IIEMCA
CONFERENCE 2011

JULY 10–14, UNIVERSITY OF FRIBOURG, SWITZERLAND

Program
Book of Abstracts

COMMUNICATION, INTERACTION, LANGUAGE, ACTIVITIES, PRACTICES, CONVERSATION

http://www.iiemca-conference.org/

Acknowledgements

The Organizing Committee would like to extend heartfelt thanks to all the individuals and institutions who have participated in the organization of the Conference:

The International Institute for Ethnomethodology and Conversation Analysis - through George Psathas (Honorary President) and David Francis and Stephen Hester (Co-chairs) - have invited us to organize the Conference. The Rector has generously welcomed the Conference to the University of Fribourg. The organizing institutions - Domaine Sociologie, politiques sociales et travail social, Haute école de santé Arc, ICAR Research Lab, Institute of Multilingualism - have provided us access to priceless human and material resources. The members of the Scientific Committee, the keynote speakers and all the presenters have allowed us to put together a scientific program of great quality. We were energized by the support of the Rectorate, the Faculty of Humanities, the Fonds de recherche and the Department of Social Sciences of the University of Fribourg. The Canton and the City of Fribourg, represented by Thierry Steiert, have graciously sponsored the Conference Reception. The Swiss National Sciences Foundation have honored us with their support and generously covered the travel expenses of the keynote speakers. Thanks to the Swiss Sociological Association, through their Interpretative Sociologies Research Committee, we have been able to offer five travel grants enabling international students to participate in the Conference. The contributions of our sponsors - Ashgate, Peter Lang, and Transports publics fribourgeois - have stimulated us and helped us to balance the books.
Furthermore, the practical organization of the Conference has been made possible thanks to the hard-work, enthusiasm and generosity of a number of individuals, notably (but not exclusively): The Conference staff: Lidwine Allendorff, Loïc Borcard, Emily Death (head of staff), Clélia Dumas, Yannick Egger, Aline Herrera, Alexandra Kosch, Marie Leibzig, Emmanuelle Masset, Maren Sziede; at the University of Fribourg: Monique Bersier (Administrative Director), the administrative staff of the Domaine de Sociologie, politiques sociales et travail social - Doris Gehring and Severine Moll-Lauper - and the Institute of Multilingualism - Liselotte Lutz and Susanne Obermayer -, Brigitte Hirschi (Domaine des sciences des sociétés, des cultures et des religions), Beat Helfer (Computer Services), Isabelle Vonlanthen, Peter Bucher and Pascal Juvet (Equipment and Logistics), Susan Bollinger (Botanical Garden) and Marius Fasel (Uniprint); at the École Normale Supérieure of Lyon: Peter Mepa and Pascal Duchanaud (Computer Services) and Joao Correia (Communication services); at the University of Bern: Thomas Habegger (Computer Services); and the staff at the restaurants of the University of Fribourg and the School of Engineering.

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ORGANIZERS

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ORGANIZING INSTITUTIONS

Domaine Sociologie, politiques sociales et travail social
(University of Fribourg)

Haute école de santé Arc
(University of Applied Sciences Western Switzerland)

ICAR Research Lab
(CNRS, University Lyon 2, ENS Lyon)

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General Presentation

The 10th conference of the IIEMCA promotes the study of practical action and social interaction and provides an international forum for researchers working within the domains of Ethnomethodology and Conversation Analysis.

The conference expresses the continuity of a tradition that emerged in the 1970s and was consolidated through previous conferences, at Boston University, 1983, 1985, 1987; University of Amsterdam, 1991; Bentley College, Waltham, 1992; Waseda University, Tokyo, 1997; Manchester Metropolitan University 2001, 2003; Bentley College, Waltham, 2005. The International Institute for Ethnomethodology and Conversation Analysis was formally established in 1989 to support the organization of these and future conferences.

This year has been marked by the passing of Harold Garfinkel – founder of Ethnomethodology – who died April 21 at the age of 93. To pay tribute to Harold Garfinkel's immense contribution to the Social Sciences, the conference will host a series of events retracing some of his major insights and developing them in the light of current research.

The program presented here demonstrates the richness of a field that has been in continuous expansion over the last 50 years. 5 internationally renowned scholars will give plenary lectures. 137 presentations will be given (43 papers in 10 panels, 75 individual papers, 15 posters, and 4 data sessions), by researchers coming from all five continents. They have been evaluated and selected by a scientific committee to ensure the quality of the program. In addition to the regular program, 5 workshops have been dedicated to insightful aspects of Harold Garfinkel's thought, posters with testimonies and documents related to his work will be displayed, and a tribute panel will further discuss his key contributions to the field of Ethnomethodology and the Social Sciences at large.

The Organizing Committee is proud to welcome all scholars interested in this fascinating and blooming field, and to present a program that confirms its vivacity.

Table of contents*

* Every slot of the program has a code which is associated with a paper and its author(s) in the book of abstracts and the index. The first number refers to the day (1=Monday, 2=Tuesday, etc.), followed by either AM or PM; the next number refers to the session and the last to the slot.
For example: 3-PM-6-1 refers to Wednesday, afternoon, session 6, paper 1 (Cromdal).

Program

Sunday, July 10, 2011

Welcome Gathering at the restaurant "Gemelli", Grand-Places 10, 1700 Fribourg (19:30-21:00)

Monday, July 11, 2011

09:00 10:30	**REGISTRATION + WELCOME COFFEE** Hall Joseph Deiss				
10:30 11:00	**OPENING*** Auditorium Joseph Deiss				
11:00 12:00	**PLENARY SESSION** **Douglas W. Maynard** Department of Sociology, University of Wisconsin-Madison Ethnomethodology and conversation analysis: Do they converge and what's the point? Auditorium Joseph Deiss **1-AM-1-1**				
12:00 14:00	**Lunch** Mensa University of Fribourg Mensa College of Engineering				
14:00 15:30	**1-PM-1** Panel: Unpacking learning in interaction (1) Organizers & Chairs: **J. Wagner,** **S. Pekarek-Doehler** Room A230	**1-PM-2** Individual Papers Chair: **G. Bolden** Room C230	**1-PM-3** Individual Papers Chair: **J. Bergmann** Room D230	**1-PM-4** Individual Papers Chair: **M. Broth** Room E230	**1-PM-5** Individual Papers Chair: **V. Heller** Room G230
	1-PM-1-1 **T. Koschmann,** **A. Zemel** Discovering the learnable	**1-PM-2-1** **G. Bolden** Across languages and cultures: Brokering problems of understanding in conversational repair	**1-PM-3-1** **J.-G. Jang,** **J. Bergmann** Features of delayed turn-taking in the interaction between ground control and NASA astronauts on the moon	**1-PM-4-1** **M. Broth** Managing a peak event in an opera performance	**1-PM-5-1** **V. Heller** The establishment of discourse norms for conversational argumentation in family dinner talk
	1-PM-1-2 **J. Wagner** Proceeding from process to product: "Doing learning" and "having learned" while exploring material objects	**1-PM-2-2** **E. Vinkhuyzen, I. Li,** **L. Plurkowski** The organization of repair in game play	**1-PM-3-2** **M. Relieu** From visibility to talk: Children's participation in domestic videoconferencing	**1-PM-4-2** **Y. Kreplak** Setting-up an artwork: The relevance of space as a category to describe artistic practices	**1-PM-5-2** **M. Emmison, S. Danby,** **K. Osvaldsson, J. Cromdal** "There's some days where I'm the mum": Family and stage of life categories on a children and young people's helpline

*** Poster presenters will be able to hang their poster from Monday, July 11, 9:00 am. Posters will remain available for viewing throughout the whole Conference.**

	1-PM-1-3 **J. Mori,** **T. Yanagimachi** Joint construction of understanding and non-understanding: A case from a biology laboratory	1-PM-2-3 **R. Taquechel-Chaigneau,** **A. Caria** Make the accomplishment of an activity visible: The search for words	1-PM-3-3 **J. Rooksby** The double setting in simulated practice	1-PM-4-3 **T. Berard** Some membership categorization practices of Islamophobia: The positioning of religious categories and their mapping against categorical pairs	1-PM-5-3 **P. Szatrowski** Identifying and assessing familiar and unfamiliar foods in Japanese
15:30 **16:00**	**Coffee break** Hall Joseph Deiss				
16:00 **17:30**	1-PM-1 Panel: Unpacking learning in interaction (2) Organizers & Chairs: **J. Wagner,** **S. Pekarek-Doehler** Room A230	1-PM-2 Individual Papers Chair: **M. Smith** Room C230	1-PM-3 Individual Papers Chair: **C. Licoppe** Room D230	1-PM-4 Individual Papers Chair: **M. Broth** Room E230	1-PM-5 Individual Papers Chair: **P. Sormani** Room G230
	1-PM-1-4 **S. W. Eskildsen,** **G. Theodórsdóttir** Beyond opportunities for learning: Ways to achieve second language learning in interaction inside and outside the classroom	1-PM-2-4 **S. Kuroshima** Responding to request to repeat: Open-class repair in ordering sequence in Japanese	1-PM-3-4 **U. Karl** Gendered categorizations at work: Practices of talk-in-interaction in German job centres	1-PM-4-4 **L. Mondada,** **M. Broth** Moving away: The embodied achievement of activity closings	1-PM-5-4 **D. Martin, J. O'Neill,** **T. Colombino, G. Button** Achieving Weber's rational bureaucratic gloss in practice
	1-PM-1-5 **J. Hellermann** Some problematic aspects of classroom interaction: Orientation to instructions and learning in dyadic language-learning task interactions	1-PM-2-5 **M. Smith** On being wrong and the maintenance of intersubjectivity: "I thought x" constructions and their use in the falsification or verification of participants' understandings	1-PM-3-5 **C. Licoppe,** **L. Dumoulin** Contested sexual orientations: Categorization work in the multiparty assessment of the potential dangerousness of serious criminals	1-PM-4-5 **C. Mondeme** Dog-human sociality as mutual orientation	1-PM-5-5 **M. Hollander** Blind obedience: Directive-response sequences in Milgram's obedience experiment
	1-PM-1-6 **S. Pekarek-Doehler** "I've (just) learned this": Interactionally contingent displays of learning	1-PM-2-6 **J. Hindmarsh,** **N. Llewellyn,** **R. Burrow** The interactional organisation of cold calls: Aspects of work in business-to-business telemarketing	1-PM-3-6 **S. Kirchschlager** Preliminary meetings and discussions	1-PM-4-6 **R. J. Moore** Getting our hands on users' eyes: What would Harvey Sacks do with an eye tracker?	1-PM-5-6 **P. Sormani** Respecifying the problem of relevance as a members' problem: Misread the transcript, redo your analysis and tease (e.g.) their physics out of it!
18:00 **20:00**	**CONFERENCE RECEPTION*** **Official Welcome by Mr. Thierry Steiert, City Counselor** Botanical Garden - University of Fribourg In case of bad weather: Hall Joseph Deiss				

***The Conference Reception is sponsored by the City and Canton of Fribourg**

Tuesday, July 12, 2011

	2-AM-1 Individual Papers Chair: **N. Musk** Room A230	2-AM-2 Individual Papers Chair: **O. Lindwall** Room C230	2-AM-3 Individual Papers Chair: **I. Arminen** Room D230	2-AM-4 Panel: Accountability and publicity: Accountable action in and as the public sphere (1) Organizer & Chair: **A. Bovet** Room E230	2-AM-5 Panel: TCUs and embodied social action in conversation and institutional interaction (1) Organizers & Chairs: **K. Mortensen,** **S. Hazel** Room G230	2-AM-6 Data Session Room B130
09:00 10:30	2-AM-1-1 **D. Aline,** **Y. Hosoda** Two preferences in question-answer sequences in an educational context	2-AM-2-1 **O. Lindwall, H. Rystedt,** **E. Johansson** What do you see down there? Instructing competent vision in dentistry	2-AM-3-1 **R. Luck** Coordinating design in the practical organisation of design team meetings	2-AM-4-1 **A. Bovet,** **C. Schendzielorz,** **O. Voirol** Is reality TV accountable? Assessment sequences in talent shows	2-AM-5-1 **S. Hazel,** **K. Mortensen** Embodied (re-)orientation in turn-beginnings	2-AM-6-1/2/3 **D. Macbeth,** **W. Sherman Heckler** "Modeling instruction" in the high school physics classroom
	2-AM-1-2 **A. R. Majlesi** Emergence of learnable objects in Swedish-as-a-second-language classroom	2-AM-2-2 **L. Hyland** Objects in passing: Exploring the exchange of handheld objects in dental training	2-AM-3-2 **T. Mälkiä,** **I. Arminen** Constructing proposals in management meeting interaction	2-AM-4-2 **P. Gonzalez** Witch-hunting and Sarah Palin: When public accounts tell a different story	2-AM-5-2 **G. Rasmussen** Coming closer to an understanding?	
	2-AM-1-3 **N. Musk** How Swedish learners of English manage their language choices at the interface with Swedish Google	2-AM-2-3 **M. Kawashima** Inviting a family member to the "last examination": Conversation analysis of telling a death in Japanese emergency room	2-AM-3-3 **V. Markaki** Beginning to disagree: A multimodal approach of speaker's and recipient's mutual orientations	2-AM-4-3 **J. Hedström** The accountable meaning of the Living Dead: The political allegories behind George Romero's zombies		
10:30 11:00	**Coffee break** Hall Joseph Deiss					
11:00 12:00	**PLENARY SESSION** **Christian Heath & Paul Luff** Department of Management, King's College London Ecology and action Auditorium Joseph Deiss 2-AM-1-4					
12:00 14:00	**Lunch** Mensa University of Fribourg Mensa College of Engineering					

	2-PM-1 Individual Papers Chair: **Y. Hosoda** Room A230	**2-PM-2** Individual Papers Chair: **A. C. Garcia** Room C230	**2-PM-3** Individual Papers Chair: **B. Szczepek-Reed** Room D230	**2-PM-4** Panel: Accountability and publicity: Accountable action in and as the public sphere (2) Organizer & Chair: **A. Bovet** Room E230	**2-PM-5** Panel: TCUs and embodied social action in conversation and institutional interaction (2) Organizers & Chairs: **K. Mortensen,** **S. Hazel** Room G230	**2-PM-6** Data Session Room B130
14:00 **15:30**	**2-PM-1-1** **Y. Hosoda,** **D. Aline** Relevance of various social identities in multi-party interaction in an educational context	**2-PM-2-1** **C. Zanini,** **E. González-Martínez** Managing disapproval by talking to/through the baby during well visits	**2-PM-3-1** **H. Belhiah** Collaboration and co-construction of meaning in ESL tutorial interaction	**2-PM-4-1** **F. Malbois** Telling and assessing the world in media talks: An insight into the grammar of public opinion in action	**2-PM-5-1** **S. Groeber,** **E. Pochon-Berger** On the negotiable nature of turn transition in sign language interaction	**2-PM-6-1/2/3** **N. Llewellyn** How money changes hands
	2-PM-1-2 **A. Amir** Language policing the purist and mono linguist beliefs in the English as a second language classroom	**2-PM-2-2** **C. Pudlinski** Pursuing advice: Sequential and functional aspects	**2-PM-3-2** **B. Szczepek-Reed,** **E. Haddon, D. Reed** Performing teaching and the teaching of performance: A conversation analytic investigation of vocal masterclasses	**2-PM-4-2** **L. Quéré,** **C. Terzi** The public experience of the mourning of Princess Diana	**2-PM-5-2** **V. Drake,** **C. E. Ford** Bodily-visual action in pursuit of response	
		2-PM-2-3 **A. C. Garcia** It's not what you say, it's when you say it: Locations for mediator advice-giving and the production of neutrality in divorce mediation sessions	**2-PM-3-3** **E. Pochon-Berger,** **V. Fasel Lauzon** Collective reasoning in multi-party social interactions			
15:30 **16:00**	**Coffee break** Hall Joseph Deiss					

16:00 **16:15**	**HAROLD GARFINKEL TRIBUTE EVENTS** **George Psathas** Department of Sociology, Boston University **OPENING** Hall Joseph Deiss **2-PM-1-4**				
16:15 **17:15**	**2-PM-1-5** Workshop Room A230	**2-PM-2-5** Workshop Room C230	**2-PM-3-5** Workshop Room D230	**2-PM-4-5** Workshop Room E230	**2-PM-5-5** Workshop Room G230
	J. Bergmann "Procedurally it is my preference to ask what can be done to make trouble": A reconsideration of Garfinkel's breaching experiments/ demonstrations	**G. Button** Harold Garfinkel and the design of computer systems	**P. Eglin** Is ethnomethodology critical? If so, how?	**T. Koschmann** The nascent appearance of the ethnomethodological themes in "The Perception of the Other"	**K. Liberman** The chapter on Galileo's experiment (chapter 9), with Garfinkel's 2010 comments
17:15 **17:30**					
17:30 **19:00**	**TRIBUTE TO HAROLD GARFINKEL** **Organizer: D. W. Maynard** Department of Sociology, University of Wisconsin-Madison Auditorium Joseph Deiss **2-PM-1-6**				

Wednesday, July 13, 2011

Time	3-AM-1	3-AM-2	3-AM-3	3-AM-4	3-AM-5
09:00 10:30	**3-AM-1** Panel: Teaching EMCA Organizers: **V. T. Gill, R. Parry** Chair: **V. T. Gill** Room A230	**3-AM-2** Individual Papers Chair: **E. Lehtinen** Room C230	**3-AM-3** Panel: The phenomenology of professional and everyday tasting: Achieving practical objectivity Organizers & Chairs: **K. Liberman, G. Fele** Room D230	**3-AM-4** Individual Papers Chair: **K. N. Jenkings** Room E230	**3-AM-5** Data Session Room B130
	3-AM-1-1 **C. E. Ford** Discovering social action: Teaching CA in a linguistics course	**3-AM-2-1** **E. Lehtinen** Uncertainty in genetic counseling: A conversation analytical perspective	**3-AM-3-1** **G. Fele** Professional tasting: Describing, assessing and measuring during a coffee tasting session	**3-AM-4-1** **K. N. Jenkings** Grasping knowledge: Communication and interaction when rock climbing	**3-AM-5-1/2/3** **G. Bolden** Interaction in Russian American immigrant families
	3-AM-1-2 **D. W. Maynard** Teaching ethnomethodological conversation analysis	**3-AM-2-2** **U. E. Schröder** Fishing for the patient or how to manage resistance	**3-AM-3-2** **K. Liberman, G. Fele, M. Toia** Organizing the practical objectivity of the taste of coffee	**3-AM-4-2** **N. Woerman** Reading faces, seeing lines: On the epistemic and aesthetic work of extreme sport athletes	
	3-AM-1-3 **V. T. Gill** Exposing the taken-for-granted: An exercise to introduce EMCA	**3-AM-2-3** **I. Hörmeyer** Sequential use of electronic communication aids in interactions with people with severe cerebral palsy		**3-AM-4-3** **L. Tsilipakos** Some aspects of the chess player's work	
10:30 11:00	**Coffee break** Hall Joseph Deiss				
11:00 12:00	**PLENARY SESSION** **Wes Sharrock** Department of Sociology, University of Manchester Researching social research with ethnomethodology in mind Auditorium Joseph Deiss 3-AM-1-4				
12:00 14:00	**Lunch** Mensa University of Fribourg Mensa College of Engineering				

14:00 16:00	**3-PM-1** Individual Papers Chair: **M. Barmeyer** Room A230	**3-PM-2** Panel: Autism in social interaction Organizer & Chair: **J. Rae** Discussant: **D. W. Maynard** Room C230	**3-PM-3** Individual Papers Chair: **E. M. Betz** Room D230	**3-PM-4** Individual Papers Chair: **F. Oloff** Room E230	**3-PM-5** Panel: When the analyst is not a member: CA and ethnography in crosslinguistic and crosscultural settings Organizers & Chairs: **J. Bilmes, G. Kasper** Room G230	**3-PM-6** Panel: Disputes in everyday life: Children engaging with peers Organizers: **S. Danby, M. Theobald** Chair: **J. Cromdal** Room G140
	3-PM-1-1 **P. Kaderka,** **M. Havlík** Performing genre knowledge: Achieving orderliness in television news production	**3-PM-2-1** **T. Korkiakangas,** **J. Rae** Children with autism in object-mediated social interactions	**3-PM-3-1** **E. M. Betz** Managing relationships in conversation: Two uses of names in every-day German interaction	**3-PM-4-1** **F. Oloff** Re-completing a turn: Repeats as receipts of collaborative completions	**3-PM-5-1** **J. Bilmes** Conversation analysis and ethnography	**3-PM-6-1** **J. Cromdal** Some categorial resources for picking fights in a correctional facility
	3-PM-1-2 **N. Jagtiani** Between the ordinary and the institutional: Questions, embodiment and space in political news interviews	**3-PM-2-2** **C. Pollock,** **T. Auburn** Accomplishing inclusion: Repeats and repairs in conversations between children with severe autism and their carers	**3-PM-3-2** **R. Förster** Functions of self-reference and self-representation in parent-teacher conferences	**3-PM-4-2** **J. Brenning** Terminal item completion in spoken German: Speaker's orientation to the nucleus accent in collaborative completions	**3-PM-5-2** **C. Meyer** Ordinary conversation, ritual speech or institutional talk? Problems of defining "a conversation" among the Wolof of North-Western Senegal	**3-PM-6-2** **G. R. Busch** "Will, you've got to share darln": Disputes during family mealtimes
	3-PM-1-3 **M. Barmeyer** The "ideal" audience or doing being ordinary on air	**3-PM-2-3** **J. Rae,** **T. Korkiakangas** Smiling as an interactional resource: A case study of a boy with autism	**3-PM-3-3** **T.-S. Pavlidou** Aspects of collective self-reference: Arguing with εμείς ("we") in Modern Greek	**3-PM-4-3** **C. Koike** Answering questions together in joint storytelling	**3-PM-5-3** **R. M. Beck** "The cat is back and is alone": On modes of production of academic knowledge when one is not a member	**3-PM-6-3** **C. R. Davidson** Young children's disputes during computer game playing at home
		3-PM-2-4 **S. Urano, Y. Mizukawa,** **K. Nakamura** Co-production of utterances in social skills training for children with autistic spectrum disorder		**3-PM-4-4** **E. Yasui** On the interactional functions of pointing during conversational storytelling sequences	**3-PM-5-4** **G. Kasper,** **M. Prior** Speaking as an immigrant in autobiographical interviews	
16:00 16:30	**Coffee break** Hall Joseph Deiss					
18:00 23:30	**CONFERENCE DINNER IN GRUYÈRES** 18:00 - Bus departure from Fribourg, 23:30 - Bus arrival in Fribourg Registered Conference Dinner participants will find all relevant information in the conference pack					

Thursday, July 14, 2011

09:00 10:30	4-AM-1 Individual Papers Chair: **C. Greiffenhagen** Room A230	4-AM-2 Panel: Ethnomethodology and political practice(s) in action (1) Organizers: **W. Housley, R. Fitzgerald** Chair: **R. Fitzgerald** Room C230	4-AM-3 Individual Papers Chair: **K. A. Whitehead** Room D230	4-AM-4 Panel: Multimodal responses to verbal first pair parts (1) Organizers & Chairs: **A. C. Ticca, S. Pasquandrea** Room E230	4-AM-5 Individual Papers Chair: **C. Jenks** Room G230	4-AM-6 Data Session Room: B130
	4-AM-1-1 **C Greiffenhagen, N. Ikeya** Discovery work: Opening up the black box of mathematical reasoning	4-AM-2-1 **M. Lynch** The logic of sleaze	4-AM-3-1 **T. Komiya** Legal reasoning and commonsense knowledge	4-AM-4-1 **I. M. Koskela, I. Arminen, H. Palukka** Embodied production of second pair parts in the instructional sequences of air traffic control training	4-AM-5-1 **E. Morita** The role of Japanese interactional particle Yo in marking the opportunity for demonstrable receipt	4-AM-6-1/2/3 **V. T. Gill** Doctor-patient interaction
	4-AM-1-2 **S. Jörissen** Multimodal ways of placing emphasis in mathematics	4-AM-2-2 **C. Boudeau** "Political spin" or "routine political communication work"? The Hutton inquiry on the drafting process of the British government dossier on Iraq's weapons of mass destruction.	4-AM-3-2 **K. A. Whitehead** Self-deprecating racial self-identifications in complaint sequences	4-AM-4-2 **A. Stukenbrock** Taking the words out of the mouth: Verbal instructions of embodied practices	4-AM-5-2 **S. D'hondt** Ah-prefacing in Kiswahili second pair parts	
	4-AM-1-3 **D. Macbeth, Y.-A. Lee, W. Sherman-Heckler, M. Shon, D. Bjelic, Z. Yahsi** Against learning: Some notes and exhibits on behalf of instructed action	4-AM-2-3 **W. Housley, R. Fitzgerald** Matters of truth: Honesty, history and testimony in a public inquiry	4-AM-3-3 **K. Hayano** What constitutes self-deprecations in Japanese interaction: Social values, ownership and affiliation	4-AM-4-3 **E. De Stefani, A.-D. Gazin** Projecting a relevant "next": Instruction sequences in driving lessons	4-AM-5-3 **C. Jenks** Turn-ending or-constructions: What are they and how are they used?	
10:30 11:00	**Coffee break** Hall Joseph Deiss					
11:00 12:00	**PLENARY SESSION** **Marja-Leena Sorjonen** Department of Modern Languages, University of Helsinki Variation in verbal turn design, variation in action Auditorium Joseph Deiss 4-AM-1-4					
12:00 14:00	**Lunch** Mensa University of Fribourg Mensa College of Engineering					

14:00 15:30	**4-PM-1** Individual Papers Chair: **P. Eglin** Room A230	**4-PM-2** Panel: Ethnomethodology and political practice(s) in action (2) Organizers: **W. Housley, R. Fitzgerald** Chair: **R. Fitzgerald** Room C230	**4-PM-3** Individual Papers Chair: **P. A. Mikkola** Room D230	**4-PM-4** Panel: Multimodal responses to verbal first pair parts (2) Organizers & Chairs: **A. C. Ticca,** **S. Pasquandrea** Room E230	**4-PM-5** Individual Papers Chair: **J. Bergmann** Room G230
	4-PM-1-1 **P. Eglin** University teaching as an observable activity	**4-PM-2-1** **E. Klaus,** **B. Dupret** Politics in a praxiological way: Condemning terror in Arab broadcasts	**4-PM-3-1** **S. Keel** Small children's repetitions of evaluative turns and their orientation towards conditional relevance	**4-PM-4-1** **D. Olsher** Gesture and talk in responses: Examples from language classrooms	**4-PM-5-1** **O. Galanova,** **J. Bergmann** Stasi transcripts as resource and topic: Methodological issues in the analysis of wiretapped conversations
	4-PM-1-2 **P. D. Brooker,** **C. Greiffenhagen** The "space between": Moving from dependant learning to independent doing in laser optics and astrophysics	**4-PM-2-2** **S. Calvo,** **A. Bovet** Linguistic communities and political publics: Regional differences in campaigns and votes on naturalization and maternity insurance in multilingual Switzerland	**4-PM-3-2** **S. Oshima** Functions of differentiated head nods: A sequential analysis of Japanese service encounters	**4-PM-4-2** **A. C. Ticca** Embodied practices in the re-presentation of the medical concern	**4-PM-5-2** **K. Engert,** **B. Krey** Textual orders and orderings: The case of social scientific writing
	4-PM-1-3 **M. Igarashi, M. Okada, Y. Kashida, A. Miyazaki** Teacher's conversational devices for promoting student clinical reasoning: The case for problem-based learning	**4-PM-2-3** **M. Mair** The "place" of governmental action: Resolving the question of context in accounts of political action-in-interaction	**4-PM-3-3** **P. A. Mikkola,** **E. Lehtinen** Talk and text in topic shifts in performance appraisal interviews	**4-PM-4-3** **S. Pasquandrea** Multimodal second pair parts in doctor-patient interactions: A means for managing simultaneous activities.	**4-PM-5-3** **A. Korbut** Details vs. practicalities: The calligraphic explication of the social order
15:30 15:45					
15:45 16:30	**CLOSING** Auditorium Joseph Deiss				
16:30 18:00	**FAREWELL** Hall Joseph Deiss				

Book of Abstracts

CONTENTS

KEYNOTE LECTURES

HAROLD GARFINKEL TRIBUTE EVENTS

INDIVIDUAL PRESENTATIONS

PANELS

POSTERS

DATA SESSIONS

Keynote Lectures

Christian HEATH[1], Paul LUFF[2]/ 2-AM-1-4

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Ecology and action

Keywords: Workplace, social interaction, technology, ecology, material environment, video data

Over the past couple of decades we have witnessed a burgeoning corpus of studies concerned with how tools and technologies, objects and artefacts feature in the production of social action in particular within the workplace. The ways in which behaviour in public places is embodied, and embedded within "occasioned" features of the local environment has received less attention and perhaps poses particular analytic challenges. In this paper, we adopt a rather different approach to the analysis of conduct and interaction, an approach suggested by Sacks, and examine the work of an occupation whose principal responsibility is to scrutinise and manage the behaviour of people in public places. We focus on surveillance and consider how personnel discriminate scenes, identify problems and deploy an organisation that resolves, or at least ameliorates, the difficulties that arise. In addressing the ways in which personnel develop and deploy a coordinated solution to the problems that arise, we are concerned to explore how the intelligibility and organisation of conduct relies upon the ability to create occasioned affinities between actions and their ecology, enabling people to see and respond to events in particular ways. Technologies play a critical part in this regard, providing resources with which personnel can configure the ecology in order to detect and in some cases manage the problems that arise. We explore how enhanced access to an environment relies upon an operational understanding of the social organisation of the activities that arise within the particular domain and point to the ways in which technological innovations rest upon models of conduct that can serve to rupture the relationship between the material environment. In conclusion we reflect upon the "manageable incongruities" of the "interchangeability of perspectives" and the practical and practiced use of video for the analysis of conduct and interaction in everyday settings.

