data include audio and video recordings of five riding lessons from an equestrian center where multiple lessons are often offered concurrently, resulting in two to five lessons sharing the arena at the same time. Using conversation analysis, this paper focuses on both talk and embodied conduct and examines the practices participants resort to in calibrating safe distances while following instructions from the trainers. The excerpt below illustrates one such instance.

Excerpt: (T1, T2=Trainer1, Trainer 2; R1,R2=Rider1, Rider2; H1, H2=Horse1, Horse2)

01 T2: >alright,< you can take him out to the rail, just let him walk

02 [until you get to the letter R and you can pick up your trot.

03 R2-H2: (((H2 turns toward rail))

04 R1-H1: ((trotting closer toward R2/H2))-Qoutside,

05 T1: mm:: >no?<

06 T2: >u(h)hk-<

07 R2-H2 : >oh-< o[kay.]

08 T1: [no? ]

09 R1-H1: ((slows down))-yeah.((H1 head turns))

10 (((starts making circle))

11 T1: [huh huh huh huh

12 T2: A:Lways [>on the ins<sup>o</sup>ide.º-<]

13 T1: [a circle would've ] been better.

14 R1-R2: ((makes circle))

In this excerpt, the rider-horse pair R1-H1 has been trotting around the ring. As they approach R2-H2 who had just finished fixing the stirrups with the trainer inside the ring, a spatially relevant issue emerges as to how they can pass in a correct and safe manner. R1 alerts R2 that they will be passing from the "outside" (on the right), presumably orienting to a projection that R2-H2 will not have returned to the rail of the ring. This proposed way of sharing the space is however treated as incorrect by the trainers, who resort to a negative assessment "no", the general rule "always [pass] on the inside", and a recommendation "a circle would've been better". R1 recognizes the potentially unsafe move, adjusts the trotting to walking, and prepares for making a circle. This excerpt illustrates how an impending issue concerning shared space and the rider's own proposed solution are taken up by the trainers as opportunities for facilitating the rider's refined treatment of co-producing space with other riders.

This paper demonstrates how moments of passing one another in a shared arena are occasioned by the spatial configurations of rider-horse pairs *in situ*, attended to by trainers and riders, and shaped as opportunities for practicing riding skills. This paper contributes to the growing body of EMCA literature on sports coaching and interaction in movement and provides further evidence regarding the reflexive relationship between action and context.

## Salience in action

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How do actors come to know that which they do not yet know, (Macbeth, 2011, p. 449)? This instructional problem is encountered in every aspect of social life. Differentiating referable features of the world, the achievement of *salience*, is the foundation by which we come to *constitute* and *regulate* a world shared-in-common. Investigations of salience as an interactional accomplishment are scarce in the literatures of Ethnomethodology and Conversation Analysis. A small number of interactional studies address salience implicitly with respect to the phenomenon of *noticing* (e.g. Goodwin & Goodwin, 2012; Nishizaka, 2006).

Garfinkel (2002) appropriated the term '*salience*' from Gurwitsch (1964), considering it to be "Gurwitsch's magisterial result" (p. 281). According to Garfinkel, "Salience abbreviates the endogenous coherence of a figure of organized gestalt contexture that emerges upon its background, disengaged from its background" (ibid). Salience is thus the persistent and organized segregation of elements of the experiential stream into endogenous gestalt-contextures (Gurwitsch, 1964), viz. 'objects' as distinguishable organizations of experience that come to be embedded in systems of reference and relevance.

To see *salience-in-action*, we examine 'noticing with and for others' in which participants collaborate to make salient for themselves and for each other particular 'objects' and/or particular observable features of those objects. We find that a noticed or searched-for object becomes witnessably salient through utterances and embodied manipulative/indexical actions that direct the joint attention of participants to an endogenous gestalt-contexture. 'Noticing with and for others' uses orderly, systematic practices including deictic actions and specific indexical references to display the salience of a particular features of a phenomenal field. This occurs *before or as* situated relevance is established. Embodied indexical actions that establish salience may also direct participants' joint attention to what is ostensibly becoming an endogenous gestalt contexture. When salience is achieved, indexical references (e.g. 'that', 'it', 'thing', etc.) are routinely replaced with more specific category-relevant terms, (e.g. 'ureter', 'optical pulsar', etc.). These uses of membership categories and category-bound actions situate the salient object in a shared world of salient objects, providing for its local, *in situ* sense and consequentiality.

While certain varieties of instructional activity *attend to the relevance* of salient objects in a world of salient objects, such relevance can only be established as or after salience is achieved. Thus, *salience is a condition of situated relevance*. By turning our attention to explicating 'noticing with and for others', we consider how we might disambiguate the instructional practices whereby salience and relevance are variously achieved in the performance of instructional work as part of how we constitute worlds shared-in-common.

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## Characterizing the hybridity of interaction with domestic Voice Assistants

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Interaction with the so-called “intelligent” computational agents or computers that “talk” and “understand” utterances has occasioned a series of studies on the characteristics of this kind of interaction. Suchman’s showed how the interaction with “intelligent” systems is characterized by asymmetries between the users’ situation and that of the machine. Drawing on a different analytic framework, Nass developed the idea that people treat computers as “social actors” (Nass and Moon, 2000). While this approach is interesting in that it tries to establish the “sociality” of interaction with machines, its “essentialist” aspect (machines as “social actors”) is highly problematic. This issue of characterizing human-machine interaction has recently re-emerged in the context of the use of Voice Assistants. For example, analyzing interactions with this kind of device (Alexa), Porcheron et al., (2018) reject the idea that these interactions are conversations. As a continuation of these works, drawing on an EMCA analysis of video-recorded interactions with different Voice Assistants collected in 16 home settings (Velkovska and Zouinar, 2018), the goal of this contribution is to characterize the hybridity of interactions with these devices. There are at least two ways of characterizing hybridity. One way is to look at the “nature” of the entities involved in the interaction; another one is to examine its contextual, dynamic and structural features. This contribution focuses on the second. Users sometimes spontaneously apply ordinary conversational practices, including bodily practices. For instance, they use polite and indexical expressions (like please, “it”), produce turns (e.g. requests) without pronouncing each time the wake word, and display typical bodily practices (like orienting the body/gaze towards the addressee). These ordinary practices, which manifest implicit preconceptions users have about the capacities of the machine (e.g. the system can treat all of the lexical components of a turn), are sometimes enacted by the users when they encounter troubles, and sometimes create troubles. On the other hand, some important aspects of the observable structure of these interactions (e.g. sequentiality) are constrained by the “script”, i.e. the model of interaction embedded in the system by the designers (e.g. the user has to pronounce the wake word). In addition, the interaction is not a collaborative process inasmuch it is the user who makes the system work, and the system has no access neither to the user’s environment nor to her/his bodily actions which are therefore completely ignored. So, given these limitations which show that this kind of interaction is quite different from human conversation, it can be seen as hybrid in the sense that the user tend to import conversational practices in various interactional contexts.

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