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Ethnomethodology and conversation analysis: Do they converge and what's the point?

Keywords: Ethnomethodology, conversation analysis, ethnography, interactional linguistics, "switchboard" requests, survey participation

I begin by discussing "ethnomethodology's program" and what it means for investigating the phenomena of everyday life. For such investigation, I portray bridges between ethnomethodology and conversation analysis in several ways: through the analysis of commonsense knowledge, of indexical expressions, of particularity. The contributions of interactional linguistics also get drawn into the picture. Finally, I consider the role of ethnography in the EM/CA enterprise. These considerations are not to substitute abstract, synthesizing proposals for Garfinkel's grounded impetus and its emphasis on the details of everyday settings. The aim is to develop tools for analyzing the orderliness that members or participants concertedly produce in real time. Accordingly, with the EM/CA armamentarium, I explore a detail in landline telephone calls having to do with making a "switchboard request" and whether callers introduce themselves to call recipients before or after asking for another person. The investigation was started because of collaborative research on the survey interview in which it turned out that, despite being scripted to introduce themselves before requesting to speak with a sample person, interviewers predominantly asked to speak with the person immediately and only subsequently identified themselves, often because they were requested to do so. Interviewers' practices show that they are like the jurors whom Garfinkel studied—95% commonsense actors rather than the role players their temporary institutional mandate would have them be. To wit: Comparison of these survey calls to ordinary calls suggests that the practice of delaying self-identification involves methods for acting incautiously with regard to self-identification along with "doing familiarity." Although it may not be their intent, when survey interviewers delay self-identification to a position after they ask for a selected respondent, and as they engage other practices suggestive of familiarity, call recipients may be treat such efforts as an unwarranted. I explore the implications for other solicitations such as telephone requests for tissue donation. And I report quantitative evidence from our project indicating that the sequential place at which an interviewer self-identifies matters for gaining participation in the survey. My theoretical-empirical considerations address the "what's the point" question in the subtitle of the presentation in two senses—exactly where do EM and CA converge (if they do), and why bother with it.

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Researching social research with ethnomethodology in mind

Keywords: Ethnomethodology, Garfinkel, social research methods, formal analysis

This paper arises from two sources, some recent remarks of Stephen Turner about Robert Merton and the Columbia School of Social Research, and the opportunity to be involved in a small study (with Christian Greiffenhagen and Michael Mair, with Michael doing most of the fieldwork) of two groups of social researchers that were being related by virtue of being units in the National Centre for social science research methods, and identifiable (for many purposes at least) as each being on one side of the troublesome but persistent divide between "quantitative" and "qualitative" research.
The first part of the paper will return to the lessons that can be drawn from Garfinkel's treatment of sociological research methods in Studies in Ethnomethbodology and some of his more recently published comments on the relation of ethnomethodology to "Formal analysis", to see how Turner's remarks express a misunderstanding of ethnomethodology's interest in method. The second part will exemplify that argument through the examination of two examples taken from the field study.

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Variation in verbal turn design, variation in action

Keywords: Conversation analysis, interactional linguistics, turn design, action format, sequential position, variation

How turns at talk are designed to conduct social actions (e.g. requests, invitations etc., and their responses) is an object of vivid discussion at the moment. Understanding what action is being performed with a turn will ultimately depend on the interplay of its verbal design and its sequential position. Furthermore, research on the concurrent use of different semiotic resources (verbal resources, prosody, gesture, bodily behaviour and the use of different kinds of physical objects), has enhanced our understanding of the production of social action. In this paper I will concentrate on the verbal resources used in constructing actions. I will focus on the kind of variation found in the verbal design of turns that, on the face of it, does not seem to be consequential for the response. Instead of viewing it as "free variation", I will address the question of what kinds of subsidiary actions are carried out when the main action (e.g. request for action) is constructed verbally in different ways. I am going to demonstrate how situational and sequential factors enter into the choice of constructing an action in one way or another.

Harold Garfinkel Tribute Events

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"Procedurally it is my preference to ask what can be done to make trouble": A reconsideration of Garfinkel's breaching experiments/demonstrations

Harold Garfinkel is well known and notorious for the series of so called breaching experiments he devised and reported in his studies. Already in his first letter to Alfred Schütz, dated Dec. 5, 1949, he described as one of the topics of his dissertation, which was then in progress: "the effect, experimentally tested, of systematically "destroying" the meaning-structures which comprise the alter ego". These breaching experiments were meant to disrupt the taken for granted routines of everyday life in order to make commonplace scenes and the operation of background expectancies visible. Later Garfinkel played down the role of these experimental trials and reduced them to mere pedagogical devices.
This workshop aims at reconsidering Garfinkel's irritating method. Participants of the workshop are asked to bring with them or describe in detail disruptive objects or devices of their own and their effects and analytic value. A second stream of the workshop may be devoted - in the tradition of Garfinkel's Agnes-study - to natural disruptive cases and their methodological status. The workshop's third objective is to help clarify the question whether artificial or natural disruptions are indeed nothing more than an aid for a poor imagination or a (possible) method for showing and making visible which could be elaborated and refined.

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Harold Garfinkel and the design of computer systems

Ethnomethodology was born in Garfinkel's dialogue with sociology, yet much of ethnomethodology has been transacted within other disciplines. For example, one development of ethnomethodology, conversation analysis, has had more impact in linguistics and communication studies than in sociology. Often, topics within another area impacted by ethnomethodology, have come to figure predominately in ethnomethodology itself. For example, ethnomethodology has impacted many with an interest in education and, concomitantly, there are now many ethnomethodological studies of educational topics.
Intriguingly, one area that has been heavily influenced by Garfinkel's thinking is computer systems' design, but this is, perhaps, less understood within ethnomethodology itself because the reflexive relationship has not been particularly manifest. Thus, although systems' design is an area that has been impacted by ethnomethodology, it has not figured heavily as a matter within ethnomethodology. Also, intriguingly, this work has been particularly nurtured within Corporate research arenas as well as the traditional University system.
This panel will be composed of people who have been predominant in articulating Garfinkel's work for systems' design and who have at one stage or another done that within a Corporate Research environment. Drawing off their own experiences they will reflect upon how ethnomethodology has been influential within systems' design, how matters to do with systems' design are interesting for ethnomethodology, and on their articulation of Garfinkel's ideas within a Corporate environment.

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Is ethnomethodology critical? If so, how?

In Ethnomethodology's Program Garfinkel (2002: 114) writes: "Ethnomethodology is not critical of formal analytic investigations. But neither is it the case that EM [the corpus] has no concern with a remedial expertise and has nothing to promise or deliver. Ethnomethodology is applied Ethnomethodology. However, its remedial transactions are distinctive to EM expertise." It's that distinctiveness I'd like to discuss and clarify.

On the one hand he writes, "In its central tasks Ethnomethodology is directed to the reform of technical reason, and doing so with the premier aim of specifying the work of the social sciences and the natural sciences as naturally accountable sciences of practical action and practical reason" (93; my emphasis). Furthermore, in answer to his own questions, "What are some consequences [of EM] for the worldwide social science movement? What's in it for sociology as a science in the social sciences?" he writes: "What's in it is this: EM is opening an argument on the curious massively absent probativeness of professionally refereed analytic studies of everyday activities of ordinary society that are done with formal analytic policies, methods, and the corpus status of literatures of the social science movement" (279). "Probative" means "giving [the missing] proof or evidence," which certainly sounds critical.

On the other hand, he writes, "Ethnomethodology is NOT a corrective enterprise. It is NOT a rival science in the worldwide social science movement" (121).

I would present the topic briefly, and invite discussion from participants.

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The nascent appearance of the ethnomethodological themes in "The Perception of the Other"

Hints of several of the now familiar themes strongly associated with the ethnomethodological program (indifference, reflexivity of accounts, trust, indexicality) were already evident in Garfinkel's (1952) dissertation, entitled "The Perception of the Other: A Study of Social Order" and completed fifteen years before Studies in Ethnomethodology (1967) was published. This workshop will revisit this document seeking evidence to support the claim that Garfinkel was already moving toward the development of an "incommensurable, asymmetric, and alternate" (Garfinkel, 2002) program of sociological inquiry well before the term "ethnomethodology" had been coined. The discussion will focus on exploring the relationship of the dissertation to the Studies, as well as its relationship to his earlier proposal, "An Exploratory Study of Communicative Effort and the Modes of Understanding in Selected Types of Dyadic Relationship" (see Garfinkel [2006]).

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The chapter on Galileo's experiment (chapter 9), with Garfinkel's 2010 Comments

We will listen to a digital tape of a reading-with-Garfinkel's-response of some selections from Chapter 9 from ETHNOMETHODOLOGY'S PROGRAM, the description of Garfinkel and students' replication of Galileo's Inclined Plane experiment. This brilliant chapter may be overlooked by some due to its difficulty. We will play some of Garfinkel's own comments about the chapter (as it was being read to him), including his observations that elucidate what Garfinkel believed made this piece of ethnomethodological research noteworthy. The last period of the session will afford the audience an opportunity to respond to the topics raised.

Tribute to Harold Garfinkel

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Harold Garfinkel, who died this year in April, made contributions to the social sciences that have been beyond extraordinary. His 1967 book, Studies in Ethnomethodology, went through nine hardback printings by Prentice Hall, and then in 1984 Polity Press published it in paperback. Yet another edition is currently being published by Paradigm Publishers. So the book is still in print after nearly almost 45 years, and it has been cited thousands of times across various subareas in sociology, including theory, science and technology studies, studies of the workplace and cooperative work, social psychology, social problems, gender, organizations, and many others. Garfinkel continued to publish during the period subsequent to the publication of Studies, and did so in various prominent journals. In the 2000s, with Anne Rawls' editorship and when he was in his 80s, he published three additional monographs—Ethnomethodology's Program in 2002, Seeing Sociologically in 2005, and Toward a Sociological Theory of Information in 2008.

The International Institute on Ethnomethodology and Conversation Analysis was made possible because of Harold Garfinkel's pioneering, revolutionary studies. Members of this panel will discuss Garfinkel's inspiration for and influence on their work and on the worldwide social science movement.

Individual Presentations

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Two preferences in question-answer sequences in an educational context

Keywords: Question-response sequences, preferences, educational context

This presentation examines student response to teacher questions in primary school English as a foreign language classes, discussing two preferences associated with question-answer sequences. In question-answer sequences, when current speaker selects next speaker, selected recipient's answer becomes conditionally relevant (Sacks, 1987). When selected recipient fails to immediately produce an answer, speaker who produced the question pursues an answer employing various techniques (Pomerantz, 1984). Recently, Stivers and Robinson (2006), examining mundane conversation, found that when the preference for selected recipient to speak next conflicts with progressivity in interaction the parties prioritize preference for progressivity. That is, when selected party displays some trouble responding, non-selected party may provide an"on-record" answer, thus demonstrating a stronger orientation to preference for progressivity of interaction. In contrast, in institutional settings, the balance of the two preferences may not be the same as mundane conversation. Examining educational settings, we found preference for selected recipient to speak next was always observed. Data consisted of 22 English classes in Japan. In each class were: a Japanese homeroom teacher, an expert English-speaking teacher, and 20 to 30 primary school students. Additionally, in some classes university students assisted as teacher trainees. Analysis revealed a persistent preference for selected recipient to speak next in this educational setting. Orientation to this preference was observed not only in the actions of the teachers who repeatedly pursued response from selected student, but also in the actions of those teacher trainees and non-selected students who provided "off-record" (whispered) assistance. No matter how long it took for selected student to answer or how much off-record assistance the student needed, the participants waited for selected student to respond. That is, the whole class demonstrated strong orientation for selected student to provide an answer. This orientation was further demonstrated by teachers' and students' action of offering "full credit" through positive assessments to the selected student who received others' off-record help. Such orientation and actions by the participants index this particular institutional setting.In summary, a difference was found in regard to two preferences in question-answer sequences between mundane conversation and educational settings. In mundane conversation, if selected recipient fails to immediately provide a response, non-selected recipient may provide on-record response, thereby sacrificing the selected-recipient-speaks-next practice in favor of progressivity. In educational settings, however, when selected recipient does not immediately answer, the actions speaker and non-selected recipients take, providing off-record assistance, display their orientation to maintaining the selected-speaker-speaks-next practice.

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Language policing the purist and monolinguist beliefs in the English as a second language classroom

Keywords: Language learning, language policy, English as a second language, SLA

English is the official policy in the school (under observation) for English as a Second Language (ESL) Classroom. However, the participants here actually police each other's and their own language choice to accomplish this language policy. Language policing here refers to the collaborative co-construction and orientation of the participants to the micro-level language policy in situ. The participants' indigenous way of interpreting the official policy is negotiated, challenged and accomplished online. The official policy of the classroom is based on purist and monolinguist belief which entails that "English-only" is spoken in the classroom both by the teacher and the pupils. Swedish is deemed as a forbidden language. To keep "English-only" rule, however, alternate practices of policing emerge to avoid Swedish in the class. The study highlights the alternate practices displayed by the participants which emerge because of language policing. The empirical data of the study comprises of over 20 hours of video recordings of ESL classrooms in an International Swedish school. The data was collected between the years 2008-2010 in the grades 8 and 9. There are 17 incidences of language policing in the data. The English language teachers of this particular school follow an "English-only" policy which is enforced through a point system. The study aims to contribute to the research in the micro orientation of the second language (L2) classroom (Hellermann, 2008; Cekaite, 2006; Seedhouse, 2004). It is also an attempt to see how through talk and actions participants defy the policies in practice that are monolinguist and purist.

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The"ideal" audience or doing being ordinary on air

Keywords: Ethnomethodology, ethnography, conversation analysis, talk show, media studies

The "ideal" talk show audience in the studio of a daytime TV talk show is one that has done and seen it all before. The paper looks at the work that goes into the creation of an audience that actively participates in the mutual construction of "being ordinary". This is accomplished not just through the telling of topically consistent stories (Sacks 1984, Thornborrow 2001) but through the careful work that goes into the construction of such an emphatic and thus "ideal" audience. This work is necessary because of the "double-settinged character" of a studio audience. The typical audience of a daytime TV talk show does not get involved, but rather sits at home in front of the TV. Thus the audience, in order to function like the audible and visible part of the TV show that it is, needs to be prepared and trained. The participants in the simulation/gaming situation, for example, as described by Francis (1989) "are required to enact their role within the game while at the same time paying attention to the organisational/educational context of the game." He refers to this dual orientation as the "double-settinged" character of simulation/gaming. Comparing those participants to the studio audience of a talk show that is a visible and active part of the TV broadcast and at the same time audience and witness to the backstage character of the filming of that show,"it can be hypothesised that this double-settingedness may create specific problems of interactional and communicative adjustment for participants." (Francis, 1989, p.58). The members of the audience have to orient to their role as the audience on the one hand and on their role as the visible, active part of a TV talk show on the other. Even though there are studies that have set out to explore talk shows from within (Grindstaff 2002, Brunvatne 2001, and Haarman 2001), I believe that my research still has a few things to contribute to this area of study. Instead of "just" looking at the transcribed TV broadcast, I attempted, by going into the field, namely the studio audience of the Trisha Show, to carefully describe what was going on in such a setting. Soon I noticed that there was much more going on than talk and I felt that there were more complex participation frameworks at work, once you focused on the studio audience and the work behind the camera.

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Collaboration and co-construction of meaning in ESL tutorial interaction

Keywords: Tutoring, native-nonnative interaction, second language discourse, common ground, gesture, collaboration, co-construction of meaning

This study examines the collaboration and co-construction of meaning in ESL tutorial encounters by providing a detailed analysis of an extended sequence involving the activity of word-search. The analysis takes into consideration both the verbal and nonverbal actions of the participants' contributions. The study situates itself in the relatively recent line of scholarship which investigates the way second language learners and their interlocutors come to an understanding of the micro-interactional organization of their talk. Some of the issues with which this line of scholarship has been concerned are negotiated comprehended input (Markee, 2000), repair management (Hosoda, 2000; 2006; Jung, 1999; Wong, 2000a), the construction of non-native identity (Wong, 2000b; Wong & Olsher, 2000), task accomplishment (Mondada & Pekarek Doehler, 2004; Mori, 2002), the construction of interculturality (Mori, 2007), participant orientations in foreign conversation-for-learning (Kasper, 2004), and the accomplishment of intersubjectivity (Mori & Hayashi, 2006). The data for my study come from a real-time dialogue, drawn from a tutoring session involving a tutor who is a native speaker of American English and a Korean student who is in the process of improving his communication skills in English. My methodology is based primarily on the tenets of conversation analysis (see Markee, 2000, 2005, 2009). The moment-by-moment analysis of my extended sequence shows that the activity of word-search is constructed as an interactional achievement in the sense that several of the participants' utterances emerge not as a result of the student's or the tutor's individual vocal and non-vocal actions, but as a by product of their joint actions and efforts to make sense of each other's contributions. By utilizing a diverse array of resources such as back-channels, clarification questions, repair, and gesture, participants manage to create an optimal environment for the achievement of a common ground of reference. It is worth emphasizing that the achievement of a common ground of reference takes place despite the divergent linguistic and cultural norms that participants bring to the table. Instead of displaying a feeling of dismay because of the student's inability to articulate his contributions eloquently and the tutor's difficulty to sort out what the student may have meant, participants cast themselves in the role of collaborators. They display active engagement with each other's presentations, just as they would in many other contexts and cultures, and with other native speakers of their L1, a fact that casts doubt on the view that intercultural communication is inherently problematic.

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Some membership categorization practices of Islamophobia: The positioning of religious categories and their mapping against categorical pairs

Keywords: Categorical mapping, ethnic profiling, Harvey Sacks, Islamophobia, media, membership categorization analysis, nationality, positioned categories, race relations, Rod Watson, stereotypes, terrorism

The increasing numbers of Muslims in Western countries and the increasing importance of Islamist terrorism in domestic and international relations has led to reactionary rhetoric and politics sometimes termed Islamophobia. These cultural reactions include prejudices and stereotypes which inform social practices including stigmatization, ethnic profiling, and immigration restrictions. The cultural logic of these beliefs and practices clearly deserves analytic explication, for practical as well as academic reasons, but unfortunately such favored terms as "prejudice" and "stereotype" are more critical than analytic. This study takes a different approach based on membership categorization analysis (MCA), with the aim of explicating analytically the cultural logic of suspicion broadcast in much American media. One of the obvious resources of MCA is the insight that membership categories can be collected together into membership category devices, as religious categories are collected together in the device "religion". The way such membership categories and membership category devices are deployed in practice is fundamental for the understanding of religious identity and inter-faith relations. Lesser known resources of MCA, however, provide resources for illuminating issues of social inequality, majority/minority relations, and group conflict. Sacks noted the existence of "positioned categories," categories positioned in relation to others as higher or lower, allowing for categorical degradation and praise. Subsequently, Rod Watson illustrated the relevance of membership categorization practices to issues including race relations, observing that relational pairs from the device "race" could be mapped onto other relational pairs such as "offender" and "victim," in the case of race-motivated offending. Watson also observed that the categorical inequality of races could be accomplished interactionally by drawing upon categorical inequalities from a different category device, as when a Southern white policeman degrades a Black physician by referring to him as "Boy." This analysis builds on the observations of Sacks and Watson, exploring the relevance of MCA for explicating the cultural logic of social inequality and group conflict, as illustrated by contemporary media treatments of Muslims in the United States. The category "Muslim" can be observed not only to be positioned negatively, relative to the often unmarked category "Christian," but also to be maligned in a number of ways by implicit categorical mappings, suggesting that Muslim-Christian relations can be understood in terms of a variety of other relational pairs, including the pairs "offender/victim" and "foreign/native," suggesting by the methodical use of membership categorization practices that Muslims are a foreign threat.

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Managing relationships in conversation: Two uses of names in every-day German interaction

Keywords: Address terms, reference, (first) names, German, affiliation, disalignment, interactional history, relationships

In real-time interaction, "context" is created and negotiated by participants (Schegloff 1992). This conversation analytic study investigates how relationships - between participants and to third parties - are made relevant in situ. Two different uses of names in German are presented: addressing an already attentive co-present party, and referring to a third party using the form "definite article+proper name." In both uses, speakers do "more than" addressing or referring, respectively. As address terms in turn-initial or turn-final position (1), names in German have been shown to accompany problematic actions (e.g., requests, challenges) that are not done for the first time (author, submitted work). They are either relaunched or require knowledge outside the immediate sequential context for proper understanding. In these contexts, speakers use names to invoke interactional history and prioritize their agenda over a co-participant's.

(1) E: oh=VOlker die bleim aber bei dir.=ne,
oh=(NAme) those [pictures]'ll stay with you though.=right,

The focus of the present study is on a second use of names in German: As reference terms for third parties in conversation (2), the selection of a certain reference format (article+name vs. bare name) conveys that there is additional tellable and assessable material about the referent. By offering material for topicalization, names constitute a strategy for subtly shaping the trajectory of the talk. Moreover, they can be closely tied to issues of interpersonal alignment and affiliation.

(2) H: der christian hatte doch ä::h n termin bei renate.
(the)(name) had uh:: an appointment with (name).

The study concludes with a comparison of German and American English: It identifies similar uses of (first) names as well as different strategies for managing relationships in English. This study is based on 16 hours of non-elicited telephone and face-to-face conversation among speakers from different areas in Germany. It first briefly reports findings from an investigation that employed an interactional linguistic approach and, before this background, presents new insights from a study that takes an ethnomethodological approach (the basis of analysis being the interactants' perspective and conduct). Extending existing research on reference (Auer 1984, Downing 1996, Goodwin 2003, Enfield/Stivers 2007, Schegloff 1996) and on address terms (Clayman 2010, Schwitalla 1995), this study highlights the social function of names in every-day interaction. It furthers our understanding of the strategic deployment of linguistic resources and illustrates how interactants invoke and negotiate relationships in and through interaction (Pomerantz/Mandelbaum 2005).

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Across languages and cultures: Brokering problems of understanding in conversational repair

Keywords: Conversation analysis, repair, language brokering, interaction in immigrant families, Russian, intercultural communication

One's ability to competently participate in social interaction is ordinarily taken for granted: we treat others as capable of understanding and producing meaningful social actions. However, this assumption of competency may be suspended in interactions with categories of people who might not be seen as "bona fide members" (Garfinkel, 1967) of a speech community, such as, young children and other novices (including "foreigners" and "non-native" language speakers). While one's identity as a novice speaker of a language, for example, may appear to be relatively stable across social occasions, it is enacted in interactions with others through a range of communicative practices that expose one's relative incompetence. For Garfinkel (1967), competence refers to a member's entitlement to manage "everyday affairs without interference" (p.57). This paper analyzes one form such "interference" can take and describes how it makes salient participants' divergent language competencies. The focus is on a previously unanalyzed conversational practice of repair resolution (Schegloff, Jefferson, & Sacks, 1977) that consists of one interlocutor brokering understanding problems that are demonstrably rooted in participants' divergent linguistic (and sometimes more broadly conceived "cultural") expertise. The paper presents findings of a conversation analytic study of video-recorded mundane conversations in Russian American immigrant families (approximately 40 hours of recordings from several families). I show that, in multi-party interactions an interlocutor who is neither the speaker of the trouble source nor the addressed recipient has a systematic opportunity to participate in the repair sequence in order to mediate a problem of understanding based in participants' asymmetrical linguistic and cultural expertise. The paper analyzes (other-initiated) repair sequences in which third persons (a) get enlisted into or (b) step in to enact the role of brokers for the purposes of resolving (actual or potential) understanding problems. I also examine how such brokering displays participants' orientations to their asymmetrical competencies. Overall, this paper aims to further our understanding of the interactional construction of linguistic and cultural competence in bilingual/immigrant communities, on the one hand, and the organization of repair, on the other.

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Terminal item completion in spoken German: Speaker's orientation to the nucleus accent in collaborative completions

Keywords: Prosody, collaborative turn sequences, nucleus accent, turn-taking, German

The collaborative completion of a preliminary speaker's syntactic project is an everyday phenomenon in spoken interaction. It has been the subject of various studies on different languages in Conversation Analysis and Interactional Linguistics (e.g. Hayashi 2005; Iwasaki 2009; Lerner 1996; Mondada 1999; Szczepek 2000), but so far there has not been any research done on collaborative turn sequences in spoken German. The study of 140 examples of collaborative completions in everyday conversation shows that the most frequent format of collaborative completions in German is the terminal item completion. The speaker that completes the preliminary utterance starts the completion at the beginning of the turn transition space (Lerner 1996). A detailed analysis of German instances raised the question of whether there is a pattern that can systematically describe the entry of a speaker into the turn space of another speaker, before a point of possible completion has been reached. The prosodic analysis of 90 terminal item completions (Lerner 1996) revealed the crucial role of the nucleus accent, which is found in 71 instances articulated by the incoming speaker. Previous studies (Schegloff 1996; Selting 1995; Wells & Macfarlane 1998) already pointed out the interactional relevance of the last pitch peak of an utterance, as it is an important contextualization cue of the turn transition space. The nucleus accent is often followed by rush-through and continuers. In contrast to these results the intra-turn speaker change within terminal item completions occurs before the nucleus accent has been articulated. By presenting instances of terminal item completion, I will demonstrate how recipients orient towards the projected possible position of the nucleus accent when they complete a preceding syntactic project of another speaker. The study is based on 16 hours audio and video data from German everyday conversation.

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The "Space Between": Moving from dependant learning to independent doing in laser optics and astrophysics

Keywords: Ethnography and video analysis, scientific education, scientific research

This paper explores how early-stage researchers in science move from learning about science to position themselves as practitioners of it. The paper draws on ethnographic field observations of two masters-level postgraduate students in laser optics and astrophysics made over the course of several months, as well as video recordings of one of these at work. The paper aims to show how early-stage research is managed and done by researchers (i.e., how these researchers can produce "professional" quality research despite still learning what it takes to do so). This study draws on two kinds of EM/CA studies: firstly, science education, both in school classrooms (e.g., Lynch and Macbeth, 1998; Macbeth, 2000) and at an undergraduate level (e.g., Benwell and Stokoe, 2002; Lindwall and Lymer, 2008); secondly, professional science (e.g., Garfinkel et al., 1981; Lynch, 1985). However, there are few, if any, ethnomethodological studies honing in on early-career researchers coming from a "learning" background and moving towards "doing" science for themselves. Whilst approaches other than ethnomethodology have covered this "space between" to some extent (e.g., Campbell, 2003; Delamont and Atkinson, 2001; Roth and Bowen, 2001), enculturationist studies such as these prefer to account for the cognitive and cultural problems that early-stage researchers face, entirely neglecting the work that characterises their endeavours as specifically scientific. By studying the work of research at this stage, it becomes apparent that researchers' introductions to these surroundings are not experienced as a "reality-shock" (Delamont and Atkinson, 2001: 88) where all vestiges to instructional learning are suddenly removed, leaving students to either successfully adapt to the unfamiliar world of independent (although guided) research or fail. Rather, this transition (if it is even a "transition" at all and not an "extension") happens over a much more drawn-out period (with no definitive start- or end-point) which ensures that researchers don't experience this as any sort of shock at all. This is partially because being an undergraduate learner does not necessarily preclude you from accurately imagining and understanding the work of scientific research, and partially because the process of doing the work itself guides researchers' activities. Consequently, looking at this material ethnomethodologically allows us to produce a different account of this sort of research, one which doesn't necessarily rely on sharp conceptual distinctions between a "learning stage" and a "research stage" only traversable through cultural adaptation.

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Managing a peak event in an opera performance

Keywords: Opera performance, stage management, practical action, collaborative work, mediated interaction, coordination, embodied reading, music, ethnomethodology, conversation analysis

The paper reports from a project studying mediated collaborative work behind opera performances. Based on three simultaneous video recordings made in a small opera house in Sweden, the general analytic focus of this ethnomethodological study is on the detailed ways in which the stage manager coordinates the work of other technical staff around on-going performances. More specifically, it considers how a peak event on stage – where the main character hangs herself in Menotti's The Consul – is technically supported by the crew. The successful accomplishment of the singer's hanging herself – safely and aesthetically – is contingent on highly coordinated collaborative work by the crew, that needs to be prepared and carried out behind the scene in a timely fashion. On this particular occasion, the effects that the team's work had on the actual performance of the peak event are also assessed and discussed over the radio immediately afterwards. In order to coordinate different aspects of the crew's work to the unfolding stage action, the stage manager needs to follow the performance closely as it emerges in time. He also needs to know what action he should cue his crew to perform at what moment. For dealing with both of these tasks, he uses an annotated piano score (the "prompt book"). There, he can read the music as it unfolds, as well as, crucially, see on each new page the small sticky notes that he has previously placed at precise bars in the score, and which alert him to the next relevant action to be prepared and carried out. As he is also using his hands for reading and fixating particular parts of the score, the stage manager can shift his visual attention back and forth between the performance and the score without losing track of just where he is in the reading. The study highlights some of the many mutually configuring methodical practices involved in the collaborative work of carrying out a pre-planned event in an opera performance: on-stage and off-stage activities, listening to the music and reading the score, and the sequentially organised radio communication between different members of the crew. In contrast to most empirical studies on the performing arts, which tend to focus on the artistic qualities of the performance as an autonomous event, this study thus underscores the relevance and configuring effects of the artfully hidden stage managing activity.

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Ah-prefacing in Kiswahili second pair parts

Keywords: Kiswahili, particle, stance, second pair parts, turn-initial position, conversation analysis, comparative perspective

My paper presents a conversation-analytic account of the various usages of the Kiswahili particle ah as it is routinely employed in naturally occurring Kiswahili conversation. Adopting a strategy reminiscent of the one Heritage and others adopted for English oh, it is argued that the seemingly disparate uses of this "language-specific object" represent various context-specific particularizations of a single semantic core. The basic claim is that ah constitutes a response cry that indexes to the other interlocutors the speaker's negative evaluative stance toward a particular issue. In this capacity, it frequently occupies the turn-initial position of a second pair part. Depending on the specifics of the sequential environment, the "object" of the indexed stance is traceable to either the particular item that is being talked about or the action performed in the preceding first. In the former case, the particle is used to demonstrate the speaker's affiliation with the previous speaker. In the latter case, it is used to demonstrate his disaffiliation with the previous speaker. A third usage is what might be called "affiliation within disaffiliation": in declining an offer or an invitation, the speaker can use ah-prefacing for indexing his negative stance toward the obstacle that prevented him from delivering a preferred response.

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University teaching as an observable activity

Keywords: Ethnomethodology, interactional accomplishment, ethnographic conversation analysis, phenomenology, university, teaching, Stanley Fish, academicizing, empirical statements, practical evaluations

I take up Edward Shils's question about juries, made famous by Harold Garfinkel, and apply it to universities. That is, just what is it about the operations of universities that makes them universities? I address the question ethnomethodologically by examining the interactional accomplishment of the beginning of a class at a university. The goal is to describe and analyze the embodied methods of practical reasoning and action by means of which parties engaged in the life of the university render their activities accountable—that is, observable and reportable—as university-specific activities. Pursuing an answer to the question turns on members' reflexive use of the categorical, sequential, and otherwise contextual resources made available by the setting. In a first study (Eglin, 2009) the focus was on the interactional production of a recognizable class beginning, and was based solely on conversation analysis (CA). In this second study the aim is to explicate the observability of the teacher's opening utterances as teaching, and to draw on CA, phenomenology and ethnography. In the case at hand, the observability of the teacher's words as teaching appears to turn on the concatenation of a number of interactional practices that may be summarily listed as follows: the use of a declamatory declaration in a prophetic voice, positioned as an announcement, at the start of the class, that began a course of such occasions the development of which would illuminate the meaning of its beginning, that was uttered propaedeutically, that formed a particular part of a programme of studies some of which it could take for granted as known, that itself had a character of which the course's subject was a central component, in an institutional environment that emphasizes difference, in a setting the ethos of which is that of theoretical play, in a time and place with a decided political ideology. The idea that teaching can be done by separating empirical and logical statements from practical (normative, moral, political) evaluations, so as to give voice as a teacher to the former only, reflects a faulty understanding of the nature of language in social interaction.

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"There's some days where I'm the mum": Family and stage of life categories on a children and young people's helpline

Keywords: Membership categorization, helplines, children, youth, counselling, modalities

In this paper, we investigate a collection of counselling sessions on an Australian children and young people's helpline where counsellor and client use categories drawn from family and stage of life membership devices. Clients, most often teenagers, contact the helpline using telephone, web-based chat and e-mail communication. This paper draws on data from these three modalities. Building on earlier work on categories in interaction by Eglin and Hester (2003), Lepper (2000), Sacks (1974), Stokoe (2009) and Watson (1986,1997), the paper focuses on how the predicates and category-bound activities of "family" and "stage-of-life" devices are deployed by counselor and client. We explore clients' accounts where they offer self-descriptions that invoke incompatible category incumbencies. For example, we use a case of a teenage caller who describes her life situation where she is expected to undertake household tasks as a stand-in for her mother who has major health problems. Contrasts are built up by describing the caller's daily activities as cutting across the two categories of mother and teenager, resulting in a description of her life situation as hearably problematic. The responsive actions of the counsellors are to propose alternate perspectives that show these membership devices working to constitute the client as atypically mature for their ages, and attributes of which the clients should be proud. In this way, the callers' circumstances are recast by the counsellors in a more positive way, which displays their orientation to the Kids Helpline guidelines of empowering the client.

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Textual orders and orderings: The case of social scientific writing

Keywords: Textual practices, textual artifacts, writing, reading, ethnography, text analysis, textual devices, social sciences, bodily sequences, recipient design, local historicity and sequentiality of writing, ordered texts, thematising, situated sense-making

In our contribution we'd like to analyze practices and artifacts of social scientific writing as constitutive parts of everyday academic work. Our aim is to show that and how textual artifacts on the one hand and practices of writing and reading on the other are closely related elements of artifact/practice-units constituted in the course of this very work and based on participants' situated reasoning. This view might help to re-specify what texts and textual practices are and do from a praxeological rather than a discourse analytic perspective. Our insights are based on various video- and tape-recorded data gathered from ethnographic and text-analytic studies. To begin with, we look at social scientific writing in its locally accomplished "historicity" (Garfinkel et al. 1981) and sequentiality. The orderliness of writing can be traced down to two distinct time modes – a prospective and a retrospective – which together might imply a certain performativity of "thinking-for-writing". In this light, certain textual beginnings can be perceived as "appellative formations" that instruct, afford and request follow-up sequences and, in turn, do not only respond to but also obliterate these appeals. As a result, writing routinely draws from notable but not exclusively textual devices. Concerning the dissociative writing situation, one also needs to address peculiar bodily sequences which suggest explicit intensities and contingencies of the writing practice. Such "eventful pauses" are productive bodily devices that accomplish the ongoing extension of writing. These text/writing-units for producing "ordered texts" are accompanied real-worldly by text/reading-units making sense with and out of texts. "Ordered texts" can be described in terms of their "recipient design" (Sacks 1974; Watson 2009) affording certain readers and readings. Inter alia, this "recipient design" implies meta-textual formulations of "what the text is all about" as well as techniques for a "thematising of phenomena" (Anderson and Sharrock 1982) which brings the text's objects into existence and "queues" the text into a genealogy of other texts "on the same topic". We'd like to show how social scientific readers activate such "recipient designs" in their lived work of reading towards which the time mode of the ordered text's design is oriented. Reading here, just like writing, draws from and relies on textual devices like annotations and excerpts, "writings for thinking" as both products of and participants in these situated sense-making practices.

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Functions of self-reference and self-representation in parent-teacher conferences

Keywords: Conversation analysis, self-reference, self-representation, parent-teacher conference

The aim of this CA based paper is to demonstrate if and how identities, or categories, in the seemingly predetermined setting of a parent-teacher conference are made relevant and therefore consequential to the participants in the moment-by-moment organization of their interactions. Previous research on parent-teacher conferences (cf. Maclure & Walker, 2000) shows that these conferences are structured amazingly similar, following a schedule directed by the institutional background of the school. The roles of the "professional" teacher and the "lay" parent are ascribed prior to the conversation and participants are expected to live up to these roles and act on behalf of them. The participants' actions are constrained by the specific institutional norms that determine their positions. What is one allowed to say and ask, what questions would cause irritation? On first sight one feels confronted with a fixed script where the roles are allocated and clear for everybody at every moment of the conference. Nevertheless we find instances of situated active self-reference of the participants during the conferences. Former research on self-reference (cf. Lerner & Kitzinger, 2007) shows that speakers can move between individual and collective responsibility for different types of action. Next to the crucial opening sequence where situational and interactional characteristics are laid out, in the course of the conversation further switching points may appear, where the qualities of the roles of the participants can be changed or adapted. Building on the work of Sacks (1992) we can assume that the selection of self-reference terms is intimately connected to a speaker's situated identity. These terms disclose on whose authority or behalf, or in what capacity, a participant speaks and thus what attitude he adopts towards the action implemented through his turn at talk. Using audio recordings of parent-teacher conferences at a German primary school, different ways of self-reference and self-representation, like explicit self-statements or attributes of linguistic activities and expressions, and their effects are being studied.

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Stasi transcripts as resource and topic – methodological issues in the analysis of wiretapped conversations

Keywords: Stasi transcripts, wire-tapped conversations, wire-tapped participants, eavesdroppers

In the East German Democrat Republic the secret state police – the so called Stasi - has kept tabs on anyone who was suspected to be in opposition to the state ideology. All citizens - including members of the communist party itself - were potential targets of obtrusive observation and meticulous documentation. Thus, over the years, the Stasi produced a huge amount of files which include not only various information on personal habits and preferences, but also written observational protocols, recordings of phone calls and private face-to-face conversations as well as transcripts and summaries of these recordings. After 1990 these Stasi files were collected and preserved for political, historical and scientific reasons at the Archive for Stasi documents BStU ("Stasi-Unterlagen-Behörde") in Berlin. The Stasi transcripts of wire-tapped conversations are the objects of our interest. Other researchers have already used existing documentary transcripts as material resource for data analysis, e.g. Paul Drew (1978) who based his analysis on transcripts of the Scarman Tribunal in Northern Ireland, Steven Levinson (1992) who used transcripts of the Watergate hearing, or Jae-Gang Jang (n.d.) whose study on the conversations between astronauts and ground control partly relies on documentary NASA transcripts. Seen as"naturally occurring data" (Michael Lynch 2002) Stasi transcripts can be used as a resource for studying wire-tapped conversations between interactants, who guessed about them being wire-tapped. It will be shown that participants in these phone conversations apply various practices with which they implicitly and explicitly make reference and respond to the undesirable and threatening (suspected) surveillance by the Stasi. The data furthermore allow to elucidate the communicative status both of the wire-tapped participants and the "eavesdroppers". Although we analyze the Stasi files with regard to certain conversational objects as transcripts, they cannot simply be taken as "natural transcripts". From a conversation analytic perspective they lack detailedness and are generally of"poor" quality. But the Stasi prepared these data especially for its purposes and had "'good' organizational reasons" for the production of "bad" transcripts (Garfinkel 1967). Therefore we use the archived Stasi transcripts not only as resource but turn them into a topic (cf. Zimmerman/Pollner 1970) by reconstructing how they can be analyzed as "historical phenomena in their own right" (Michael Lynch 1999).

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It's not what you say, it's when you say it: Locations for mediator advice-giving and the production of neutrality in divorce mediation sessions

Keywords: Conversation analysis, mediation, advice, neutrality

In this paper I use conversation analytic techniques to study advice-giving in its sequential context in five videotaped and transcribed mediation sessions between divorcing couples. This project contributes to the development of the field of conversation analysis and the study of talk in institutional settings by advancing research in two areas: 1) advice-giving and 2) the production of neutrality. This project builds on previous research on advice-giving (Heritage & Sefi 1992) and on the production of neutrality (e.g., Clayman 2002, Greatbatch 1999). Previous research on advice-giving by British Health Visitors found that advice-giving was a major part of the job and was therefore typically given in a direct and"prescriptive" fashion (Heritage & Sefi 1992). However, because the interactional context of mediation sessions differs greatly from that of the health visitor's interactions with new mothers, we would expect advice-giving to be done differently in the two contexts. In a previous study of advice-giving in divorce mediation sessions I found that mediators typically formulate advice non prescriptively, for example as suggestions or general information rather than as"you should" statements and that mediators more often give procedural rather than substantive advice. Both of these practices enable mediators to give disputants advice while maximizing the empowerment of disputants. In the current paper I examine the placement of mediator advice within the mediation session. I find that while mediator advice is often motivated by and placed after disputant disagreements, problem statements or position statements, these locations present challenges for the mediator as he or she tries to present a neutral stance. In contrast, placing advice within a mediator's extended turn or"monologue" provides an interactional environment for the advice which sufficiently insulates it from disputant's utterances so that advice can be given without challenging the mediator's neutral stance. I discuss these findings in terms of the functionality for mediators of placing advice-giving in locations that do not foreground its status as advice. In addition, by placing advice in locations where it cannot be directly identified as a response to a particular disputant's prior utterance, mediators can avoid appearing to respond directly to that disputant's stated position, or to be taking sides on a disagreement between the disputants. Since the sequential environment of utterances is a resource for their interpretation, mediators should be aware of the implications for challenges to their stance of neutrality of different ways of positioning advice within the mediation session.

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Discovery work: Opening up the black box of mathematical reasoning

Keywords: Science, mathematics, discovery

There are many and various arguments in science studies which attempt to contrast – usually unfavourably – the actual day-to-day conduct of scientific and mathematical investigations with some putatively ideal conception of the logic of scientific or mathematical inquiry. Although a useful strategy to de-mystify certain idealized (philosophical) pictures of scientific and mathematical practice, the contrast between "doing science" and "writing science" has occasionally given too much emphasis to aspects of workaday practice which could be said to be "external" to the course of scientific or mathematical reasoning involved (for example, the fact that inquirers consult other researchers or that they revise their productions for presentation to different audiences). In line with ethnomethodological investigations of the work of practical reasoning, we are more concerned with the "internal" course of a mathematical inquiry, the organisation of the mathematical reasoning the participants use in their attempts to work through the immediate next step of the task of proving currently in hand (cf. Livingston, 1986, 1999). In this paper, we present an analysis of the first steps of researchers in mathematical logic toward the development of a mathematical proof. They are "first steps" in that they capture the early point of the research project; furthermore, the investigation itself is a PhD project and involves the student in taking "first steps" in the experience of independent research, moving from working through established proofs toward producing her/his own contribution to the archive of proofs. The analysis is based on video recordings of the weekly supervision meetings between supervisor and doctoral student (these records allow us to see how their conjectures developed as they worked on their problem). In the video excerpts of the supervision meetings that we will look at, the supervisor and the student are at a point at which, together, they are jointly trying to figure out a range of problems that they have to tackle in order to arrive at the final theorem. We examine the mathematical puzzlement that they attempt to address and resolve through discussion at the blackboard with an aim to specify the notion of "rigour" with which their work is conducted. The course of their reasoning is not by any means "arbitrary" but neither is it "logical" in a formalist sense. In this sense, the analysis opens up mathematical discovery as practical work (cf. Garfinkel et al., 1981).

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What constitutes self-deprecations in Japanese interaction: social values, ownership and affiliation

Keywords: Self-deprecation, Japanese, value, ownership

Pomerantz (1984) famously demonstrated that agreements are systematically preferred to disagreements in interaction: agreements tend to be produced without a delay or mitigation while disagreements are recurrently delayed and mitigated. One exception to this is responses to self-deprecations. For instance, in responding to a comment"I'm so dumb", the preferred response is a disagreement, not agreement. However, we do not have a systematic description of what makes an utterance recognizable as self-deprecating. This study investigates the recognizability of self-deprecations in Japanese interaction. The collection for the study comes from 14 hours of face-to-face video-recorded conversations in various ordinary settings and 6 hours of audio-recorded telephone conversations between friends. The paper reports two key features that make a comment recognizable as a self-deprecation: the referent and the valence of the comment. The referent of the comment needs to be the speaker her/himself or an object or a person that belongs to her/him in some way. Second, the valence of the comment has to be hearable as negative and undesirable. These seemingly straightforward features of self-deprecations are by no means self-evident. The analysis reveals participants' shared but tacit orientation to what/who belongs to whom and what is considered to be an undesirable feature of a person or an object. For instance, in the example below, Masa makes a comment about the wine she brought to a dinner party hosted by Ken. Ken produces a disagreement without a delay or mitigation, which suggests that Ken hears Masa's comment as self-deprecating.

Masa: nanka nihon no aji ga suru [ne?, (It's like it has a Japanese taste, doesn't it?,)

Ken: [iya nihon no aji shi nai yo. (No it doesn't have a Japanese taste.)

Through this exchange, the participants index and establish shared understanding that a gift that one brings is her responsibility and thus is a possible object of self-deprecation, and that a"Japanese taste" is not a desirable feature of wine for the participants. Based on the findings, I argue that through sequences of self-deprecations and disagreements, participants (re)construct their consensus regarding who has the ownership of or a close relationship to a referred object or person and (re)establish shared values.

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The establishment of discourse norms for conversational argumentation in family dinner talk

Keywords: Conversational argumentation, discourse norms, obligation for giving reasons, family- and culture-specific practices

Discourse activities such as arguing and disputing do not occur in ideal speaking situations but are embedded in conversational activities in which participants not only exchange arguments but also pursue other goals such as negotiating identities and relationships. As a situated communicative practice, which is historically and culturally contextualized, argumentation can take varied forms and fulfill distinct functions (Günthner 2000). Argumentation theories are often based on an idealized and predefined concept of their research subject. In contrast, a conversation analytic approach starts from a broad concept of argumentation (Deppermann 2006) and aims at reconstructing how participants establish discourse norms and make them relevant for their interaction. In argumentation, the problem of managing disagreement is solved by the interactive accomplishment of global discourse tasks (Hausendorf & Quasthoff 2005). Previous studies have shown that the marking of dissent is precondition for engaging in an argumentation (Spranz-Fogasy 2006). I will argue that a second task has to be accomplished in order to set a conditional relevance for giving reasons. The study is based on a corpus of 72 tape-recorded disagreements in dinner talks of families with Turkish, Vietnamese, and German as their first language. The analysis shows that parents and children use a range of pragmatic devices for establishing the global sequential obligation for giving reasons. Whether this obligation is imposed by one partner or mutually negotiated and whether participants establish a reciprocal or a unilateral obligation has consequences for how the disagreement will be handled in the ongoing interaction. Thus, disagreements can be maintained or solved in a variety of ways: teachings, apologies, conflict talk and conversational argumentation. The norms which participants instantiate when engaging in a disagreement also indicate family- and culture-specific practices of argumentation.

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The interactional organisation of Cold Calls: Aspects of work in business-to-business telemarketing

Keywords: Work practice, telemarketing, telesales, cold calls, ethnomethodology, conversation analysis

Since the US telemarketers at DialAmerica introduced the practice of "cold calling" in the 1950s, it has become increasingly widespread. For the potential customer (or "prospect"), the cold call involves an uninvited call from a stranger to discuss products and services that they have not requested and may not want. For the telemarketer these calls constitute their routine work. While there is a significant literature in conversation analysis concerned with practices of professional call-taking, here we focus on a different aspect of contemporary call centre work – telemarketers making outgoing cold calls. The paper considers some of the key features of the working practices evident in telemarketing through an analysis of these calls. The data corpus consists of almost 200 business-to-business sales calls, relating to a range of services, from steel plate-cutting to insurance to compressed air. During these initial calls to companies, a direct sale is not being pursued. Rather the telemarketer is keen to secure a follow-up meeting or exchange at which the details of a service can be discussed further and potentially sold. These calls reveal a range of practical problems and challenges for telemarketers, such as: how to quickly establish that they have a potential customer on the line, otherwise the call, and their time, are wasted; how to display competence while often having very limited knowledge of whether and how their services complement the businesses that they are calling; how to manage objections to the business need for the services on offer; when and how to confirm a next organisational encounter; how to generate intelligence that will be useful to a colleague in a follow-up visit; etc. The analysis unpacks interactional solutions to some of these practical organisational problems and, thus, certain skills and competencies associated with the work of telemarketing. In doing so, the paper contributes to the burgeoning body of ethnomethodological and conversation analytic work concerned with sales encounters.

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Blind obedience: Directive-response sequences in Milgram's obedience experiment

Keywords: Directives, obedience, Stanley Milgram, resistance, science studies, conversation analysis, history of psychology, methodology

Despite the enormous scientific and social importance attributed to Stanley Milgram's findings on obedience to authority by social psychologists (Benjamin & Simpson, 2009; Blass, 2000) and others (Bauman, 1989; Pleasants, 1998), very few studies have focused on the concrete, empirical details of what his subjects actually did. These phenomena of talk-in-interaction are preserved in the hundreds of audio-recordings (and some video-recordings) Milgram made in 1961-62 of over 900 experimental sessions. Previous contributions to the Milgram paradigm in social psychology (e.g., Burger, 2009; Modigliani & Rochat, 1995) do recognize interactional and situational features in terms of which subjects obeyed or disobeyed directives to shock a fellow (confederate) participant. However, such studies overwhelmingly rely on causal-deterministic assumptions (Gigerenzer et al., 1989; Lynch, 1993; Sharrock & Coulter, 1999; Williams, 2010) about how the experimental situation informed behavior. This paper uses the analytical resources of ethnomethodological conversation analysis to investigate the role in Milgram's experiment of what Wittgenstein calls "blind obedience," a metaphor for the way social norms and rules shape everyday actions without thereby causally determining them (Williams, 1999). Through close examination of a collection of directive-response sequences involving subject, experimenter, and learner in 125 of the experimental sessions, I show that Milgram's reported results underplay the amount of resistance mobilized by subjects of both outcome-categories (cf. Mixon, 1989). With respect to differences between the obedient and the disobedient, my findings suggest that the many obedient subjects who mobilize forceful resistance to the experimenter's directives (e.g., "Oh no, NOOO, I'm not gonna kill that man in there") may nevertheless simultaneously display willingness to be guided by further commands. This may occur via subjects' use of repair-initiation to request clarification about directives, in effect "backing down" from subjects' prior shows of resistance (e.g., "do you mean I gotta keep goin' up with the [electroshock] scale?"). In contrast, disobedient subjects may resist more effectively by making reference to the desires of the shocking-victim, a practice that can result in explicit and sustained refusals to continue the experiment. I discuss implications for ongoing debates about the internal and external validity of Milgram's results (Mastroianni, 2002; Twenge, 2009), social-psychological "use and misuse of the experimental method" (Brannigan, 2004; Gergen, 1973), and the ethics of deception (Cook & Yamagishi, 2008). Additionally, this research contributes to the Milgram paradigm in social psychology, studies of directive-response sequencing by conversation analysts, and science studies.

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Relevance of various social identities in multi-party interaction in an educational context

Keywords: Categories, identities, educational context

This paper discusses the various membership categories second language speakers locally use and invoke in order to construct social identities in their talk. It scrutinizes how the orientations to the identities are made operative and accessible during group discussion in an educational setting. This paper contributes to research concerning how and when membership categories become relevant in interaction. Ever since Sacks (1967, 1972a, 1972b) introduced this field of research, the body of literature has grown considerably (e.g., Antaki & Widdicombe, 1998; Schegloff, 2007). Previously, researchers have examined the participants' practice of making relevant a variety of categories/identities such as gender (Eglin, 2002), family relationships (Butler & Fitzgerald, 2010), cultural identities (Mori, 2003; Nishizaka, 1995), national identities (Hester & Housley, 2002), and various social roles within institutions (Richards, 2006; Zimmerman, 1998). Following Schegloff (2007), we demonstrate how interactants were oriented to various categories in producing and understanding talk. Specifically, the paper reveals the interactants' frequent shifts in orientation to different aspects of identities within a single conversation as grounded in talk. The data come from a set of six 40- to 60-minute small group discussions in English as a foreign language classrooms in Japan. The discussants are freshman and sophomore students at a Japanese university. In the discussion, the students carried out the task of choosing which person among five fictitious candidates should be hired as a school teacher. The analysis showed that during the discussions the participants oriented to various aspects of their identities, such as (a) being a member of a hiring committee in an assumed role for the discussion task, (b) being a student in a language learning task, (c) being a second language speaker, (d) being an English language learner, and (e) being a member of Japanese culture. The participants' orientation to such identities was publicly observable in the interaction. Overwhelmingly, the discussants demonstrated their orientations to the contextually bound identities of the discussion task itself. That is, they demonstrated their orientations to categories of discussant, chairperson, hiring committee member, etcetera. But occasionally, social structural identities such as student, second language speaker, English language learner, member of Japanese culture, and so forth were made relevant and consequential in the talk. The shift of identity orientation occurred moment-by-moment within the single interaction, and the shift was procedurally relevant to the ongoing interaction.

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Objects in passing: Exploring the exchange of handheld objects in dental training

Keywords: Dental training, handheld objects, exchange

This paper contributes to the burgeoning area of research called workplace studies (Luff et al. 2000), which is characterised by the analysis of indigenous work practice to gain understanding of how social order is ongoingly produced. This investigation is of dental training around mannequin simulators, and the methodological orientation is drawn from approaches in ethnomethodology and conversation analysis as applied to video data (Heath et al. 2010). Central to the focus of the paper is a recurrent theme in workplace studies concerning objects and technologies in use. I explore a relatively under-investigated aspect of object use in action, notably, the achievement of the passing of objects, and the contingent relevance of these passing's for members. The paper focuses on the ways in which smaller objects used for teaching, such as individual teeth, teeth in the jaw, and x-rays, feature within sequences of interaction. In particular, I explore the interactional organisation in and through which these objects are passed between tutors and students. The analysis reveals the significance of these moments both in terms of the pedagogic relevance of exchange, and more generally how such exchanges are bound up with topic shifts or completion. Indeed this relates to the interactional "porosity" (Sacks 1973) of conversational topic shifts and endings. Finally I review the implications of the analysis for the ways in which members orient to, and reproduce, the distinctive institutional character of the setting and, particularly, how students display, and tutors assess, understanding. The paper contributes then in three ways. (i) Analytically by identifying the ways conversation and body movement is interrelated into the environment, or "furnished frame" (Goffman 1971: 284), in which one is situated. (ii) Empirically in relation to dental training specifically, by revealing an understanding of pedagogic interaction and how this is sequentially organised. (iii) And practically, as it contributes to the ESRC/EPSRC funded project hapTEL, which is designing, developing and evaluating haptic dental simulators (http://www.haptel.ac.uk). My findings will highlight what types of interactions may need to be supported by new simulators.

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Sequential use of electronic communication aids in interactions with people with severe cerebral palsy

Keywords: Augmentative and alternative communication, cerebral palsy, electronic communication aids, applied conversation analysis

People with severe physical disabilities like cerebral palsy usually have major difficulties in generating functional speech. Such people are often provided with electronic communication aids to substitute their "natural" speech. Despite the technical benefits of these communication aids an overwhelming dominance of non-electronic interactional resources like gesture or eye gaze can be observed in concrete conversations. Most research to date concentrates on a quantitative approach by counting the turns of aided speakers and the allocation of the "modes of communication" (Light et al. 1985, Clarke/Kirton 2003). In my analysis I want to focus on the sequential embedding of utterances produced with an electronic aid. As in conversations with aphasic speakers, sequentiality plays a very important role in interactions with aided speakers and is used to divide communicative actions that could "usually" be uttered in one turn into sub-sequences (Bauer/Auer 2008, Goodwin 2000). By looking at the sequential organization it can be seen that the interplay of different interactional modalities as well as the collaborative work of the co-participant do play an important role in aided conversations. The electronic communication aid is then just one interaction modality whose sequential use can be described in combination with other resources and not in a competing way. It can be observed that the aid is basically used to give semantic hints which can then be specified in collaborative work from both co-participants. The process of specification typically contains several guess-sequences of the interaction partner. Aided speakers usually use bodily resources to produce confirmations or denials of such guesses. Based on an analysis of filmed and transcribed German conversations between young people with severe cerebral palsy using electronic communication aids and their interaction partners I will show the sequential embedding of utterances produced by an electronic communication aid and their special function in aided communication.

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Teacher's conversational devices for promoting student clinical reasoning: The case for problem-based learning

Keywords: Problem-based learning, learner's autonomy, teacher-student interactions

Focusing on problem-based learning (PBL) classes practiced in medical education classes in Japanese medical schools, we examine video data, and show how teacher-student interactions construct clinical reasoning. We then explicate the teacher's role and the conversational devices used in that process. Recently in Japan, various new learning styles have been introduced into educational settings which are aimed at promoting "learner's autonomy". PBL is one of the styles which has been introduced into education in Japanese medical schools . Usually the goal of PBL-based classes is not to find out the correct answers, but to improve the methods used in making clinical inferences through the students' own collaborative discussion. Accordingly, in the classes, the teachers' participation is expected to be minimized. However, there are occasions when teachers have to intervene in students' discussions, such as when the discussions have stalled. In such cases, we found the following: teachers use interventional acts, which were sensitively designed not only for improving student's autonomy, but also for setting up a framework to facilitate the student's own clinical inferences. First, teachers highlight a certain piece of medical knowledge which students need for making their clinical inference. They do this not by pointing out directly, but by informing indirectly, for example through "selective-nodding". The second point is that teachers lead students to make an inference about the mechanisms of the patient's disease not by"questioning and evaluating" (e.g., Mehan (1979), Heap (1985), etc.) but"questioning and confirming". When students make inferences, their teachers confirm the accuracy of what they say by repeating the students' utterances and asking them more specific questions about those inferences. After the same thing happens over and over again, finally the students come to "their own" conclusions. Through these processes, the students learn how to make clinical inferences through case studies. This study suggests that even if promoting "learner's autonomy" is the goal of PBL education, teachers play educationally important roles through their interaction with students. We conduct a detailed examination of videotaped data on PBL tutorial classes, drawing on EMCA studies of classroom discourse which focused on conversational sequences (McHoul (1978), Macbeth (1992), Lynch & Macbeth (1998), Hester & Francis (2000), etc.). Our analysis shows how teacher-student interactions promote students' clinical reasoning, how such sequences are important for"producing knowledge." (Heap, 1985), and how the teacher's use of interventional acts was sensitively designed for educational tasks (e.g., Heap (1988)).

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Between the ordinary and the institutional: Questions, embodiment and space in political news interviews

Keywords: Conversational analysis, institutional interaction, embodiment, space

This paper examines the two different interview styles occurring in a political talk show on German broadcast television. The focus is on the interviewers' different questioning techniques and their relationship to the alignment of body and space among the host and the participants. It has generally been argued that political interviews are organized by a normative turn-taking system that restricts participants to either asking questions or answering them (Heritage, 1985; Greatbatch, 1986; Heritage & Greatbatch, 1991; Heritage & Roth, 1995; Schegloff 1988/89; Clayman 1988; Clayman, 2010). The interviewer's primary task is to encourage the interviewees to discuss their different positions on the topic for the overhearing audience (Heritage, 1985; Greatbatch, 1992; Clayman, 2010). However, interviewer's questions have changed to a large extent over time, becoming less respectful and more aggressive (Clayman & Heritage, 2002; Clayman, Elliott, Heritage & McDonald, 2006). As Goodwin (2000) argues, however, speech occurs within what he calls a "contextual configuration", an array of localized semiotic fields to which participants orient themselves. In addition to the talk itself, gestures as well as posture and orientation of the body are crucial properties of interaction. Talk and embodied actions mutually elaborate each other within larger sequences of events (Goodwin, 2000; Goodwin, 2007). The body represents discernible meaningful action in the construction of relevant multimodal interaction (Goodwin, M.H. & C. Goodwin, 2000). In discourse, participants align their bodies with each other to establish and maintain a shared focus of attention (Goodwin, 2007). This paper shows how the interviewer creates an environment for ordinary conversation inside the political talk show, even though such specialized institutional interaction can be regarded in many ways as different from mundane conversation (Atkinson, 1982). It is my contention that this environment is constituted through forms of questioning, embodied actions, and the manipulation of the physical space of the interaction. All of this, I suggest, contributes to the construction of a space for ordinary conversation within an institutional setting. Using Conversation Analysis, this paper analyzes data from political talk shows (Anne Will) representing two separate interview formats in one show. These talk shows were aired on the public channel ARD (Arbeitsgemeinschaft der öffentlich-rechtlichen Rundfunkanstalten der Bundesrepublik Deutschland) during summer 2008 in Germany, focusing on various current political topics. The questions to be analyzed in this context are how the shift from conflict to ordinary talk is indicated. How the alignment of the interviewer's body to the interviewee moves to suggest intimacy as well as how the spatial set up of the studio enables this shift.

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Features of delayed turn-taking in the interaction between ground control and NASA astronauts on the moon

Keywords: Transmission delay, turn-taking, Apollo-mission

Since their early days manned space-missions by the NASA have produced a huge amount of data which are of potential interest for social scientists. These data include audio- and video-recordings of mission-related activities and verbatim transcripts of radio communication during Apollo missions. So far only very few studies have used this material as data base. Our presentation is based on data from six Apollo-missions (from Apollo 11 to Apollo 17, excluding Apollo 13) during which two astronauts landed on the moon. Due to the spatial distance between the earth and the moon there exists a 2.5 seconds round-trip transmission delay of the voice signal. The analysis we present is focused on the communicative effects of this delay and the practices with which the interactants involved deal with this peculiar feature of their interaction. The main focus of our analysis is the turn-taking-organization in voice communication between astronauts and CapCom. Various turn-taking-related phenomena repeatedly occur in this inter-celestial communication and can be related to the delay in transmission of audio signals. The transmission-delay continuously impedes the flow of interaction and recurrently produces phenomena of disorder in the turn-taking and sequential organization: An ongoing interaction is held up, questions don't get any answers, and initiatives peter out. Repair attempts have to cope with the very same delay condition and are cumbersome, which may account for the fact that instances of interactional disorder are not normalized promptly and with ease. Due to the signal delay astronauts as well as CapCom face the problem that utterances occur"out of context". Responses to utterances are based on an understanding of how the others' activities are heard "here" without knowing their interactional context down/up "there". Given that the turn-taking organization is a crucial machinery that secures intersubjective understanding, the disorderliness caused by the transmission delay may seriously interfere with the smooth, timely and successful fulfillment of minutely planed work. Despite the recurrent occurrence of disorder, it must be noted that the mission participants "do" their job successfully without fatal misunderstandings or communication breakdown (with the exception of technical collapse of radio-transmission). E.g., they take turns, produce extensive reports for colleagues, repair misunderstanding, etc. How is this possible? It can be shown that the interlocutors deploy certain devices and methods with which they solve, overcome and work around possible delay-induced problems of turn-taking. These devices make interactional tasks for the "achievement" of turn-taking more conspicuous and they thereby enhance the ""visibility" of interactional work" (Schegloff 1979; p.27).

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Grasping knowledge: Communication and interaction when rock climbing

Keywords: Rock climbing, video analysis, ethnomethodology, verbal, non-verbal, haptics, collaborative activities

With few exceptions ethnomethodological studies have tended not to focus on sports activities, especially outdoor sports. In terms of conversation analytic and video based studies part of this has been due to the difficulties of making high (enough) quality recordings, recent technologies have been making this possible. The move to out-door based phenomena raises the possibility of capturing a whole range of non-institutional, non-domestic, ethnomethodological practices opening up a whole range of under-researched environments. Although there are still practical difficulties, analysis and description of these out-door activities is likely to enlarge the ethno-CA corpus in numerous ways. This paper looks at rock-climbing, which is both indoor and outdoor, in the sense that the fitness and strength training and even competitions can occur at in-door climbing venues, but will focus on out-door rock climbing phenomena. Here the rock face, i.e. climbing surface, is non-synthetic and not specifically designed for the activity at hand, i.e. rock climbing. In a formal sense out-door climbing does share some of the same practices such as following formal routes and acceptable "roping" techniques and use of other technologies, i.e. harnesses, foot ware and "chalk". However, the practical reality of climbing and technologies differ greatly and with a variety of different environment affordance, e.g. rock type, humidity, temperature etc. Using audio-video data and ethno-methods observation of climbing and related activity some of the embodied practices of collaborative action of people climbing rock will be presented. This will include pre-climbing practices of route and technology selection, engagement with the physical texture and affordances of the rock, especially in relation to the use or non-use of climbing technology. The focus will be on the non-verbal as well as verbal practices of climbing as a collaborative activity. As such it will both be development of our understanding of in situ recreational activities, and an extension of some of the concerns and findings of workplace studies.

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Turn-ending or-constructions: What are they and how are they used?

Keywords: Questions, or-constructions, conjunctions, turn completion

Turn-ending or-constructions are utterances that end with the conjunction or. Such constructions are typically formulated as an interrogative (e.g., "Do you want to eat something now or..."), but can also come in declarative form (e.g., "Eating late is unhealthy or…"). While the grammatical function of or is widely known (i.e., to express an alternative or substitute), little work has been done to examine what role they play in social interaction (cf. Koshik, 2005; Stokoe, 2010). In this presentation, I examine how turn-ending or-constructions are used in everyday conversations. What is the sequential organization of turn-ending or-constructions? How are they used? What social actions do they perform? The data on which my observations are based comprise spoken interactions in online voice-based chat rooms, institutional discourse, including classroom interaction, and casual face-to-face encounters among acquainted interactants. Preliminary findings show that turn-ending or-constructions primarily follow questions that proffer at least one alternative, and end with a slight rise or fall in intonation. My talk explores the social-interactional significance of these two observations.

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Multimodal ways of placing emphasis in mathematics

Keywords: Multimodality, mathematics, education, classroom communication, emphasis, gestures, prosody, conversation analysis

Communication on mathematics implies some very specific pragmatic goals. One of them arises from the fact that the mathematical symbolism lacks a conventional means for emphasizing one specific part of an equation (O'Halloran 2005). Nevertheless, when speaking about mathematics one is in need of classifying the relevance of the symbols in an equation. In educational settings, this is of special importance. The paper investigates how this "pragmatic goal" is attained by experienced university lecturers (cf. Deppermann 2010). It is based on a corpus of 30 lessons given by three different lecturers at a Swiss University of Applied Sciences. The lessons were video-taped, partly transcribed and analyzed using the methodology of conversation analysis (CA) as introduced by Sacks/Schegloff (e.g. Sacks 1984). The analysis was focused in particular on the multimodal shaping of communication. The analysis reveals that a large number of different modalities are being used in order to highlight a specific variable, number or sign of an equation. The examples in the paper show that emphasis results from a complex interplay of lexical information, prosody (including stress, pitch, loudness, and tempo), gestures, and graphic means. Since multimodality has become one of the main topics of CA (e.g. Mondada/Schmitt 2010), the paper inspires current research in two ways. First, on the basis of precision of mathematics, references in mathematics often are unambiguous. So in terms of multimodality, communication on mathematics provides "clear cases" than can be generalized. This is of special interest for the analysis of deictic expressions and gestures. Second, research on communication in the mathematics classroom has been shaped by a merely verbal perspective so far (for an overview, see Maier/Schweiger 1999). Thus, the paper applies a new, multimodal perspective of CA on an interesting and socially relevant topic.

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Performing genre knowledge: Achieving orderliness in television news production

Keywords: Television news, communicative genre, work practice, Czech Television, public service broadcasting, media studies, studies of work

This paper presents a research project examining the production of television news by a public service broadcaster, Czech Television. The project aim was to understand the way in which reporters and their colleagues (sound technicians, camera operators, editors, etc.) "make the news". Ethnomethodologically informed ethnography was used to analyse cooperation among TV professionals and make visible the everyday, routine, and situated practices with which they perform their tasks. We argue that the professional system of relevances (Schütz 1982) of newsmakers is structured by socially (institutionally) established and shared knowledge of the genre specifics of television news reports. We describe the genre structure of the TV news report from a praxeological perspective, and show how TV professionals orient themselves in their collaboration towards shared knowledge of a system of genre norms. Particular attention is devoted to a key component of reporting work: the organisation and filming of "journalistic interviews", i.e. interviews with respondents which are partially employed and subsequently presented in TV news reports. The analysis demonstrates that journalistic interviews function as an auxiliary television news genre and that the system of relevances in this case is derived from the television news report as a superordinate genre. Both TV professionals (film units comprised of a reporter/interviewer, a camera operator and a sound technician) and respondents/interviewees observably perform their knowledge that just one or a few utterances, and exclusively answers, rather than questions, will be selected and used in the news report. Hence some formal requirements arise from the shared genre knowledge – e.g. the interviewee has to answer using whole utterances, or can repair answers, but only as a whole utterance. We also show that work practices characteristic for the preparatory phase of journalistic interviews are designed to meet the specific needs of the end product, the TV news report. In the context of ethnomethodological media studies and studies of work (e.g. Jalbert 1999, Button & Sharrock 2002), the paper's main contribution consists in the finding that competent occupational practice aimed at producing certain semiotic objects (e.g. TV news reports) is based on institutionally established knowledge of typified qualities of the produced semiotic objects, i.e. on genre knowledge.

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Gendered categorizations at work: Practices of talk-in-interaction in German job centres

Keywords: Conversation analysis, membership categorization analysis, gender studies, new labour market policy, unemployment benefit system, talk-in-interaction, institutional talk

In all European welfare states an activating labour market policy plays a decisive role. Although the importance of advice services has increased in the course of these changes, the interactions between professionals and beneficiaries have hardly been examined. Talk such as this is to be the subject of the following discussion. The presented paper will investigate how, in what way and for what practical purpose gendered categorizations (in the sense of Membership Categorization Analysis) are interactively produced and become relevant in conversations in German job centres between young people under 25 (the so-called "customers") and the "personal advisers" or "case managers". The analysis of the categorizations is thus integrated into the analysis of the sequential structure of the linguistic interaction (Conversation Analysis), in order to analyse the sequential succession of categorizations as they are deployed in the interaction. The transcribed extracts of talk used are taken from a data corpus of 52 conversations recorded in three different job centres in Germany. The aim is to show how gendered categorizations are deployed as a means of dealing communicatively with challenges which present themselves in this institutional framework. Various practical purposes for the deployment of gendered categorizations are identified, such as the joint production of agreement about points of view and subsequent courses of action, the activation and motivation of the beneficiaries and the creation of opportunities for identification and difference in relation to their vocational aspirations. Here the gendered characterizations do not themselves become the object of content-focused processes of negotiation. Instead they are a means of creating plausibility. Methodologically this investigation is on the one hand in the tradition of ethnomethodological gender research ("(un)doing gender/difference"). On the other hand there is a difference in so far as there is a shift in the research focus: It is neither on the question how the relation between the participants itself is gendered or not or how gendered power relations are accomplished, nor on the question how the topic of gender relations, sexuality, etc. is discussed or how it "creeps into talk" (Hopper/LeBaron). Instead, the focus is, for which practical purposes gendered categorizations are accomplished in this form of institutional talk and how they are used. This question is important because it can give hints why – despite all equality politics and rhetoric – gender inequality and differences still continue to persist: Gender categorizations contribute to the solution of institutional, interactive problems.

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Inviting a family member to the "last examination": Conversation analysis of telling a death in Japanese emergency room

Keywords: Conversation analysis, health care communication, telling bad news, emergency medicine

Family member's sudden death is one of the most difficult things to accept for a patient family. When a patient's death becomes apparent among a care team, how is it that a doctor shares this bad news with the family member? This study examines process of telling a death in Japanese emergency room. Among David Sudnow's (1967) descriptions of county hospitals' emergency rooms in 1960s, the most remarkable point is that he depicted a death as a socially constructed process among medical professionals, which had been treated as a biologically determined point. Even though his work was a significant contribution, he was only able to describe the process out of his field notes. This study attempts to expand his argument on what happens in an emergency room at a time of a patient's death by using conversation analysis on telling a death in Japanese emergency room. This study is based on a single case analysis of conversation which took place between a doctor and a patient family during the time of a patient's death in an emergency room. The author has been doing an extensive fieldwork in a Japanese trauma care center since 2006. The video recording was done during the fieldwork with permission of the medical staff and the patient family. First, the doctor's talk is organized as a story telling. He starts to discuss what happened when paramedics arrived at a site where a patient first had a heart attach, and gradually moves to discuss a process of treatment and symptoms happened in the emergency room. Also, as he reaches toward the end, the more detailed description is given on the patient's condition. This conversational organization has similar effects as the perspective display sequence (Maynard 2003) by taking the family member step-by-step toward a realization of the family member's death. Second, the doctor invites a family member to the emergency room where the patient is to conduct the "last examination". The doctor examines three points (breath, heartbeats, eye) of the patient in front of the family member, which is done in a similar mode as on-line commentary (Heritage and Stivers 1999). As a whole, the talk is organized to allow the family member to share the death as a fact with the doctor.

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Young children's repetitions of evaluative turns and their orientation towards conditional relevance

Keywords: Parent-child interaction, young children's assessments, repetitions, conditional relevance

This paper offers an analysis of the ways young children (2-3 years) produce evaluative turns, and how they repeat them if a response by the recipient is not immediately forthcoming. Within a conversational analytic approach, I study the embodied, and interactive organization of these repetitions in naturally occurring parent-child interactions. Additionally, I discuss young children's orientation towards the conditional relevance implied by evaluative turns, and its importance for the study of socialisation practices (Garfinkel et al., 1984). Within the domain of conversation analysis, several studies have been conducted of young children's treatment of nonresponse to a first pair part produced by them. Even before they master natural language, they seem to treat nonresponse as sequentially implicative. They display this understanding by repeating their initial activity or by proposing a repair in order to obtain a satisfactory response (Forrester 2008, 2009; Wootton, 1997, 2007; Jones & Zimmermann, 2003; Lerner & Zimmermann, 2003). Whereas these studies are all based on the analysis of sequences in which the child's initial activity constitutes a canonical action type (invitation, offer, request for action/information), which reliably receives a response, this paper examines situations in which the child's initial evaluative turn accomplishes noncanonical action types (announcement, noticing, assessment), which are said to have less powerful implications (Stivers & Rossano, 2010). However, by taking into account the praxeological context, I will show that young children treat a nonresponse to their evaluative turn as problematic. Furthermore, I will demonstrate that they orient towards it as implying an epistemic claim, which requires the intended recipient to have epistemic access to the assessable if she/he is to produce an adequate response (Pomerantz, 1984a; Mondada, 2009). Indeed, depending on the epistemic access/ knowledge they expect the recipient to have, young children coordinate interactive methods (repaired repetitions of the initial turn, bringing the assessed object into the recipient's field of vision, etc.), and so accomplish different activities (clarifying the referent, assuring epistemic access or the recipient's attention, changing own position) to pursue a response (Pomerantz, 1984b). Young children thus organize evaluative turns in a way that makes a response by the intended recipient relevant and orient towards it as a fundamentally social activity instead of treating it as merely the expression of a private stance towards an object or experience.

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Preliminary meetings and discussions

Keywords: Conversation analysis, membership categorization analysis, meeting talk, negotiations, preliminary meetings

Preliminary discussions are, for those who participate in organisational decision-making processes, a familiar and sometimes tiresome part of their daily work. Although preliminary discussions as parts of meetings or other interactions in organisations are widely and routinely embedded in the daily routines of organisational life, they have, until now, gone widely unnoticed as a subject of sociological or organisational study. The paper analyses audio transcribes of preliminary meetings and discussions taken from several meetings between different members of a large welfare organisation at the management level. Although meetings in organisations have been the subject of a number of conversation analytic studies (e.g. Boden 1994), these studies seldom discriminate between different "categories" of meetings. The presentation first highlights the work of formulating a meeting as a "preliminary meeting". It seeks to demonstrate the categorisation work that is done by organisation members, and which informs their understanding of what an utterance "does to them". Therefore, it draws on the line of work that refuses the opposition between categorisation analysis and a sequential analysis of talk (Hester and Eglin 1997). By demonstrating the relevance of different kinds of membership categorisation devices — such as "member of the board", "superior manager", "chairman", "member of a meeting", "members not present at the moment" — for the enactment of a meeting as "preliminary", the paper argues that "preliminary discussions" are not only a distinct category of meeting talk, but also a device that informs both the agenda building and future negotiations in further meetings. The presentation highlights different tasks which are accomplished through the categorisation of a meeting as "preliminary". It focuses especially on the analysis of hypothetical "questions", "answers" and "arguments", which draw attention to the highly consequential status of pre-negotiations that give a reflexive shape to negotiations and the general ordering of work processes in organisations. The presentation contributes, therefore, to the growing field of applied conversation analysis in stressing a main issue of organisation theory: the meaningful ordering and organisation of time, timelines and negotiations (March 1994).

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Answering questions together in joint storytelling

Keywords: Storytelling, question-answer, multi-party talk-in-interaction, participation, co-storyteller, unknowing story recipient, gaze, body movements

This study investigates the way in which two or more co-storytellers and their "unknowing story recipients" (Goodwin, 1979) achieve concerted participation during emerging "joint storytelling" (Koike, 2008) in multi-party talk-in-interaction between native speakers of Japanese, focusing on the question-answer sequence initiated by unknowing story recipients. Building on studies on the question-answer sequence (Clayman & Heritage, 2002; Goffman, 1981; Koshik, 2005; Levinson, 1983; Schegloff, 2007; Weber, 1993), joint storytelling (Lerner, 1992; Mandelbaum, 1987; Ochs & Capps, 2001; Sacks, 1992), gaze (Goodwin, 1979; Holmes, 1984; Lerner, 1993), and body movements (Goodwin, 2003; Goodwin & Goodwin, 1986; Szatrowski, 2006), this study examines how two co-storytellers provide answers together and tell a shared story through their talk, gaze, and body movements, when an unknowing story recipient's question is addressed to only one of them. Five practices in the co-storytellers' answers, four cooperative and one competitive, were observed. In the cases of cooperative answers, the co-storyteller who was selected as the addressee of the unknowing story recipient's question provided an answer in the turn after the question, but later an unaddressed co-storyteller joined in answering the question when 1) the addressed co-storyteller verbally and/or bodily indicated difficulty, 2) the addressed co-storyteller explicitly requested help from an unaddressed co-storyteller by asking a question or requesting confirmation, 3) the addressed co-storyteller bodily invited an unaddressed co-storyteller to join in answering the question, or 4) an unaddressed co-storyteller self-selected herself as an answerer and joined in answering without explicit evidence of the addressed co-storyteller's difficulty answering, a request, or an invitation. In the case of a competitive answer, although two co-storytellers jointly provided an answer, an unaddressed co-storyteller answered before the addressed co-storyteller, violating the rule that the person selected as the next speaker by the questioner speaks next. Nevertheless, the competitive answer by the unaddressed co-storyteller demonstrated that joint storytelling was constructed through collaboration among participants. This study sheds light on the study of interactions between co-storytellers and unknowing story recipients by elucidating how unknowing story recipients' participation through their questions brings about different interactional consequences in multi-party talk-in-interaction and how cooperative as well as competitive joint storytelling are negotiated among all the participants through on-going analyses. It also suggests the importance of examining the question-answer adjacency pair beyond two turns as to information and participation status in talk-in-interaction and analyzing multi-party talk-in-interaction with regard to not only talk but also gaze and body movements.

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Legal reasoning and commonsense knowledge

Keywords: Intelligibility of actions, personality category, relationship between professional reasoning and commonsense knowledge

Generally, legal reasoning is a highly professional practice. One cannot determine which law should be applied to the fact at hand, or how it should be applied, without vast amount of the knowledge about the laws, precedents, and legal theories. At the same time, the use of commonsense knowledge is a very important component in legal inference. One also cannot understand what kind of "facts" are subject to the (system of) law without the use of commonsense knowledge. In this sense, the intelligibility of legal reasoning relies on the practices of the use of commonsense knowledge (Atkinson & Drew 1979); (Drew 1992); (Travers 1993); (Lynch 1997, 2007). In this presentation, I will examine how commonsense knowledge is used for legal reasoning in criminal court through the analysis of the jury's conversation in deliberations in a mock trial. In this case, the defendant (juvenile) was charged with rape and murder, and the issue (i.e., question for the jury) was whether he was punishable by death penalty. For the discussion of the applicability of death penalty, two kinds of interpretational practice are required: first, interpretation of the criteria of death penalty (called "Nagayama criteria" in Japan), and second, interpretation of the actions by the defendant. In this case, the jury engaged in such practices with commonsense reasoning about human "personality" (Coulter 1989). That is, on the one hand, in fact finding, the crime of the defendant was interpreted as "not planned" because of his "immature" personality. However, on the other hand, in sentencing, his "immature" nature was interpreted as "impossibility of his correction" and reasonable ground for death penalty. Through the analysis of the jury's practice leading to these seemingly inconsistent interpretations, I will illustrate how "a law" (criteria which should be applied to the fact) and "the fact itself" (to which the law will apply) are mutually articulated and become intelligible in the real-time ongoing process of deliberation. By making the law and the fact intelligible reflexively, the jury engages in "doing legal reasoning" with skillful use of commonsense knowledge (Garfinkel 1967). In conclusion, I will discuss the constitutive role of commonsense knowledge in legal reasoning as the foundational ground on which professional reasoning operates (Ryle 1960).

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Details vs practicalities: The calligraphic explication of the social order

Keywords: Calligraphy, social order, detailed description, practicalities

Ethnomethodology was established as a study of the witnessable social order. Its radically phenomenal orientation implied a detailed analysis of the ordinary practices through which people produce and reproduce organized, unremediably lived, objective and immortal"social facts." As a result,"detailed analysis" became a kind of motto. It is usually opposed to"generalized analysis" as an investigation of the real world things of society. But the same motto is responsible for the most severe misunderstandings of ethnomethodological enterprise (even within ethnomethodology itself). When one views "detailed analysis" as just a methodological prescription, the "what it is about" of ethnomethodology is lost. The notion of "detail" has to be respecified as an observable phenomenon of order. I will make it with the help of calligraphy. Calligraphy, or penmanship, is an art of handwriting (some would say "beautiful handwriting"). Calligrapher composes letters, lines and body of the text into some artistic gestalts. But beyond this artistic products we can find an ordinary, technical work of "scripting." As a craft, calligraphy is based on a set of practicalities: appropriate moves of the hand-with-pen, correct succession of the moves, and right angles between hand and paper, and hand and writing line. In this sense, calligraphy is identical to ordinary writing everyone does every day. What is specific about it, is that it requires a different kind of reflexivity: Unlike everyday writers, the calligrapher must take into account the shapes of letters. The case of calligraphy is very interesting from an ethnomethodological point of view because it poses a question of "details." One approach would be to view calligraphy as a "slow everyday writing" that allows us to explicate "seen, but unnoticed" details of the specific type of ordinary activity. This implies that "details" are "raw material" explicated by researcher through careful analysis and presented in detailed description. The alternative approach can be formulated on the ground of the notion of "self-detailed practice." Calligraphy and everyday writing are different self-detailed practices which determine what kinds of details can and must be produced, noticed and reasoned-about from within these practices. Here details are inseparable from practicalities of particular ordinary craftsmanship. This makes calligraphy a perspicuous instance of "ethnomethodology-in-the-small" (Livingston, 2008) which permit us to look anew on the old and taken for granted notion of "detail."

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Setting-up an artwork: The relevance of space as a category to describe artistic practices

Keywords: Categorization, space, museums, exhibitions, artwork, artist, ecology, practices of reference, practices of co-conception, description

Museums have been investigated either to observe processes of co-conception (Mondada 2005) or visitors' experimentation of artworks (vom Lehn 2006). These researches showed the relevance of an analysis of museums' spaces as pre-determined, through previous architectural arrangements; specifically organized for the purposes of an exhibition (Heath et al. 2002); and locally achieved through visitors' practices (De Stefani 2010). Drawing on these analyses, we'll focus on videorecordings of an artist setting up his artwork in his attributed space before the exhibition's opening. Through an analysis of several excerpts within this specific interactional space (collaborative working moments, evaluative sequences and encounters with people crossing it), we aim at describing what could be characterized as the reflexive and ad hoc configuration of the categories of space, artwork and artist. After a description of the emerging organization of this space through collaborative – both verbal and multimodal – practices, we'll focus on how participants to this setting-up project coming experimentations of the artwork within this ecology. This will help us to identify how an ad hoc description of the artwork as situated in this specific space emerges, that reflexively refers to the artist – as being "the artist of the artwork in the corridor": we'll be interested in the endogenous, on practical-purposes practices of reference that constitute a local knowledge, relevant in the particular context of this exhibition.

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Responding to request to repeat: Open-class repair in ordering sequences in Japanese

Keywords: Conversation analysis, request

This paper explores the other-initiated repair operation in the domain of request action at a service encounter in Japanese. In case of open-class repair initiator such as "What?" or "Huh?" (Drew, 1997; Schegloff, 2004; Schegloff, Jefferson, & Sacks, 1979), it has been argued that since it could be heard as potential disagreement, which could cost interactionally and socially to remedy (Pomerantz, 1984; Schegloff, 2007; Sorjonen, 1996), the recipients of such other-initiated repairs are less in favor of treating it as an understanding problem than as a problem with hearing (Svennevig, 2008), and thus blame themselves for the responsibility (Robinson, 2006). Thus, there is a hierarchical order on which the recipients of other-initiated repairs try to repeat what they said instead of changing the original utterance. In so doing, they may dispense with some part of the original utterance when they are responding to requests to repeat (Schegloff, 2004). This means that they are given time to reassess the comprehensibility and acceptability of the original utterance (Svennevig, 2008). The current analysis involves the conversational practice used to initiate an open-class repair and how it is responded to in an ordering sequence at a sushi restaurant, in Japanese. In particular, when a chef receives an order from a customer, he sometimes initiates an open-class repair to indicate difficulty regarding a prior turn. The customer then usually repeat the ordered item name alone by dispensing with other parts of the original request. That is, a polite verb ending of a canonical request such as X wo kudasai ("please give me X") is dispensed with and only the item name is used, often accompanied by a case marking particle (wo), which is critical for the request action. This way, the customer treats the repair initiator as an indication of trouble with hearing rather than comprehensibility or acceptability. This helps us understand the participant's orientation toward an ordering action—that is, to communicate what they want as well as reduce responsibility in progressing the activity. Hence, the orientation to the social deference indexed by a polite verb phrase, kudasai ("please give me"), is dispensed with over the activity orientation. Routinized work of requesting is manifested in the way that a customer treats the chef's open-class repair as a hearing problem and accepts more speaking responsibility.

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Uncertainty in genetic counseling: A conversation analytical perspective

Keywords: Conversation analysis, genetic counseling, information delivery, uncertainty

Genetic counseling is an institutional encounter in which specialists in medical genetics discuss with clients that are affected or have a risk of being affected with a genetic illness. In earlier literature genetic counseling has been described as an encounter that has to deal with uncertainty (e.g. van Zuuren et al., 1997). In this literature, uncertainty has been conceptualized either as a client's feeling or as an inherent characteristic of genetic information. On the other hand, in traditional linguistics uncertainty has been conceptualized as a subjective disposition that can be expressed through modal expressions (e.g. Palmer, 1986). In my presentation I will conduct a conversation analytical respecification of the concept of uncertainty. My data comes from a set 12 video-recorded sessions of genetic counseling in a Finnish clinic, in which a doctor and a nurse with a specialty in medical genetics discuss with clients. I will investigate a sequence that is relevant in regard to different conceptions of uncertainty in the both linguistic and genetic counseling literature. The sequence consists of the doctor's information delivery on the genetic illness, the client's presentation of a personal experience that is potentially connected to the information delivered by the doctor, and the doctor's response. I will especially concentrate on the doctor's response, which often includes a modal expression. I will show that the "uncertainty" in the situation can be respecified as an interactional phenomenon. The doctor's turn-of-talk needs to be seen as a response to a client's implicit request for the meaning of her personal experience vis-à-vis the medical information. In responding, the doctor carefully calibrates the explicitness of presenting this relationship. The calibration has to do with the form of the client's turn. Thus, "uncertainty" can be seen as an interactionally motivated formulation of explicitness and implicitness. The presentation thus sheds light on how conversation analytical research on institutional settings can be related to professional literature.

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Contested sexual orientations: Categorization work in the multiparty assessment of the potential dangerousness of serious criminals

Keywords: Membership categorization analysis, law in action, expertise, conversation

Membership categorization analysis (MCA) is one of the fecund areas of investigation opened by ethnomethodological research. We discuss an example of multi-party interaction in which a commission of professionals tries to assess the potential future "dangerousness" of a sex criminal convicted of paedophile offences. So a lot of conversation revolves on getting the prisoner to avow or display the membership categorization devices (MCD) which is relevant to describe his behavior (and the category in that device he might be an incumbent of). This occurs in a controversial judiciary setting (that of the recent "mesures de sûreté" in France) and by videoconference. We will discuss several phenomena of potential interest for MCA and the studies of categories as "culture-in-action" (Hester and Eglin, 1997): A) How a tension may exist between several MCD operating in the same field (namely different ways to categorize and list sexual orientations), such as (heterosexual, homosexual) vs. (heterosexual, homosexual, bisexual, etc.). The former may be treated by members as a resource to imply some fixity of sexual orientation, while the latter may be oriented to as embedding the possibility of plurality in one's sexual orientations at a particular moment or a change of sexual orientation over time. Such a tension is both a naturalized property of these devices, and a dynamical resource made relevant and accomplished through and in the conversation. B) The particular forms that the interweaving of categorization work and sequential organization may take (Watson, 1997). In the kind of situation we discuss here, members display their orientations towards one or the other of these MCD, in ways which are locally consequential with respect to the sequential organization of the interaction (providing slots for accounts, questions, etc.) and to the ongoing categorization work which produces the prisoner as potential incumbents of specific categories and subjects of a certain type. Moreover much of this categorization relates to qualities and experiences belonging to one participant, and over which he has rights to first claim (Goffman, 1971): this again leads to specific forms of intertwining between categorization work and the sequential organization of epistemic claims (Heritage, 2005). C) How the capacity to pick up on the kind of ongoing MCA work being interactionally done and psychiatric expertise are mutually elaborative. In other words "doing being a psychiatrist" in this judicial setting is a practical and emergent accomplishment, done through a situated performance and display of skill in MCA.

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What do you see down there? Instructing competent vision in dentistry

Keywords: Instruction, dental education, ethnomethodology, conversation analysis

Performing a root canal treatment has been described as working within a "black hole" (Castellucci, 2003, p.29). Everything within the tooth is tiny and it is hard to provide light in the inner structures of the teeth. With the introduction of the operational microscope, the conditions for doing endodontic treatments have changed. Through magnification and coaxial illumination, it is easier to locate missed root canals, to repair perforation and so on. It has even been claimed that "every single procedure that was previously made by chance or performed using tactile sensation can today be made with complete vision and control; if you can see it, you can do it." (Castellucci, 2003, p.34). This study examines video recorded episodes from a dental education. In the investigated course, students watch live video broadcasts of dentists doing endodontic procedures in an adjacent room. The students are joined by a seminar leader, who communicates with the dentist through the use of microphones and speakers. Sometimes the dentist provides on-line commentaries on what he or she is involved in. At other times the seminar leader talks about what the dentist is doing and discusses the choices that are made. When Castellucci writes about "complete vision and control" and "if you can see it, you can do it", this is done from the perspective of an experienced endodontologist and in order to gloss the advantages of the microscope. During an actual root canal treatment, however, what it means to "see it" or have "complete vision" is not that straightforward. By analysing instances in which the questions "what do you see?" and "do you see it?" are posed, the study focuses on the relation between instruction, competence and seeing. To the question, "what do you see" posed by the seminar leader, the dentist might respond, "I don't know what I see yet" then engage in some tactile procedures in order to determine what is seen. When the dentist poses the question "do you see it?" to the seminar room, it addresses the difference between what is seen in the microscope and what is shown on the projected screen as well as differences in competence between the dentists and the students.

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Coordinating design in the practical organisation of design team meetings

Keywords: Institutional talk, talk in meetings, interactional coordination, multimodal activity, practical reasoning, sequential progression, order in meetings, design activity

This paper explores ways in which reasoning about the design of a building feature in the coordination of design as a course of action and the organisation of design team meetings for a construction project. In construction, design team meetings are routine, yet they are unique in a construction project environment in providing a setting for representatives of the many design disciplines involved to meet face-to-face to discuss the work in progress. The knowledge and expertise needed to design a building is distributed across several disciplinary fields including architecture, structural engineering and many variants of building services engineering. Collaborative working and the coordination of design informational inputs from numerous disciplines are central to the realisation of a construction project (Büscher, Shapiro et al. 2000 authors 2010; Wagner 2004) and stocks of knowledge are distributed amongst the design team members. Consequently the design team meeting provides a perspicuous site to examine how multi-disciplinary, creative inputs feature in the design of a project and how design as a course of action is coordinated in this setting. Reported is an account of the situated and detailed organisation of members' practices to accomplish their ordinary work in a coordinated and collaborative manner, in keeping with studies of talk-at-work (Drew and Heritage 1992), talk in meetings (Asmuß and Svennevig 2009) and more generally, ethnomethodological studies of work (Garfinkel 1967) and workplace studies (Heath, Knoblauch et al. 2000). It has previously been noted in construction meetings that often there is inter-disciplinary disagreement within an overall project for reaching agreement (Hugill 2004), and unsurprisingly tensions also arise during the design phases of construction projects. The actions of one designer are interdependent and consequential for designers from other disciplines and for other aspects of the project's design. Indeed, design as a creative activity is characterised by uncertainty and provisional decision-making (Stacey and Eckert 2003; Luff, Heath et al. 2009), yet in a course of action the participants accomplish some shared sense of the design situation and reach agreement on next actions (Martin, O'Neill et al. 2009). Interactionally this involves much articulation work (Christensen 2008). Drawing from video data collected from twelve consecutive design team meetings in a large multidisciplinary design firm, ways that interactionally the designers' reasoning coordinate and order interaction in this setting are examined, with the aim to develop understanding of the practical, interactional coordination of design work.

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Against learning: Some notes and exhibits on behalf of instructed action

Keywords: Ethnomethodology, sequential analysis, learning, instruction, instructed action, classroom discourse, common understanding

This paper is organized as an argument in three parts, joined by exhibits. The first part is an argument on behalf of what is deeply, culturally disposed about social science. The argument is developed through EM's fifty–year critique of the habits of"formal analysis". Those habits include a relentless foundationalism, a cognitive reductionism, and the resort to skepticism and generic theorizing to leverage formal analytic programs. (cf. Button, 1991; Lynch, 1996; Read and Sharrock 2002; Watson and Coulter, 2008.) The second part examines kindred dispositions in the anchor concept of educational studies, the concept of"learning". The word is perfectly serviceable in everyday life. Teachers, students and others can sensibly say,"we are learning step dancing", or open source programming. Our topics find traction elsewhere, in what the research literature would have"learning" do. Ryle (1949) reminds us of the grammatical difference between "action" words, and "achievement" expressions. "Racing" is of the former, "winning", the latter, and mistaking the one for the other can lead us to impossible expectations, e.g., finding hidden processes for things that are neither hidden nor processual. Once seen as an achievement word in the company of other terms that speak just as well on behalf of the achievement (knowing, doing, "getting on with a task"), we can wonder: "What work has the notion of "learning" to do?" We want to say it has "stolen" work to do. That is, its deployment in the literature ends up masking what it promises to reveal. In our view, "learning" speaks on behalf of the work of instruction, and instruction owns an entirely different grammar. The paper then reads into relevance Garfinkel's (1996, passim) remarks on"instructed action". This alternate to "learning" is indeed incommensurate and asymmetric (Garfinkel, 1996). If we are interested in how a next generation is inducted into the order–productive work of its elders, it is not learning, but instructed action that shows this course. The paper then turns to a modest collection of classroom exhibits. If learning is the achievement, finding one's instruction is the action."Instructed actions" underwrite the possibility of turning our instruction into a course of action we can do (Amerine and Bilmes, 1988). In classrooms, in talk and gesture, it assembles local fields of instructing spectacles. In educational studies, and elsewhere, instructed action is learning's ignored genealogy; it accounts for the achievements of learning that"learning" cannot.

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Emergence of learnable objects in Swedish-as-a-second-language classroom

Keywords: Emergent learnable object, classroom interaction, second language learning, lack of linguistic resources, practical action, Swedish-as-a-second-language, pedagogical activity, ethnomethodology, multimodal conversation analysis, sequence organization

This study focuses on how learnable objects emerge in classroom interaction among students who are studying Swedish as a second language. Learnable objects maybe defined as those practices (verbal or otherwise embodied) that are interactionally oriented to in an emergent sequence of actions as forming an object for instruction (cf. Markee, 2000). Just like repairables (Schegloff et al., 1977) and laughables (Sacks, 1974), learnables are constituted retrospectively by a subsequent action that points out a prior practice as possibility not known to the participants in interaction. In the Swedish as a second language classroom, learnable objects are typically Swedish language forms that students demonstrably lack when speaking or do not recognize/ understand in the talk of the teacher or fellow students as publicly displayed in subsequent talk. Central to this study is how these learnables are collectively topicalized and collaboratively developed into a "pedagogical focus" (Johnson, 1995), in contrast to those learning objects that already form part of the teacher's pedagogical agenda. Three cases occurring in three different situations form the empirical basis for the study. The first case occurs within a task-oriented activity; the second case occurs in a transition between a task in hand and upcoming instruction; and the third case occurs during a break in the curricular activities. All cases are taken from approximately twenty hours of recordings in second language classrooms with adult immigrants to Sweden. The study shows that it is not only the teacher who can make relevant learning objects in the classroom, but that can also be a more collaborative achievement of the participants who orient to an emergent object and talk it into pedagogical activity. Unlike teacher-centered-analyses in second language settings (cf. Seedhouse, 2004), this investigation will pinpoint the practical and embodied achievement of shared pedagogical foci between students of second language and their teacher. In this way, the multimodal analysis will demonstrate that what is to be instructed, who participates in the activity of instruction and in which role are not always based on the "primary framework" (Goffman, 1974) of a pedagogical activity i.e. a pre-planned lesson or a specific pedagogical task. Instead, such matters turn out to be a matter of negotiation among the participants to the situated interaction.

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Beginning to disagree: A multimodal approach of speaker's and recipient's mutual orientations

Keywords: International settings, business meetings, disagreement, complaints, conversation analysis, membership categorization analysis, multimodality

The phenomenon studied here concerns specific interactional sequences of disagreement about an objection/complaint related to the mismanagement of a meeting. Two main sequential positions are identified in these interactions: In first position, we have the objection/complaint of the speaker; in second position, the orientation of the recipient of the claim (Heritage, 2002; Stivers, 2005). The paper is concerned with the practices by which participants mutually adjust in a multimodal and contingent way their activity when a topic or an action is introduced which questions the organization of the ongoing activity and the membership categories of the participants. Drawing on Conversation Analysis and Membership Categorization Analysis, we combine both categorial (Sacks, 1972, 1992) and sequential analysis (Schegloff, 2007) of these disagreement episodes. Within CA, disagreement has been studied with a special focus on dispreferred sequences (sequential position, specific turn format and verbal resources, cf. Schegloff, 2007; Pomerantz, 1984; Clayman, 2002; Asmuss & Steensig, 2005; Drew, 2008); but studies on embodied resources used in these sequences are still scarce. By taking into consideration "the body activities" (Mondada, 2008) as deeply embedded within collective activities, and as relevant both for the ongoing conversation and for the overall management of the meeting (Mondada, 2009) we focus on the embodied production of turns, both in the first pair part (objection/complaint) and in the second pair part (orientation of the recipient of the claim) of a complaint (Clark, Drew & Pinch, 1994; Drew, 2009; Kangasharju, 2002; Osvaldsson, 2004; Ogden, 2005; Traverso, 2009, Clayman, 2010). Furthermore, in order to describe sequentially the conflictual aspects of these episodes, we compare the beginnings of this type of sequence with sequences such as clarification requests, generally considered by the participants as non problematic and less interruptive (Koshik, 2003; Drew & Curl, 2008; Steensig & Larsen, 2008). The data for our study come from multiple video-recordings of international meetings between European managers of a French multinational company (Corpus VAX) and between young people from six European countries elaborating together political recommendations for the European Parliament (Corpus JEU), collected within the framework of the DYLAN European Project (6th PCRD).

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Achieving Weber's rational bureaucratic gloss in practice

Keywords: Ethnomethodology, ethnography, Weber, Marx, rational bureaucracy, government department, organisation-client interaction, demeanour work, processes, computer systems, case file

Since its inception, concepts of "state", "power", "legitimacy", and "bureaucracy" have pervaded sociology. Marx's examination of the state and Weber's consideration of bureaucracy propelled the apparatus and machinery of government to the forefront of sociological thinking. Marxist interpretations of the state and bureaucracy dominated the latter half of 20th Century and although these differ from Weber in their conclusions about the benefits of bureaucracy these interpretations embody Weber's descriptions of its procedures. Although Foucaldian and actor-network theory interpretations are being currently articulated in sociology, contemporary thinking is still, generally, Weberian in character. Whatever the sociological characterisations of bureaucracy are, government bureaucracies are staffed by people going about their daily work and interactions with colleagues and the public, without reference to the sociological characterisations. Using materials collected from within a Government Department we examine aspects of that work focusing on how applications for financial support are processed. A Weberian characterisation of the rational procedures of bureaucracy would portray the application of rules administered irrespective of the applicant and the assessors, resulting in a file which builds up over the course of the application process and yields a pre-determined outcome. In contrast, we find that applicants use their knowledge of the process to assist their application. Also that applications end up being treated in different ways due to a number of organisational reasons that we will elucidate with examples. Furthermore an application does not result in the creation of a single coherent file that embodies the case. Instead case information is distributed across different people, computer systems, and organisational departments, and is generally dealt with piece-meal. Interestingly, though, part of the work of the personnel is that which can sustain a Weberian description of rational bureaucratic process. For example, during an enquiry to the Department into why an application had not yet resulted in a payment, personnel work together while the applicant is on hold, to assemble a "file" from information held in different parts of the organisation and computer systems, in order to answer the enquiry. The creation of the file is an occasioned assemblage, involving localised knowledge of processes and systems that is differentially held by the personnel. It involves reconstructive reasoning and fortuitous happenstance. Once answered, the assembled file evaporates as personnel move on to other tasks, but to the caller the appearance of a rational process of file consultation is created through the successful answer to the enquiry.

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Talk and text in topic shifts in performance appraisal interviews

Keywords: Performance appraisal interview, topic shift-sequence, conversation analysis

The performance appraisal interview is a face-to-face discussion a superior has with a subordinate. There is a vast amount of literature on performance appraisal interviews, but there are only few studies that have concentrated on the interactional side of real-time performance appraisal interviews (but see Asmuss 2008). In addition, the appraisal interview is an interesting object of study in that it is usually based on different written documents, such as appraisal forms and strategy texts. In this study we explore the interaction of appraisals in order to shed light on the relationship between written texts and spoken interaction (see e.g. Komter 2006 for earlier studies). Our aim is to describe a topic shift-sequence where the discussants orientate in the written appraisal form. We will find out how this shift in spoken interaction is accomplished with the help of the text. We are also interested in what kinds of actions precede the topic shift-sequence. The data of this study consists of six video-recorded appraisals originating in two Finnish public organizations and the methodology is based on conversation analysis. The topic shift-sequence seems to be a complicated action. First the superior suggests that the discussants should move to the next part of the document and reads aloud the name of that particular statement they are about to discuss. After this the superior can give the turn to the employee in different ways: One alternative is to make a concrete question, but the supervisor can also just stop talking and take an eye contact with the employee at a certain point. There are also specific non-verbal cues that project the topic shift such as turning the glance to the appraisal form, putting on glasses and lifting the form from the table. Our contention is that the participants show an orientation to generic conventions of both the appraisal interview as a type of an encounter and the written documents. Our study contributes to the study of the relationship of written texts and spoken encounters especially through exploring the idea of whether the concept of genre can be useful. In addition, our study sheds light on the use of multimodal resources in interaction.

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Moving away: The embodied achievement of activity closings

Keywords: Embodiment, multimodality, closing, completion, body movement, participants' orientations, units, conversation analysis, interactional space

This study deals with sequence and activity closings and focuses on the multimodal resources participants mobilize to achieve them. It describes a particular embodied resource – beginning to move away – observable in settings in which participants stand together in face to face interaction in a stable F-formation (Kendon, 1990), or interactional space (Mondada, 2009) and begin to dissolve it by moving away when they reach topic/sequence/activity completion. Such movements are demonstrably oriented to the imminently achieved character of the current activity, and as such can be considered an integral part of its closing. They also contribute to the closings by anticipating and projecting it, even "forcing" it, establishing a temporal constraint for further possible contributions. Thus, the paper contributes to an analysis of multimodal resources for closings (De Stefani, 2006, Mondada, 2007; Deppermann et alii, 2010; vom Lehn and Heath, in press; Broth & Lundström, in press), by offering a detailed analysis of possible topic/activity endings based on videotaped French and Swedish conversations. Analyzing closings occurring with and without movement, as well as movements initiated in mid-topic positions, it demonstrates how movement is used to co-construct topic/activity closings in interaction and how the meaning of movement is reflexively related to the current sequential context. The paper also deals with the frequent cases in which these multimodal and mobile closings are resisted by co-participants, e.g. by adding more talk to the current topic just as movement is initiated or by accountably "staying" and not "moving away". Unilateral movements will also be considered, as they are initiated and responded to. Furthermore, the paper shows that the sequential organisation of these body movements both indexes and constitutes relevant participant categories in the activity. Walking away as a group is not done individually, but is achieved through close coordination in an emergent sequence of bodily activities: 1) initiation of the movement/body torque, 2) initiation of the first steps, and 3) following. These actions are strongly related to the implementation of participants' categories like "hosts" vs. "guests", and "guides" vs. "guided" participants. The general contribution of this paper is a systematic analysis – based on a collection of multimodal practices – of the achievement of a particular form of activity closings. In this way, it aims at contributing to current discussions within CA about how "units" of action are implemented and oriented to by participants and how "completion" is locally and flexibly defined by them.

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Dog-human sociality as mutual orientation

Keywords: Dog-human sociality, accountability, interspecific interactions, co-operation, mutual orientation

In this communication I intend to address the issue of a "dog-human sociality", thus referring to Goodwin (2006) and his definition of sociality within human interaction through "mutual orientation" and co-operation by the use of a rich bunch of semiotic resources. The origin and the display of human sociability has long been of a focus of attention for anthropology or psychology – see for instance Tomasello's work on social cognition (1998). But it has, more surprisingly, recently been the object of numerous investigations in interactionist fields (Enfield & Levinson, 2006; Goodwin, 2010) linking mechanisms of social order to an evolutionary perspective. Drawing on this notion of "mutual orientation", could we consider that social order, understood in a ethnomethodological way as a reflexive accomplishment of practical action, is extensible to an interspecific, "hybrid" form, constituted by dog-human interaction? More generally, can sociological enterprise be interested in an object that has long been reserved to natural sciences, that is the one of animal behaviour (Haraway, 2008). Could we precisely describe the conduct of a dog in interaction with a man in other terms than behaviour but instead, in terms of "intelligible and reflexive action"? That's the issue I would like to address, specifically by describing procedures of collective adjustment between dogs and humans: How can they mutually convey intelligibility in their conducts? Is the notion of "sequentiality" relevant to inform and describe these adjustments (Goode, 2006; Laurier, Maze, Lundin, 2006)? To raise these questions, video excerpts and multimodal transcriptions of training sequences between a guide-dog and its blind owner, or between a puppet and its "educator" will be analyzed.

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Getting our hands on users' eyes: What would Harvey Sacks do with an eye tracker?

Keywords: Human-computer interaction, eye tracking, Internet search, repair, referential practice

User experience and practice are currently poorly understood. Most studies in HCI, CSCW and Internet companies themselves attempt to understand user practice through large-scale log analysis. While this approach provides a broad understanding of populations of users, log data typically fail to enable a deep understanding of the situated organization of user practice. Yet capturing and analyzing user practice is complicated by the fact that it is difficult to observe what users are doing in between keystrokes and mouse clicks. To mitigate this problem, cognitive psychologists use the"think aloud" protocol, by which they require subjects to verbalize their thoughts as they use a computer. An alternative approach used by Lucy Suchman is to force users to externalize their practical reasoning by pairing them with another user and requiring them to operate a system together. Both solutions force an artificial situation of use. However, a more natural solution has recently become possible with recent advances in eye-tracking technology. Current video-based eye trackers provide a non-invasive means of capturing users' eye gaze behavior, a critical part of the interactional context of computer use. Much of what users do between keystrokes and clicks, when they interact with a GUI-based personal computer is scan words, icons and images, as well as read text. Given Harvey Sacks' famous comments about his original motivation for examining tape-recorded conversation -"because I could get my hands on it" - what would he do with today's eye trackers? Inspired by this question, I introduce a novel approach to HCI that I call"computer interaction analysis," which adapts eye tracking to ethnomethodological studies of user practice and conversation analytic sensibilities toward data. Rather than examining social interaction around or through a computer like past studies, this approach enables the close analysis of interaction between a single user and a GUI-based personal computer. A novel notation scheme for transcribing eye-tracking screen video is defined, and the approach is demonstrated by examining two phenomena in search-engine interactions: query repair and referential practice. First, the ways in which both users and systems initiate repair on users' queries are examined, and three sequential positions from which such repairs are initiated are identified. Second, the ways in which users refer to the entities for which they search are examined, and a preference for naming over description is demonstrated. Both phenomena resemble conversation in certain ways but also exhibit distinct dissimilarities.

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The role of Japanese interactional particle Yo in marking the opportunity for demonstrable receipt

Keywords: Receipt token, Japanese, interactional particle

One omnipresent concern in talk-in-interaction is that it is always possible that any given utterance may not be recognized by its recipient as instantiating the kind of action that it has been designed to instantiate by the speaker. Even more critically, it is always possible that an utterance will not be recognized by a recipient as indicating the need for any kind of responsive action on their part at all. For unless an utterance is clearly a first pair part, it may not structurally project the relevant occurrence of a certain kind of next action. In such cases, the non-provision of a response is not necessarily accountable. And as any talk can be the last turn of the sequence for the ongoing activity, we may say that interlocutors are constantly judging whether certain utterances need to be explicitly responded to, or can be left without any response. For while not every utterance in a spate of talk-in-interaction requires its own specific recipient response, all talk, minimally, requires that it be "registered" or demonstrably received – and towards this end, the provision of explicit registration responses are sometimes required, as well. Analyzing audio- and video-taped Japanese conversation, my study discovers a Japanese language device that explicitly marks a current stretch of talk as something that needs to be demonstrably received by the participants regardless of the sequential position. This device, the Japanese interactional particle yo, attaches to the utterance and interactionally makes explicit what is elsewhere ubiquitously implicit in talk – i.e., that the recipient of an ongoing utterance, upon receipt of that utterance, is then specifically designated as the party responsible to recognize, understand, and respond appropriately to the call for action made conditionally relevant by that utterance. Such a device is useful, for example, when a speaker is imparting some background information that is demonstrably received prior to the main telling sequence, since structurally, such pre-telling carries no specific projection of preferred response other than mere acknowledgement. Accordingly, my data shows that upon the receipt of a yo-marked utterance, the subsequent provision of even such minimal registration responses are explicitly elicited. Thus, the particle yo indexes the interactional responsibility of participants to demonstrably register an action that falls outside of the preference organization structure.

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How Swedish learners of English manage their language choices at the interface with Swedish Google

Keywords: CA-for-SLA (second language acquisition), CALL (computer-assisted language learning), Internet, search engines, code-switching

Searching for information on the Internet is one way in which the use of computers is regularly integrated into the classroom activities of English as a second language (ESL). Although there is an increasing body of CA studies in second language classroom settings (e.g. Mondada & Pekarek Doehler 2004, Seedhouse 2004, Markee 2008, Hellermann 2008), few studies have dealt with the interactional interface between computers and second language (L2) learners (but see Cekait's 2009 study on the affordances of spell-checkers). To date there are no such studies examining how L2 learners manage the emergent contingencies of Internet searches on a moment-by-moment basis, a gap which this study intends to help bridge. The empirical data comprise about 5-6 hours of video-recorded Internet searches involving 10 pairs of pupils in years 8 and 9 of two Swedish secondary schools. The video-recorded searches are ones that have arisen from tasks set by their ordinary English teachers as part of their regular ESL classes. The aspect that this paper specifically focuses on is the juxtaposition of English and Swedish (code-switching) in carrying out the Internet searches, not least because pupils are shown to orient towards the emergent features of the Swedish Google search engine which directly affect their language choices, e.g. the alternative to limit searches to websites in Swedish, the recommendation of alternative search words in Swedish, and even the possibility of translating whole web pages into Swedish. Although the findings have pedagogical consequences for using search engines in an ESL setting, the focus here is on a fine-grained multimodal analysis of how the affordances of the search engine contribute towards the gradual replacement of English by Swedish as a "working language" over the duration of the search activity.

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Constructing proposals in management meeting interaction

Keywords: Power, meeting interaction, conversation analysis

Power is present both explicitly and implicitly in management meetings, especially in negotiations concerning future actions. One form of power is a situational power of persuasion, i.e. the power to persuade the other participants of the meeting to agree with the stance one is expressing or the course of action one is proposing. In this presentation we analyze some conversational resources that the participants use for constructing their proposal for future actions as important, necessary or imperative. These resources include 1) turn design (word selection, facial expressions, gestures etc.), 2) categorizing different courses of action, and 3) justification of one's proposal. The proposal sequences are analyzed in terms of the proposal delivery and reception, and the final decisions made as a result of the negotiations. In other words we analyze how the proposals are designed, what kind of proposals get support from other participants and what kind of proposals get to end up as final decisions. We use Conversation Analysis in exploring how the participants use multimodal interactional resources in negotiating future actions. Our data consist of videotaped management meetings at Finnish universities and public research institutions. Video recordings have been collected in 2009 and 2010.

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Re-completing a turn: Repeats as receipts of collaborative completions

Keywords: Collaborative turn sequences, other-repetition, responses to collaborative/pre-emptive completions, multimodality

This paper will tackle the phenomenon of other-repetition within collaborative turn sequences in French multiparty interaction. Adopting a conversation analytic and multimodal approach, I will analyse different formats of collaborative completions that are repeated in the receipt position. Among the variety of notions that describe the phenomenon of jointly produced turns (i.e., produced by at least two speakers), a lot of terms allude to its syntactic dimension, such as"collaborative sentences" (Sacks 1992) or"sentences-in-progress" (Lerner 1991). Indeed, a lot of research has investigated the way in which specific syntactic formats enable co-participants to continue and complete a turn-constructional unit (TCU) that has been begun by another speaker, such as compound TCUs or lists (Lerner 1991, 1994, 1996, Ono & Thompson 1996). Later research has also taken into account prosodic or phonetic (Szczepek 2000, Local 2004) or language specific grammatical features of co-constructed turns (Kim 1999, Lerner & Takagi 1999, Hayashi 2003, Helasvuo 2001, 2004). Interestingly, the final sequential position within collaborative turn sequences, the receipt slot, has been investigated less (but see Gülich 1986, Mondada 1999, Lerner 2004). Lerner (2004) has underlined that the completion of another speaker's turn projects its acceptance or rejection as relevant next action. First speakers have a range of choices for responding to their co-participant's completion, like explicit acceptance/rejection, simple acknowledgment, or formulating alternative/delayed completions (Lerner 1989). This paper suggests having a closer look at yet another receipt method, the repeat of the proffered completion by the first speaker, which has been described as a practice that falls between acceptance and rejection (Lerner 2004). In the data used for my analysis, two videotaped multi-party work meetings in French, repetitions of co-participants' completions seem to come frequently after word searches. I will therefore have a closer look at the recurrent formats of the proffered completions (i.e.,"simple" completions vs. with added response tokens, their precise timing). In order to know what kind of receipt is implemented by the repeat, I will then scrutinize different repeating formats, which can be verbatim or modified, and which can contain different pre- or post positioned response tokens. As visible resources have been described as crucial for co-constructing turns (Goodwin 1981, Goodwin & Goodwin 1986, Hayashi 2003, Bolden 2003), my analysis will also take into account the embodied receipt display of the completion, looking at the way in which the recipient's completion is"incorporated" into the original speaker's turn. By averting his gaze from the recipient during the repetition, the first speaker seems to underline his authority over the turn's construction, which raises the issue of the epistemics of receipt repetition (Heritage & Raymond 2005, Stivers 2005).

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Functions of differentiated head nods: A sequential analysis of Japanese service encounters

Keywords: Head nods, professional-client interaction, service-assessment sequence, beauty salon interaction, sequential context, conversation analysis, multimodality

The interactional functions of head nodding in everyday conversation have been frequently studied. Several scholars explored head nods in the turn-taking context, such as for soliciting aizuchi (Maynard 1987; Kita and Ide 2007) and for obtaining differentiated actions from recipients (Aoki Forthcoming). Stivers (2008) studied the role of nodding in the sequential context by examining the activity of story-telling. Similar to Stivers' work, this present study reveals the functions of head nods in a sequential context. Particularly, it focuses on the differentiated degrees of head nods used by participants in a specific institutional setting in Japan. In my study of beauty salon interactions, I look at what I call the "service-assessment sequence" in which a professional and a customer determine whether or not the completed work in a given session is adequate. With microanalysis of videotaped data segments (approx. 30 hrs of haircutting sessions in Japan), this paper examines how hairstylists and clients employ a magnitude of different head nods, which mainly include two types: 1) unlike the small head nods found at the beginning of a sequence, the participants use deep head nods at a mid-sequence point, where the stylist positions a hand-held mirror from one side of the haircut to the other; and 2) at a sequence completion point, the participants use "a stretched nod" (Aoki, Forthcoming), which often result in a series of synchronized nodding behavior between the stylist and the customer. This study advances two claims. First, I argue that examining different degrees of head nods by reference to sequence enhances our understanding of the various, precise functions of head nods. Second, I show that such way of using nodding is a "handy" communicative resource in some institutional contexts (such as professional-client interaction), and discuss what it may tell us about the professionalization of communication.

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Aspects of collective self-reference: Arguing with εμείς ("we") in Modern Greek

Keywords: Self-reference, "we", subject pronouns, null-subject languages, Modern Greek, accounts/explications, argumentation, pragmatic meaning

Person reference has increasingly attracted the interest of researchers working within Conversation Analysis (cf. e.g. Enfield & Stivers, 2007) in the last years. With very few exceptions (e.g. Hacohen & Schegloff, 2006), though, no attention has been paid to the so-called free-standing subject pronouns in null-subject languages. Hacohen & Schegloff's analysis of Hebrew ani ("I") and at ("you-SING-FEM")/atah ("you-SING-MASC") yielded that these pronouns appear in trouble environments of different kinds –a fact that accounts, in their view, for the departure from the preference for minimization in person reference. My previous work (Pavlidou, 2008) on the free-standing εμείς ("we") in Modern Greek, another null-subject language, showed that the appearance of this pronoun is not restricted to trouble environments. In particular, with respect to turns that neither initiate a sequence nor close an extended sequence –as e.g. questions and aphoristic aftermaths do, respectively– four sequential environments of turns containing εμείς ("we") were identified (Pavlidou, forthcoming): (a) second pair parts to who-questions; (b) disagreements; (c) non-preferred answers to questions; (d) accounts or explications for the preceding turn or TCU. Based on the same set of data, i.e. 33 tape-recorded conversations, the present paper focuses on this last group of turns (accounts, explications), and examines to what extent they can be shown to be part of an underlying argumentative schema To this end, lexical, prosodic, etc. indications in the turn/TCU containing εμείς ("we"), besides its sequential position, and the contribution of the pronoun to the informational structure of the utterance, the inclusion-exclusion of others, and so on, are analyzed. More generally, it is argued that the pragmatic meaning of such free-standing pronouns is a function of both the sequential position of the turn, in which they appear, and certain cognitive and interactional dimensions of communication.

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Collective reasoning in multi-party social interactions

Keywords: Socially shared cognition, reasoning process, talk-in-interaction, classroom interactions

Cognition constitutes a central object of interest in conversation analysis: looking at the systematic procedures participants draw on to jointly organize talk-in-interaction allows observing how they establish a shared understanding of the courses of actions they are involved in, in other words, a socially shared cognition (Schegloff, 1991). In recent years, some studies held in CA or using CA as a methodology have attempted to document cognition in a somewhat different although not incompatible way. A group of studies have analyzed how cognitive concepts such as memory, knowledge or intention, are used and dealt with as topics in social interaction (see e.g. Edwards & Potter, 2005; Lynch & Bogen, 2005; Wooffitt, 2005). Another group of studies have documented how cognitive processes such as knowing, understanding or learning can be observed as publicly displayed and recognizably oriented to by participants in their organization of talk-in-interaction (see e.g. Kasper, 2008, 2009; Koole, 2010; Markee & Seo, 2009; Mori & Hasegawa, 2009). This paper finds its inspiration in these trends of research and proposes to investigate collective reasoning in multi-party social interactions. The notion of reasoning is broached as the formulation of talk presented as translating inner thoughts "in the making" or mental processes such as relating a cause to a consequence, drawing a conclusion, becoming aware of a state of affair, etc. Whereas such a process is typically associated with individual activity, we wish to focus on occasions where it is carried out by several participants, collectively. Based on the analysis of video-taped French classroom interactions recorded in secondary schools and drawing on the conversation analytic framework, the paper will show how reasoning may be described as a process that observably unfolds in social interaction and that is collectively displayed by the participants. It will address the following questions: What are the characteristic features of collective reasoning? How are participants' turns structured and sequentially organized to accomplish collective reasoning? How is collective reasoning oriented to as reasoning by the participants (on-line and retrospectively) and as a collective activity? What is its impact on the organization of participation frameworks in multi-party institutional interactions? In conclusion we will discuss the insights that a study of collective reasoning brings to current research on situated understanding processes.

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Pursuing advice: Sequential and functional aspects

Keywords: Advice, peer support, helplines, worry

Given the complexity of the act of giving and receiving advice, it is surprising that so few studies document in detail what happens to advice giving sequences after the initial rejection of that advice. Building upon a situational conceptualization of advice giving as "sequences in which [an interactant] describes, recommends, or otherwise forwards a preferred course of action" (Heritage & Sefi, 1992, p.368), this empirical paper uses conversation analysis to describe methods used to pursue one's given advice after its initial rejection. Thirty-two (32) instances of pursuing advice (after an initial rejection) were found within 188 individual instances of giving advice from 65 recorded calls to four different peer support lines in the northeastern United States. These peer support lines, officially known as consumer-run warm lines, are a growing part of a community mental health system within the United States that encourages client empowerment through self-help. In these general mental health care settings, call takers are encouraged to provide emotional support and actively listen, but discouraged from providing advice. Nonetheless, callers report on semi-serious issues and call takers often respond by giving advice. This empirical paper explores 3 different sequential and functional orientations to pursuing advice: (1) supporting the advice with additional accounts; (2) interrogating (seeking information and additional details on the other's situation); and (3) expressing concerns or worries. All three of these differing extended sequences typically also involve repeated advice, indirect advice, and suggested alternative options. Of the 3 sequences, expressing concerns or worries is seen as potentially beneficial for a peer support setting. Expressing concerns or worries about the caller's troubles functions in such a way as to allow the call taker to extend this topic, personalize the caller's troubles, display a sense that they have been affected by the caller's narrative, and subsequently provide additional advice in mitigated ways. In turn, these expressions of worry also serve the beneficial function of encouraging callers to give additional and relevant reports on possible solutions for their troubles.

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From visibility to talk: Children's participation in domestic videoconferencing

Keywords: Videoconferencing, conversation, categories, participation, mediated-communication, children talk

Over the last two decades, most research on videoconferencing has investigated the local organisation of remote professional activities (Heath C.& Luff P., 1993; Mondada 2004, 2007) and stressed on the interplay between technological "affordances" (Hutchby, 2001), visual orientations to embodied co-participants and objects with the organisation of talk. Besides the mutual, systematic adjustments of the main co-participants (Fornel, 1994), involvement in videoconferencing makes available various visual arrangements of objects and persons that can be scrutinised, talked about, or overtly ignored all along the call. Visible persons' orientations, either understandable at a glance or not, have a specific status for members. Firstly, embodied orientations are embedded into an environment and offer a vast array of accountable features potentially relevant for the talk. For instance, children's drawing visible activities can be turned into topics for the ongoing talk. Secondly, members frequently display themselves some visual sensitivity to one or several features of the ensuing videoconference (e.g. glancing at the screen or making"covert" commentaries). Based on a close examination of video materials of several types of videoconferencing calls in domestic settings, this communication explores the practical visibility of persons in videoconferencing and examines how young children get into the conversation. Videoconferencing on PCs at home becomes an ordinary practice for the organisation of family talk at a distance. In this presentation, we propose to distinguish between"pre-arranging" family talk, with children being present into the field from the beginning of the call, firmly oriented to the remote co-participants, often getting involved into the conversation with their parents, and"building" family talk, with children's visible activities being used as a way to transform the participative framework of the current talk. In both cases, audio-visual arrangements in videoconferencing combine orientations to the sequential organization of talk with a sensitivity to a visual categorial order (Sacks, 1992 [1972]).

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The double setting in simulated practice

Keywords: Software design, video studies, participation, whiteboards

This paper will describe aspects of the practical work of participation in a video study of problem solving. I will draw upon videos produced as part of an academic study of how professional software developers work through design problems (i.e., I will perform a "secondary analysis" of videos produced by other researchers). I will focus in particular on how a "double setting" is managed by the study participants in their working; how the participants act as problem solvers while attending to the immediate circumstances of this being a study of problem solving. So, amongst other things, I will look at the various ways in which participants orient to the rules of the study, how talk about experience and typifications of ordinary action feature in and are used to account for courses of action, the ways in which study materials such as the printed task descriptions and the video camera are ever-present but kept "off-stage", and so on. Ultimately, I will show how the work of managing the study setting is constituent in the ways in which the work of problem solving is done. I will not try to somehow invalidate the original study, but will argue that similar levels of attention to double-settingedness ought to be paid in the analysis of these videos as was paid during their production.

The problem of double-settingedness in simulated practice was first outlined by Francis (1989) in his description of how students play a business-game. Francis' work offers a useful critique of the idea that, in order to be successful, simulations must mirror the reality they enact. Francis argues instead that we should unpack the details of their performance. His work does not tell us how to design better simulations, but does help us with their analysis. By carefully unpacking the ways in which simulations are accomplished, rather than by focusing on the parts that appear most "real" and ignoring all the dirty work, we get a much better picture of what has been achieved. As an analysis of professionals rather than students, and in particular as an analysis of a demonstration rather than a learning exercise, this study will extend Francis' observations.

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Fishing for the patient or how to manage resistance

Keywords: CA and psychotherapy, therapists' practices, process of change

For many people it is difficult to accept a diagnosis of mental illness or being categorised as depressive. The non-acceptance of the illness leads to rejection, people don´t want to start therapy or decide to break off after a while. Therefore therapists need practices to convince the patient or to mitigate their resistance. In this paper I want to examine some of these therapeutic practices. Therapy is determined as the treatment of a disorder of mind or personality and is based in talk, but therapy also is a process of change. Conversation Analysis does not attempt an explanation of psychological change or prescriptions for interventions, CA tries to analyse communication practices. For my dissertation I analysed 18 therapy-sessions of depressive patients in the clinical setting of a German psychiatric institution, three sessions each of five patients: one in the beginning, one in the middle of therapy and one in the end. Three audio-transcriptions belong to patients who abandoned their therapy after the first session. I found seven components of the process of change which can be generalized to all changing processes. The components are associated with specific dynamics which link them. The therapists' jobs are oriented in the changing process and therapy is regarded as a process of change which is produced or encouraged by the institution. In my presentation I want to illustrate therapists' practices by way of focusing a depressive patient who cannot accept his illness, the clinical setting and being submitted in psychotherapy at all. I will analyse some examples of avoiding the theme or drawing off the patients' attention from talking about his refusal. The therapist is working on different dimensions at the same time: building up trust, building up shared knowledge, confirming the diagnosis, eliciting talk and fishing for or trying to gain the patients' acceptance of his/her illness and clinical psychotherapy. As I demonstrate in my doctoral theses these are just a few of many practices which can be observed in the therapeutic process.

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On"being wrong" and the maintenance of intersubjectivity: "I thought x" constructions and their use in the falsification or verification of participants' understandings

Keywords: Intersubjectivity, repair, epistemics, phenomenology

In talk-in-interaction, participants overwhelmingly produce talk in response to just prior talk, and in doing so, display their own current understanding of the prior talk, thus offering their interlocutor(s) the opportunity to check that understanding (Schegloff, 1992). These checks, though aimed at maintaining the sensibility of interaction, do so with regards to a variety of problematic events, from difficulties in the production or reception of talk, to disagreements in the participants' respective stances, rights, and obligations. In maintaining sensibility, repair in subsequent turn is an important resource for participants in resolving problematic talk as it appears. Previous research on these repairs, e.g., next turn repair initiation (Drew, 1997) and repair after next turn (Schegloff, 1992), has focused primarily on how current speakers initiate or perform repairs on other's prior talk. These repair-types, however, do not account for the full range of trouble-sources that can appear to the current speaker. Using conversation analysis, I investigate an equally important source of trouble for current speakers: those found in current speakers' prior turns-at-talk. The data for this study consists of audio and video-recordings from interactions in both telephone and face-to-face conversations between English speakers. It is first observed that, in talk, two things can occur. First, current speakers can discover that they and their interlocutors' actions "disagree" in some fundamental way, either as to what the current "real" state of affairs are, or what the current course of action is. Second, rather than finding the trouble-source firmly within the interlocutor's prior talk, the current speaker discovers, or suspects, that his/her own prior talk is faulty, and as a result, requires a different set of repair practices than what is given for other-repair. This paper argues that English "I thought x..." structures work well for these trouble-sources by providing current speakers the opportunity to either disclaim an "incorrect" understanding, or retain one as potentially falsifiable (and thus justifiably suspected). Accordingly, depending on what sequential position the action is launched from, or how its turn is composed, current speakers can communicate the degree to which they disclaim or retain the action. Altogether, I argue that with these "I thought x..." structures, participants can engage in a range of courses of action from the basic maintenance of intersubjectivity, to the maintenance of normative expectations, and thus contribute a crucial component to our knowledge on both repair and epistemics in social action.

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Respecifying the problem of relevance as a members' problem: Misread the transcript, redo your analysis and tease (e.g.) Their physics out of It!

Keywords: Respecification, the problem of relevance as a members' problem, practice-based video analysis, experimental physics

In Ethnomethodology's Program, H. Garfinkel alludes to the "topical relevance to the parties" as a theme of key interest to hybrid studies of work, while distinguishing that thematic interest from the notion and phenomena of relevance as drawn upon and investigated in conversation analysis (see Garfinkel 2002:115, n. 38, 126, 129-130). What might Garfinkel's distinction and the problem of relevance as a members' problem, in particular, amount to"in any actual case"? The present contribution addresses the question by reflecting upon (relatively) recent developments in the video analytic study of scientific practices, developments predominantly initiated on the basis of conversation analytic precedent. After a succinct discussion of selected studies in that vein (e.g., Ochs et al. 1994), the reflection will be pursued in the light of a perspicuous case of microscopic experimentation, as filmed and re-enacted in a current domain of experimental physics: scanning tunneling microscopy of complex superconducting compounds. The subtitle above hints at how the single-case analysis will be developed, as a heuristic solution to the (ethno-)methodological problem of "technical access" to scientific domains or otherwise initially strange fields of activities. The relationship between (explicitly) practice-based, "hands-on" ethnomethodology (Livingston 2008) and transcript-assisted video analysis can and will, then, be discussed in praxeologically instructive detail, rather than through the literary reconstruction of ever arguable lineages ("EM","CA","VA", etc.).

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Identifying and assessing familiar and unfamiliar foods in Japanese

Keywords: Assessment, identification, word search, food, Japanese conversation, exclusion

In this paper I investigate how Japanese speakers assess food in videotaped conversations of 13 triads of Japanese speakers, eating and commenting on a three course tasting menu consisting of 3-4 foods from Japan, America and Senegal, respectively. While most of the Japanese foods and some of the American foods were familiar to the Japanese participants, some of the American foods and none of the Senegalese foods were familiar. Building on research on assessments (Pomerantz 1984a, 1984b; Goodwin 1986; C. Goodwin & M. Goodwin 1987, 1992; M. Goodwin 1997), word searches (M. Goodwin 1983; M. Goodwin & C. Goodwin 1986, Hayashi 2003), and exclusion (M. Goodwin 2002), I investigate 1) how participants identify and assess familiar and unfamiliar foods, and 2) how participants deal with differences in the interaction. The analysis shows that assessment sequences for unfamiliar foods were more complex than those for familiar foods because they involved attempts to identify the food from a variety of perspectives. Less identifiable flavors such as the taste of Senegalese juice led to searches for past experiences of a similar flavor, smell, colored drink, etc., sometimes relayed in detail to justify the identification. In the face of possible disagreement in the assessment of familiar foods (e.g., udon "Japanese noodles"), the assessment sequence began with questions about how the food compared to what other participants ate at home and differences in how the food was prepared and eaten in different regions of Japan. Subsequently, responses to these questions were used as a resource to pursue common agreement about how to assess the food. In contrast, assessments of unfamiliar foods (e.g., Senegalese laax "corn flour porridge with sweet yoghurt") were modified dynamically when new associations/categories were provided for its identification. Finally, differing food assessments among the participants created alignments that were sometimes oriented to as exclusion, e.g., after one woman made two assessments that did not agree with the other two women, she indicated explicitly that she had awei no kibun "a feeling like being at an away (game) (I don't feel like I belong)." Results suggest that conversations over food are a fertile ground to analyze assessment sequences that may intersect with information searches and identification. In addition, they can become a public arena where participants monitor one another's assessments, some trying to avoid exclusion (created through differing alignments on food preferences) and others settling for it simply being a matter of taste.

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Performing teaching and the teaching of performance: A conversation analytic investigation of vocal masterclasses

Keywords: Institutional interaction, interaction of teaching and learning, prosody/voice in interaction

Masterclasses represent an environment of music teaching and learning in which the normally private one-to-one context is opened up to an audience of peers. An expert performer will usually coach an advanced student or young professional, with whom's/he has had no prior contact. This paper presents an analysis of some of the interactional practices for teaching, learning and sense-making employed by both masters and students in a corpus of vocal masterclasses. For example, in a teaching environment for singing, the vocal production of speech as a resource for interaction frequently occurs at the interface with its object of reference, the vocal production of song. This leads to the voice being simultaneously employed as a semiotic resource for both language and music. Furthermore, musical actions are not external to the social interaction between masters and students, but in fact are employed as a natural part of it. Finally, reference to musical actions, such as voice quality, dynamics or interpretation, and negotiation over appropriate next actions, are achieved through a variety of verbal, prosodic, gestural, tactile, musical and object-oriented communicative and performative strategies. This paper takes a conversation analytic approach to explore the way in which participants collaboratively accomplish meaningful social exchanges, and meaningful learning experiences, in an environment in which musical actions permeate interaction.

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Making the accomplishment of an activity visible: The search for words

Keywords: Search for words, collaborative resolution, professional activity, trouble in linguistic production, multilingual meetings, Alzheimer consultation

From an emic perspective, the difficulties with the talk-in-interaction could be transformed in a practical problem towards which the participants of an interaction would turn collectively to resolve it. By treating this linguistic problem, the participants of the professional situation make the accomplishment of the activity, that they are performing, visible. This convergence towards the problem resolution constitutes the "special interest", which conditions and requires a transition from the naive attitude of the interactants to a reflection of upper order (Schütz, 1987). How does the collective action give an account of the accomplishment of the professional activity? What forms will this treatment take? How do the participants turn towards the restoration of the "normal course of things" (Garfinkel, 1967)? Our paper is based on the researches on the discourse as an interactional achievement. In conversation, when a linguistic and interactional problem (Schegloff, & al., 1977; Gülich, 1986; Egbert, Niebecker & Rezzara, 2004) arises, the participants implement methods to resolve these difficulties, whether they concern more specifically the lexical production (Goodwin & Goodwin, 1986; Brouwer, 2003), or the adequacy of the linguistic forms to the current interactive activity. From a corpus where the speakers find difficulties connected to the verbal resources that they have (the professionals speaking in a foreign language and the patients suffering from aphasic troubles) we shall observe the way the participants in professional and institutional contexts deal with the activity. Video recordings generated by two professional environments (Alzheimer consultation and multilingual professional meetings) reveal that the problem occurs sequentially, after a question. We'll show how participants collectively treat the incomplete adjacency pair when one of them, searching a word, can't answer to his/her speaker's solicitation. This specific sequential treatment can be analyzed in terms of co-elaborated suggestions of solution (verbally and multimodally), achievement of categorical dynamics, and an endogenous reconfiguration of the social order of the activity.

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Some aspects of the chess player's work

Keywords: Ethnomethodology, reasoning, activity-specific modes of reasoning, chess

This paper follows up Eric Livingston's studies of activity-specific modes of reasoning (1999; 2006; 2007; 2008a; 2008b) by examining aspects of the game of chess by investigating diagrams of constructed chess problems together with the reasoning that constitutes finding the solution to these problems. I begin with observations on the family of activities that are tied to and make up the game of chess as known to advanced players. I then contrast "playing a game" to "solving a problem" in terms of the orientable relevancies for members. An exclusive characteristic of most constructed problems is that they have a singular solution. The work of finding that solution consists in presupposing singularity in order to terminate the search when one solution has been found, checking whether a possible solution is in fact the solution, and most fundamentally landing on a solution by ruling out possible moves. The work that is exhibited in the ruling out of a move (or a variation) as ineffectual or illegal is variegated and accomplished through different modes of reasoning, modes which are occasioned by the nature of each problem (which is defined by the configuration of pieces on the board and a requirement – e.g. to show how to mate in seven moves). To make this perspicuous I examine, among other chess diagrams, a case presenting a problem requiring one to calculate the solution when it is impossible to do so by surveying the range of alternative possible moves. This problem of how to reason about the position on the board is solved by one chess player with the use of a "gestalt switch". The requirement and provision of a different way of seeing the position on the board, is utilised to make a broader point regarding the manner in which mastering chess involves in large measure the instructional availability of an array of visual modes of reasoning that are for the most part connected to strategic and tactical concepts.

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The organization of repair in game play

Keywords: Conversation analysis, alternative turn-taking systems, repair, non-verbal action

There are similarities between talk-in-interaction and the Memory game as social activities. Both are participant monitored and managed and have a self-righting mechanism: repair. However, the"rules" for Memory are quite different from talk-in-interaction and turns in the game are largely implemented through non-verbal actions with only occasional talk. Memory's explicit rules and the trajectory of the non-verbal actions used to implement the turns provide the participants with different resources to mobilize for repair. In the 540 instances of repair we collected, the most common two repairs addressed troubles due to (1) not seeing the card the opponent turned over or (2) going out of turn. The not-seen-the-card repair was initiated most commonly through non-verbal action: the player would reach out and turn the card back over to take another look. Invariably, players executed this repair shortly after the other player had turned the card back over and before that player had completed the"return phase" of the turn. Characteristically, the repair action was performed at increased speed and the turning over of the card was done to enable their own viewing; oftentimes players cocked their head to look at an only partially turned over card. Collectively, the timing and performance of the repair was designed to indicate that the player was repairing the prior turn, and not taking a new turn. The going-out-of-turn repair was aimed at preventing the other player from going out of turn, usually after a player collected a pair and was therefore eligible for a bonus turn. Typically, the offender would be quickly interrupted by the other. In talk-in-interaction such an action might be construed as an "other repair" and therefore be "dispreferred", yet in Memory it was a common occurrence. As turns in Memory are executed non-verbally, the repair could be initiated in the other player's preparatory phase and thus the focal action could be prevented. In short, we found that the projectability of non-verbal actions is a resource for repair; actions can be prevented by intercepting them in the preparatory phase or can be initiated before the end of the return phase to convey that a player is doing repair and not taking a regular turn, which has a bearing on whose turn is being repaired and therefore who's turn is next.

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Self-deprecating racial self-identifications in complaint sequences

Keywords: Membership categories, complaint sequences, race, self-deprecation, self-identification

In this report, I consider self-deprecating racial self-identifications as a practice through which speakers can orient to, manage, and hence reproduce, the relevance of their (racial) category membership for the production and uptake of ordinary actions-in-interaction. The present report represents part of a broader study, based on approximately 115 hours of audio recorded broadcasts from three South African radio stations, focusing on the ways in which racial membership categories are oriented to and managed by speakers and recipients in complaint sequences. Previous research has identified the potential importance of membership categories in the production and uptake of conduct with respect to complaints. For example, in his analysis of the "subjective side" of complaining, Edwards (2005) demonstrates the way in which complaints may be "speaker indexical," resulting in potential inclusion of the complainer in categories such as "moaner." Moreover, Stokoe examines some recurrent connections between membership categories and particular sequential environments, and shows some ways in which membership categories can function "as constituent features of members' methods for accomplishing action[s]" (2009:75), including complaints and denials in response to complaints. My analysis of self-deprecating racial self-identifications builds on and extends these studies, demonstrating how speakers may treat their racial category membership, relative to the racial category memberships of their recipients, as consequential for the formulation of the actions they are producing. Specifically, I show how speakers can deploy this practice 1) prior to, or in the course of, producing a complaint, as a device for shaping possible responses to the complaint, and 2) responsively, as a way of managing matters of alignment in responding to a complaint by a previous speaker. This analysis demonstrates one way in which the race membership categorization device becomes visible as a social reality that informs everyday actions, and in which talk-in-interaction provides a niche in which racial social structures can be reproduced. In doing so, this study contributes to the ethnomethodological and conversation analytic literature investigating the relationship between membership categories and ordinary sequences of action-in-interaction, particularly complaint sequences.

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Reading faces, seeing lines. On the epistemic and aesthetic work of extreme sport athletes

Keywords: Professional vision, practices of seeing, pointing, multimodal interaction, epistemic practice

Building on the literature of professional vision (Goodwin 1994; 2000), I analyze epistemic practices of extreme skiers vis-à-vis mountain faces on the basis of audio and video recordings. When planning routes of descent through dangerous terrain, freeride skiers engage in situated, artful practices of pointing out (Kita 2003) and instructedly seeing (Büscher 2006) possible routes – a practice they call reading faces. After riding down these lines, they then reassess what they have just achieved by observing and formulating their "line" on the basis of the track now visible in the snow. I interpret the data as an instance of situated work that is epistemic (Garfinkel, Lynch, and Livingston 1981) as well as it is aesthetic. The case is not only informative in terms of the relevance and choreography of embodied ways of seeing it demonstrates, but also sheds light on the sequential reproduction of an epistemic object (Knorr Cetina and Bruegger 2000) over the course of a sequence of situations. The presentation will subsequently discuss theoretical challenges which arise from understanding such pan-situational sequences as situated action.

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On the interactional functions of pointing during conversational storytelling sequences

Keywords: Conversation analysis, storytelling, projection, pointing

This study examines a specific type of hand gesture – pointing – during storytelling sequences. I investigate two different positions in which the gesture occurs: (1) pre-beginning of a story, (2) beginning of a story. In the present study, exploring a pointing gesture by speakers or prospective next speakers during or before storytelling, I show that it has different interactional functions depending on its placement within a turn and sequence. Pointing cannot only project a future unit, but also refer to a past action or talk component within an ongoing interaction. It is shown that a pointing gesture can have additional interactional functions, besides referential or deictic ones, depending on its sequential placement and ongoing context. Pointing gesture, when produced before a turn, can organize turns since it can attract others' attention and claim the floor. When produced at turn-beginning, it is often an attention-getter that projects further unit. When produced at the onset of a story or held during a story, it is a floor holder that directs co-participants' attention to the next development of the telling. Through its basic function of indicating or singling out a specific object, pointing directed to the prior speaker before or at story-beginning can foreshadow a story relevant to prior speech. Therefore, pointing is used to negotiate the floor for a story. This study thus aims to expand the typology of interactional functions of pointing gestures-building upon the previous findings on pointing-as well as to explore how body along with talk shapes storytelling sequences during conversations. By focusing on the precise coordination of pointing with an ongoing action, I also attempt to reveal what the participants attend to in initiating and constructing a storytelling sequence.

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Managing disapproval by talking to/through the baby during well visits

Keywords: Conversation analysis, well-baby visits, nurse-baby-mother interaction, overhearable object-directed talk, negative assessments

This paper is based on a research project on well visits in which mothers bring their babies for a check-up by a nurse. The data consist of video recordings of sixteen such visits taking place at a healthcare center in the Italian-speaking part of Switzerland. During the visit, the nurse checks how the baby is doing in terms of growth, overall health, eating habits and general development while discussing these matters with the mother. Very often the mother and the nurse also talk to the baby to attract its attention, calm it and play with it. Nevertheless, what the nurse says to the baby seems sometimes to be intended mainly for the mother. In this paper, we will specifically focus on the conversational organization of sequences in which the nurse, while talking to the baby, criticizes the mother's behavior. We will describe how the nurse's negative assessments are interactively produced and managed in these sequences. Talking to/ through the baby appears to be a resource, for both the mother and the nurse, for producing and conciliating several interactional and institutional tasks: sustaining and moving forward an interaction centered on the baby and its examination; assessing the mother's conduct, offering advice and dealing with criticism; repeating advice or criticism and making plain its rationale; preserving a cordial interaction and avoiding engaging in further talk on the topic. The paper is based on conversation-analytic studies on assessment and advice-giving, and the"problem of competence", in baby expert - mother interactions (Heritage, Lindström, 1998; Heritage, Sefi, 1992). The paper contributes to the study of a specific type of overhearable object-directed talk (Roberts, 2004) and to the understanding of how interlocutors deploy talk to organize and manage the intricacies of institutional interactions.

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Panels

PANEL 1

PANEL DESCRIPTION

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When the analyst is not a member: CA and ethnography in crosslinguistic and crosscultural settings

This panel examines a range of epistemic and methodological issues in conversation analysis that arise when the analyst does not share cultural and linguistic membership with the participants.

In the usual, or at least the classic case, CA studies monolingual interaction. Membership knowledge enables the analyst to understand the data in a pre-analytic fashion, a prerequisite for examining what interactional methods produce the conduct that enables this understanding, and the native, of course, has such knowledge going in. In comparative CA of interactional practices in languages different from the language in which the article or book is written, analysts predominantly have native competence in the language of the talk, although there is no evidence that "nativeness", a highly contested concept, is required for high quality CA.

Several research strands depart from the usual scenario.

(1) The analyst is a member of the wider society but not of the specialized institutional setting and may therefore not be familiar with the institution-specific register and organization of activities. This is only a partial case in point, and one that we will not consider, since the analyst already has, as a native speaker, the bulk of the requisite cultural and linguistic knowledge.

(2) The language(s) and culture of the wider speech community are not shared by the analyst. Research in this category typically connects CA and ethnography, with different emphases and analytical priorities depending on the study's objective. One question that the CA-ethnography linkage raises is how the usual, but somewhat controversial, CA strictures regarding context are to be handled in cross-cultural settings. Another problem is presented by the necessity for translation.

(3) The language(s) in which the activity is primarily conducted is (are) not the "native" language(s) of at least some participants. The analyst may or may not be a native speaker of the primary language(s) of interaction. This scenario constitutes the primary domain of interest for CA in applied linguistics.

With a focus on the last two scenarios, the panel will investigate how, and at what costs and benefits to the research process and outcomes, analysts with less-than-full cultural and linguistic competence conducted CA studies in a range of settings: market place talk for sociability among Wolof speakers, Herero people at community meetings, negotiation talk among Thai villagers, talk between native and nonnative speakers of Japanese in ordinary conversation and institutional settings, and dinner table talk, conducted in English, among South East Asian immigrants in North America.

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"The cat is back and is alone": On modes of production of academic knowledge when one is not a member

Keywords: Ethnography, methodology, knowledge production, Herero, non-member`s perspective, locally mediated research

With its analytical mentality towards what is called members' perspective, CA sometimes loses out of sight that members are oriented towards practically achieving a "social object" (Sacks), while the analyst is oriented towards reconstructing how this "social object" is achieved. In other words, the analyst is interested in scientific knowledge production and the members are not. With an example from research about a Herero water committee, which used ethnography and CA in order to reconstruct the dynamics of local development on a micro-level, I want to show how we used the difference between everyday member's and scientific non-member's knowledge and developed what we call Locally Mediated Research, making use of several stages of transcription, translation, linguistic and content analysis, discussion, and the inclusion of local and "expatriate" ethnographic knowledge (observation, interview, archival material). While in the Herero case we developed this practice more on a daily basis of trial and error, I want to present LMR as a systematic approach which positions itself in the triangle between the debate in CA on context and ethnography, the negotiation of everyday and scientific knowledge during the research process, and the role of theoretical and methodological decisions relevant with regard to the particular research interests as well as the scientific community.

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Conversation analysis and ethnography

Keywords: Conversation analysis, ethnography, Schegloff's structures, Thai

This paper will examine three principles proposed by Schegloff governing the use of contextual considerations in conversation analysis. It will consider the application of these principles not only to CA but to ethnography as well. The principles are:
1. Explanations in terms of the internal dynamics of the talk at hand take precedence over explanations that rely on external, ethnographic/social structural factors.
2. Ethnographic context should be invoked only when it is demonstrably relevant to the participants in the talk being analyzed.
3. Ethnographic context should be introduced only when it is"procedurally consequential," i.e., when it has demonstrable effects in the interaction.

Using data transcripts, from Thailand and the U.S. Federal Trade Commission, for illustration, I will show that there are certain problems and complications associated with each of these principles. I will argue further that the goals of CA and ethnography are somewhat different and that therefore they are not necessarily subject to the same analytic strictures. This is true even when the conversation analyst and the ethnographer are focused on the same item of data. Schegloff's second principle, properly understood and with certain caveats, is applicable to ethnographic analyses of talk; the third is not. A CA-informed ethnography will be different from traditional ethnography, but it will also be different, in principle and practice, from standard CA. Part of this difference derives from the exigencies of describing data from a culture and setting that is unfamiliar to one's readers; part derives from the different goals of sequential conversation analysis and ethnography.

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Speaking as an immigrant in autobiographical interviews

Keywords: Immigrants, membership categorization analysis, methodology, qualitative interviews

The methodological literature on qualitative research interviews considers practices for interviewing "distinctive respondents" (Gubrium & Holstein, 2002). This literature discusses how interviewers can organize interviews with particular categories of respondents in respectful and effective ways. It pays less heed to how the respondents themselves orient to the categories under which they were recruited, and what such categorization accomplishes in the interview. Among the respondent categories that have not received particular methodological consideration are immigrants and transnational persons. Although a fast growing body of autobiographical interview studies centers on immigrant narratives and experiences, the interactional methods by which interviewers and interview participants together accomplish the interview as a social activity has been largely unexamined. In a corpus of ca. 40 hours of autobiographical interviews with nine multilingual immigrants from Southeast Asia to Canada or the US, we observed that the respondents regularly treated the interviewer as a non-member in the category of immigrant and by implication as lacking access to the category-bound predicates whose discursive production constitutes the "immigrant experience". The respondents' category work included such practices as (1) referring to themselves as members of the category of immigrant, (2) producing binary subcategories within the immigrant category (e.g., Asian vs. European immigrants, immigrants residing in metropolitan cities vs. small local communities), (3) invoking categories intersecting with "immigrant" (e.g., multilingual speaker, refugee, ethnic minority), (5) using category-bound predicates an accounting practice. By claiming, attributing, and rejecting category incumbencies, the respondents and the interviewer contingently treated themselves and the other party as insider and outsider at different moments in the interview. The paper will describe the members' methods through which the parties in the interview achieve the categorization work outlined above and thereby aims to contribute to the methodology of autobiographical interviews with immigrants.

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Ordinary conversation, ritual speech or institutional talk? Problems of defining"a conversation" among the Wolof of North-Western Senegal

Keywords: Wolof, ordinary conversation, cross-cultural CA, methodology, knowledge

Ordinary conversation is a key concept of Conversation Analysis, being considered the default model of conversational organization of which other speech exchange systems are viewed as derivations. It is characterized by the absence of pre-established rules for turn-taking, turn-allocation and turn length. When doing research in a foreign culture, the researcher is confronted with the problem of how to identify those social situations in which the defining criteria of an "ordinary conversation" are met, and any institutional or ritual character of talk-in-interaction is excluded. At this point, the researcher is thus confronted with two methodological problems: (1a) the logistical problem of not being able to empirically determine those conversations in which the criteria are met, since social life consists of an overwhelming multiplicity of situations in which people talk and interact, and the recording and analysis of all these situations is simply unmanageable; and (2) the danger of simply applying criteria and interpretations of typical or even default conversational situations from an external, ethno-centric perspective. The researcher runs the risk of transferring their own categories of perception, delimitation, and interpretation of social situations and events upon the research site. In order to evade these risks I have conducted a thorough investigation of types of social situations that the Wolof villagers themselves discern. In doing so, I have drawn on their habitual, descriptive and normative knowledge about social space. This recurrent methodological problem of cross-cultural CA and my solution to it will be the topic of my paper.

PANEL 2

PANEL DESCRIPTION

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Accountability and publicity: Accountable action in and as the public sphere

Jean Widmer used to consider that ethnomethodology was not well-equipped to deal with so-called macro-sociological phenomena. Yet, in a series of studies he directed or conducted at the University of Fribourg, he showed the relevance of ethnomethodology to the sociological understanding of the public sphere. Inspired by this body of work, this panel intends to focus on the complex relation between accountability and publicity. In Garfinkel's studies, the notion of accountability was introduced to emphasize that the ordered character of action and its communicability to other human beings were one and the same thing. What is accountable can be said to be publicly available in a restricted" wittgensteinian" sense: it makes sense to anybody and is thus observable, describable, etc. What about then the relation between accountability and the larger"kantian"meaning of public: What is public is what is made available to a large and potentially infinite number of people. There is a decisive normative component of this publicity, in that a number of things, especially those that concern the world in common, should or even must be publicized. Interestingly, Garfinkel also stressed a normative component of accountability: normal or normally ordered action is not an option neither a preference but a normative requirement of social life. How then are the two concepts articulated? The purpose of this panel is not to settle this issue conceptually, but to observe it as a members' achievement in at least two interrelated, and hopefully perspicuous, settings. The first setting is the media. While their intelligibility is inevitably grounded on mundane accountability, the media do not simply transmit an untouched reality to the larger public. A close look at their practices can thus help us to understand how the accountable social order is made public. The second general setting is the political public sphere, where the media play a central role. Many theorists stated normatively that in democratic public spheres not every part of the accountable social world should be publicized. What then is at stake is to address the publicization process as grounded in, but distinct from, accountability, without reducing it to a strategic or dramaturgical action designed to transform a pre-existent reality. In both settings, empirical investigations are required to propose an alternative to positivist as well as constructivist perspectives.

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Is Reality TV accountable? Assessment sequences in talent shows

Keywords: Reality TV, accountability, assessment, intelligibility, morality

Much of the lay and professional critique raised on Reality TV is focused on minor or major violations of the ordinary moral order (face-work, self-esteem, respect, etc). While this critique is certainly valid, it might miss a decisive feature of what happens in Reality TV. This feature concerns a central component of social order: a morally proper action is and ought to be intelligible and reportable. Reality TV can be said to systematically blur or affect the (moral) intelligibility of the action its programs consist of. This is mainly accomplished through recurring framing and reframing operations which modify the ordinary meaning of various acts, thereby deeply affecting their accountability.
The combination of cognition and morality has been a central concern of Garfinkel's ethnomethodology, who developed the notion of accountability to emphasize the fact that intelligibility and reportability are normative requirements of ordinary action. At the same time, accountability makes morality possible in allowing the assignment of duties and responsibilities. Based on a European research project on French and German versions of Pop Idol, our presentation will try to specify the peculiar accountability of Reality TV. We will analyse sequences in which candidate singers' performances are evaluated by a jury. During these sequences, various framing and reframing operations take place, through which elementary features of the accountability of ordinary actions are affected. The intelligibility of an act, and the consequences and responsibility which are bound to it, appear as things that can change and be modified almost at will, at least by the jurors or the program's direction. We consider that such somewhat minor operations can explain the much more spectacular transgressions of the moral order that has become the hallmark of Reality TV. With its emphasis on the articulation of moral and cognitive dimensions, the notion of accountability can help us understand what happens with and in reality TV.

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Witch-hunting and Sarah Palin: When public accounts tell a different story

Keywords: Sarah Palin, public sphere, religion and politics, religious right, dominionism, media studies, analysis of mediations and enunciation, category analysis, problems of versions

In September 2008, during the US presidential campaign, a video posted on the Internet started to draw much attention. The excerpt was shot during the worship service of an Alaskan Charismatic church and showed the then Republican candidate to the vice-presidency, Sarah Palin, at the time when she was running for the governor office. On the video, the candidate was being blessed by an African pastor who laid his hands on her and prayed for her campaign rebuking "every form of witchcraft in the name of Jesus" that would hinder Palin's success. The candidate eventually became governor of Alaska. Originally produced by, and aimed at, the church faithful, the video was posted on YouTube by a website specializing in critical journalism. Such a move was meant to alert public opinion and the main media networks to the damages that the GOP candidate could cause to the separation of church and state. While the website, joined by scholars specializing in the Christian right, stated the "theocratic" menace, the national and international news networks framed the content of the video as a ridiculous "witch-hunt" displaying the bigotry of Sarah Palin. Combining an ethnomethodological analysis of medias (Jalbert 1999), mediations and enunciation (Widmer 2010), and working with a media corpus drawn from Internet and newspapers, this paper tries to show how the perception of the video changes according to the scenes on which it appears, the temporal frame of with it is made part of, and the audiences (faithful of the Wasilla church, citizens or journalists, and media audience) to which it is aimed to (Barthélémy 2003, 2007). This will lead us to understand why the main media networks frame the video as an illustration of Palin's personality, whereas specialists of the Christian right read it as an episode of an hegemonic enterprise. As for the faithful, they were to take the pastor's gesture as an invitation to rechristianize all the spheres that constitute society. Thus, our analysis exhibits how the separation between the inside and the outside of a religious community, the public and private spheres, religion and politics is practically accomplished and made accountable differently. This analytic move tries to respecify the understanding of classical topics in sociology and political philosophy such as the relationship between religion and politics in the public sphere, and address problems of versions in media accounts and historiography (Cuff 1993; Lynch & Bogen 1996).

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The accountable meaning of the Living Dead: The political allegories behind George Romero's Zombie

Keywords: Language, film reception, mediation, enunciation, media discourse

The intelligibility of a film narrative is deeply rooted in our taken-for-granted knowledge of the everyday world, in which mundane categories and their actions constitute the implicit resources of its moral orientations (Garfinkel, 1967; Jayyusi, 1984; Sacks, 1995). The horror genre aims precisely at the breaching of social order's normative features by displaying the human body and human actions in visually explicit situations that are taboo-related. The emotions of fear, disgust, fascination or shock that the genre arouses in the audience emerge from the immediate perception of graphic violence, i.e. the picture's literal sense. Thus, the initial American press discourses surrounding George A. Romero's Night of the Living Dead (1968) brought into the readers' attention the numerous transgressions of everyday practices lodged within that work of fiction (cannibalism, matricide, maiming, putrefaction, etc.). It is indeed at the denotative level that images can be perceived as disturbing and/or (morally) unacceptable. However, once they are somehow considered as connotations, as representations of something else, they become bearable and unfold themselves to various interpretations (e.g. Freudian, Marxian, etc.). This passage from one level of significance to another constitutes a topic of investigation. I suggest that it is by insufflating Night of the Living Dead with socio-political allegories, and in doing so making them inherent to the picture, that the accounts to come will contribute to its transformation from "amateurism of the first order" (Variety, 1968) to a "cult classic". These operations of symbolization necessitate the mediation of language. They produce an institutional, i.e. culturally organized distance between a visual narration and the spectator's glance (Mondzain, 2002). But as Wittgenstein (1953) points out by the notion of "language games", the language-in-use is always indexical. Further, our verbal and visual competences of understanding are mutually elaborated (Jayyusi, 1988). Consequently, a film's accountability is embedded in time and space of its reception, i.e. in the mundane practices and experiences of a historically situated viewer. In Night of the Living Dead, the lead character's African-American origins have retrospectively been considered in direct relation to the socio-historical context of the film's production, thus becoming a causal explanation of its meaning. This appoints not only to the role of critics as cultural publicizing mediators between a work of fiction and an audience, but most importantly to human language's primordial capacity to mediate between members of a society. It is through this historical process of accountability that a commonly shared moral order can be found.

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Telling and assessing the world in media talks: An insight into the grammar of public opinion in action

Keywords: Grammar of public opinion in action, loosing framing, public discussions in or on media, footing, identification relations, normalization, job

In L'opinion et la foule, an almost hundred-year-old book widely forgotten today, G. Tarde argued that the public is a discursive creation which is shaped up through communication. He defended as well that the media sustain ordinary conversations, the latter being considered as the locus of public opinion. More recently, many authors (O. Ducrot; L. Kaufmann; L. Quéré; H. Arendt; D. Cardon, J.-P. Heurtin & C. Lemieux) set out that opinion statements are assessment statements which presuppose pre-existing facts inasmuch as qualifying a fact is only possible if some reality is available to be assessed. They showed as well that the grammar of public opinion oscillates between an epistemic pole and a moral one. Both of them take actually part in the regulation of the validity of this kind of assessment statements, which have to be at once plausible and acceptable. Multiparty public discussions on or in media, institutional talk in which we are interested here, are particularly perspicuous settings for raising the question of how accountability and publicity are related in the sociological analysis of the public sphere. More precisely, this paper tackles the issue of telling and assessing the world in going through relevant pieces of two media talks, both of them being organized by a" loosing framing" (A. Bovet & F. Malbois). The first set of data is made up of sequences from a Swiss radio talk show called Le Grand 8; the second one from several focus groups on the Sex and the City TV series that we used to rule with parties of 3 or 4 participants. With the notion of" footing" (E. Goffman) and the studies in" Media Talk" (M. Atkinson & J. Heritage; S. Clayman; S. Clayman & J. Heritage; I. Hutchby; P. Jalbert; M. Relieu & F. Brock) at hand, we show that participants in the radio talk show play on both poles of the grammar of public opinion according to the" identification relations" (J. Widmer) they want to figure and to address to the absent audience. In the case of focus groups, participants rely on that grammar for doing a job of normalization. That job consists in taking back to oneself the Sex and the City characters' statements, by giving a meaning and an orientation to them, and finally in producing their normality and their accountability.

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The public experience of the mourning of Princess Diana

Keywords: Accountability, public experience, broadcast media

The New Public Management considers "accountability" as a key requirement for the organization of public life. In such views, "accountability" is required for the assessment of responsibility and for the achievement of"transparency". Turning back to pragmatism and ethnomethodology, we shall propose another way to articulate "accountability" to the "structure of public experience". In this purpose we will focus on the characteristics that constituted the death of Princess Diana as a public event. Diana's death immediately appeared as the kind of event that one could expect to be considered as a"breaking news" requiring special attention. As a matter of fact, most broadcast media interrupted their programs in order to dedicate live reports to the event. In so doing they didn't respect mere economic requirements. They fulfilled common sense expectancies. For sure many of us remember turning our TV set on, watching the first reactions to the announcement of Diana's death, and sharing emotions – especially compassion – with many others. Retrospectively, mass media have been accused to have "overmediatized" Diana's death and thus, to have constructed it as a public event, as well as to have produced the public emotion it raised. In many ways such critical statements share the New Public Management conception of public life. On the one hand, they are founded on the assumption that whatever happens is mainly a matter of responsibility. In such a view, analyzing any event consists in tracking it back to someone (or something) to be considered as its origin and thus to be called responsible for what happened. On the other hand, such reasoning are driven as a quest for transparency, supposing that public life is opaque, and that the reality of what happens is behind the appearances. Such considerations drove commentators to consider the public emotion raised by Diana's death as artificial. Relying on pragmatism and ethnomethodology, we shall argue that such critics ignore the "structures of public experience". They disregard both how Diana's death was constituted as a public event, and how its public emerged in and through the emotion shared on this special occasion. They thus miss the phenomenon, that is to say the accountability of Diana's death as a public event.

PANEL 3

PANEL DESCRIPTION

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Disputes in everyday life: Children engaging with peers

There has been a steady increase into children's disputes as a topic of investigation within classrooms (Church, 2009; Cromdal, 2004; Danby & Baker, 1998, 2001; Evaldsson, 2005; Maynard, 1985a, 1985b), in the neighbourhood (Goodwin, 1990, 2006) and in after-school settings (Butler, 2008; Evaldsson & Aarsand, 2010). Within these shared social spaces, children negotiate and construct local social and moral orders with peers as they go about their everyday activities.

Disputes among peer groups often occur when one child attempts to exert opposition and control over another child's actions, activities, or areas of play (Corsaro, 1985; Danby & Baker, 1998, 2001; Maynard, 1985). As children engage with peers, disputes are constructed around rules and organisation of a game (Goodwin, 2006; Lloyd, 2010), to do with matters of ownership (Cobb-Moore, Danby & Farrell, 2009; Church, 2008; Cromdal, 2001; Danby & Baker, 1998; Theobald, 2009) and responsibilities of being a friend (Theobald & Danby, in press; Evaldsson, 2007). These social matters are seriously attended to by young children.

Conflict episodes often are a cause of angst for teachers and parents because they are difficult to resolve and unsettle the classroom and home social orders. Yet, as Maynard (1985) points out, the occasion of the dispute can make visible most clearly the social orders at work. In their efforts to intervene in children's disputes, adults often are unsuccessful. Disputes within classrooms entail associated actions such as children telling tales to the teacher in the playground (Theobald, under review), how teachers respond and how the children manage the disputes within their own contexts.

Papers presented in the panel will investigate the interactional procedures used by children as disputes arise in varying contexts of their everyday life. These papers closely examining children's talk and interaction in disputes provides insight into how children arrange their social lives within the context of school, home, neighbourhood, club and after school settings. We extend the current research on children's disputes by examining how, in these social worlds, matters of ownership, alignment & social order are always at play.

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"Will, you've got to share darln": Disputes during family mealtime

Keywords: Disputes, children

The growing research interest in disputes involving children within shared social spaces such as classrooms, play settings (Cobb-Moore, Danby & Farrell, 2009; Church, 2009; Danby & Baker, 1998; Theobald, 2009) and neighbourhoods (Goodwin, 1990) show how children, through participation in disputes, negotiate and assemble local social and moral orders. Disputes occur also in family settings, such as family mealtime. In multiparty settings, such as family mealtime, it is possible that a co-present member may align with a particular member or stance in the dispute (Maynard, 1986), and disalign with others. This paper examines extracts from a number of extended sequences of talk where disputes arise during breakfast of an Australian family, a mother and her four sons aged 4 to 10 years. The interactions were video recorded and then transcribed using the Jeffersonian system. The paper focuses on disputes between members around the matter of ownership and access to the bookclub brochures, which one child has assembled in front of him in order to select books to purchase. Attempts to gain physical access to the bookclub, and directions to enable access, present as the antecedent event or arguable (Maynard, 1985) in the dispute. While two siblings appear as the primary protagonists, the solicited and unsolicited contributions by co-present members contribute to the unfolding dispute and the social and moral orders that are made visible. This analysis establishes how both the mother and elder sibling intervene in matters to do with who has access to the bookclub brochures. Appeals to rules such as "you've got to share" are used by the mother to manage the local issue of the dispute. In intervening to resolve and settle disputes, the mother makes visible particular moral orders, such as sharing and being nice. Intervention is accomplished through directions, increasing physical proximity to the dispute, topic shift and physical intervention in the dispute, such as gently removing a child's hand from the brochures. Justifications for sharing proffered by the mother that work to establish an alignment with one child are challenged by the other sibling, thus contributing to an escalation of the dispute. Also explicated is how an older sibling buys into the dispute, making visible his view about how sharing is accomplished; that is, you "just cope with it". The paper contributes understandings about how family members manage disputes interactionally and how social and moral orders are accomplished during family mealtime.

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Some categorial resources for picking fights in a correctional facility

Keywords: Conflict talk, conversation analysis, institutional interaction, membership categorisation

A handful of studies in ethnomethodology have targeted the conflicts of young members of society (Butler, 2008; Church, 2009, Danby & Baker, 1998; Maynard, 1985; Theobald & Danby, in press). Two occasionally overlapping strands of inquiry may be identified in this research: studies with an interest in charting the local organisation of dispute exchanges and those seeking to highlight the socialising aspects of dispute procedures. The present paper examines a single feature of everyday exchanges taking place in a correctional facility for male youth. It investigates the ways through which certain membership category collections (such as "gender" or "stage of life are") are drawn upon to instigate (Goodwin, 1982) adversarial exchanges. In so doing, the paper draws on the two chief strands of ethnomethodological inquiry: sequential analysis of talk as well as membership categorisation analysis. The analysis not only allows for a deeper understanding of commonplace discourse practices in a confined correctional facility for young people, but more importantly, of the methods through which inmates draw on local, situational as well as commonsense resources to proverbially "rock the boat", i.e., to change the order of ongoing events. In this way, the paper offers insight into the mundane life of this rare-but-not-elite group of young people.

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Young children's disputes during computer game playing at home

Keywords: Young children, disputes, technology

Young children's shared use of the computer can lead to conflict (Yelland, 2005) although little is known about the social organization of their disputes while using computer technology. This paper examines disputes that arose between two sisters during the playing of a computer game in their home. The children were aged four and six at the time. The recorded data was transcribed using Jefferson notation and two extended sequences selected for analysis after repeated viewing of the recording. Disputes occurred in both of these sequences. Antecedent events in disputes were either the physical action of clicking the mouse or the appearance of an on-screen image. Oppositions to these made apparent presumptions (Maynard, 1985) held by the older sister about the younger child's ability to play the game. Specifically, she presumed that the younger child didn't know how to play and needed to watch to learn how to play. Through oppositional turns, the younger child asserted that she did know how to play. These differences contributed to several disputes during the beginning stages of the game playing. Methods used in the design of oppositional turns included elongation of vowel sounds, stress given to words and raised pitch. It was the younger child's accounts that lead to resolutions and closure of the disputes. That is, her accounts justified (Cobb-Moore, Danby & Farrell, 2008) her actions competently to her sister who allowed her, ultimately, to become the player of the game rather than an observer. This consideration of the interaction between the sisters and during their interactions with computer technology extends previous work on young children's disputes; the paper explicates how the girls negotiated the local social order that sharing the computer game disrupted, and establishes how ownership of the computer mouse and observation of on-screen images were consequential in the occurrence and course of their spoken disputes.

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PANEL 4

PANEL DESCRIPTION

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Teaching EMCA

Good teaching is critical to the health of our discipline. It not only draws new students into ethnomethodology and conversation analysis, but it also stands to create a larger network of scholars who might not conduct EMCA research themselves, but who are familiar with and receptive to the field. However, the subject matter can be particularly challenging for students to grasp, and for even experienced scholars to teach. This panel will bring together three internationally-known EMCA scholars who are recognized for the quality of their teaching as well as their research, to present and discuss successful strategies for teaching EMCA to a variety of audiences, including undergraduate and post-graduate students, in a range of settings. Modeled after the well-attended EMCA teaching workshops at ICCA 2006 and ASA 2009, but introducing new ideas, the panel will introduce attendees to successful teaching practices the panelists have used in their own courses - including stand-alone courses in ethnomethodology and conversation analysis, as well as wider-ranging courses that incorporate some EMCA. The panelists will discuss innovative ways of introducing ethnomethodology and conversation analysis to novices, useful teaching exercises they have developed, helpful readings and web-based resources, and effective and efficient modes of assessment. They will also address questions and encourage audience members to share ideas about their own teaching strategies. The goal is for the audience to come away with new practices for enhancing the effectiveness of their own teaching and with ideas for putting together new EMCA courses. Panelists and attendees will be encouraged to submit their own teaching materials to the new Teaching Resources page on Paul ten Have's EMCA website (http:/http://www.paultenhave.nl/Teaching resources CA-EM.htm) to make them available to an international audience.

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Discovering social action: Teaching CA in a linguistics course

Keywords: Teaching CA, grammar in use, interactional linguistics

My approach to grammar is deeply rooted in a CA understanding of language as social organization. However, linguistics in general and the students I normally teach in particular have vanishingly little exposure to nor appreciation of CA. In my presentation, I share a lesson adapted for a course on "grammar in use", the only prerequisite for which is a basic course in the structure of English. Students in the course come from a range of departments and degree programs. They are undergraduates, as well as MA and PhD students. They are pursuing degrees or teaching certification in a number of language departments as well as in a school of education. Some advanced graduate students may be preparing research projects in linguistics or applied linguistics, for which CA methods could well be beneficial. The exercise I share is one I use to engage these students in a way I hope exposes them to the primacy of social action. The lesson demands that they identify social actions and account for how they are formulated. My purpose in this presentation is to share some of the challenges of working with such a mixed group of novices. I report on a specific lesson plan and on the discoveries both the students and I have made working through the exercise.

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Exposing the taken-for-granted: An exercise to introduce EMCA

Keywords: Teaching EMCA, teaching methods

Part of the challenge of teaching ethnomethodology and conversation analysis is helping students shift from asking why to asking what and how. Years of everyday reasoning, as well as coursework in the social sciences, have typically given students practice explaining why social phenomena occur as well as various tools for doing this type of analysis. Given this background, it can be challenging for them to step back to explore social phenomena themselves and how they are made recognizable via members' concrete practices. In this presentation I will describe an exercise that I use to help students make this shift, to refocus their gaze on what is occurring and how it is achieved. The exercise is simple, but because it is effective I have used it at the beginning of my EMCA course for several years. I drew the exercise from Bernard McGrane's book, The Un TV and the 10 mph car (1994). McGrane calls it"Un-occupied, un-employed: Don't just do something! Stand there!"; I call it"Do nothing" because this is what it involves: doing nothing in a public place. One of the more powerful aspects of the exercise is that although students initially assume it is about breaking norms, it actually exposes the fundamental role of action in social organization, especially the taken-for-granted work that goes into accomplishing recognizable activities. This prompts students to shift to a bottom-up mode of thinking, where they become able see social order as an achievement of its members -- as one put it,"more like a verb than a noun." The exercise also exposes the role of sense-making in the constitution of social order, making it easier for undergraduate students to understand some difficult course readings on mundane reasoning and the documentary method of interpretation, as well as the ethnomethodological critique of rule-governed behavior. This, in turn, forms a crucial ethnomethodological underpinning for students' understanding of conversation analysis. Following the presentation, audience members will be encouraged to share exercises they have found particularly useful.

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Teaching ethnomethodological conversation analysis

Keywords: Ethnomethodology, conversation analysis, teaching, disruption demonstrations

In this panel presentation, I will discuss how I integrate ethnomethodology into my Language and Social Interaction course, an undergraduate course that emphasizes conversation analysis. Although throughout the course I discuss EM in relation to basic CA concepts such as turntaking, conversational openings, methodological issues, topic organization, and preference structure, I also take a full session or two to discuss CA as related to an ethnomethodology of everyday life. In my IIEMCA presentation, I will give a few brief examples of how I do this, selecting from the following:
-Garfinkel's tic tac toe demonstration — what "doing" the playing of a game can consist of.
-"I had a flat tire" (Garfinkel) compared to "My car is stalled" (Marcia & Donny).
-"How is your girl friend feeling" (Garfinkel) compared to "How's Dez anyway?" (Rahman corpus).
-"At first I thought" - examples of sustaining belief vs. doubting.
-Bad news & good news, and how they can instantiate an experience of epoché or suspension.
-Art and artistry — Stephen Boggs' use of art (drawings of money) for buying things and what this reveals about everyday economic exchanges.
-George Carlin's "have a nice day" routine — what it shows about how words ordinarily perform actions.
-Bob & Ray & the Slow Talkers of America — conversational pacing.
-"This American Life" episodes and natural disruptions
-JAM episodes (Britain) and enacted disruptions
The purpose is to move from everyday and contrived disruptions into discussions about detail as a site of social organization. This reinforces what a relatively technical conversation analysis can show us about ethnomethods and the concerted assembly of the features of our everyday lives, as they confront us as relatively fixed features. I hope my examples will generate discussion from others about their own examples.

PANEL 5

PANEL DESCRIPTION

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Ethnomethodology and political practice(s) in action

Ethnomethodological studies of political action have proliferated in recent years and include an interest in political categorization practices within news media and journalism, the occasioned use of memory and testimony during political and legal hearings, practices of policy communication, party political rhetoric, the situated accomplishment of liminal and contested identities, democracy-in-action, local government meetings, mediated citizenship-in-action, internet activism as situated action and the analysis of mundane pathological and anomic political reasoning. The proposed panel seeks to bring together scholars working in the field of ethnomethodological studies of political practice in order to report on new empirical findings and discuss some of the challenges and opportunities related to this emerging field of ethnomethodological inquiry. The proposed panel will be international in scope and provide an opportunity to explore the situated character of different political cultures. It will also provide an opportunity to explore different ways of empirically documenting and accessing first order political practice data and relate these analyses to conceptual issues that surround the production and accomplishment of memory, truth, political identities/collectives and history within contemporary social forms. Consequently, the panel will not only report on a range of empirical findings but will also help formulate the first stages of a study programme for future collaboration, work and ethnomethodological respecification in this area.

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"Political spin" or"routine political communication work"? The Hutton inquiry on the drafting process of the British government dossier on Iraq's weapons of mass destruction

Keywords: Political spin, political communication, Hutton inquiry, documents

The investigation of the allegations concerning the doctoring of intelligence on Iraqi weapons of mass destruction by the British Prime Minister's Director of Communications, Alastair Campbell, was a key moment in the Hutton inquiry. In part, it involved detailed examinations of the changing properties of the successive drafts of the government's public dossier on those weapons, including the phraseology of their claims and the nature and ordering of their constitutive sections. This paper focuses on a moment in the second testimony that Campbell gave to the inquiry during which a counsel sought to establish that what the examinations of the drafts revealed was the "political spin" that had occurred whilst Campbell defended the view that what was observable was "routine political communication work". This paper focuses on how the identification of "political spin" vs "ordinary communication work" was reflexively tied to the descriptions of the properties of the drafts and the drafting process. In other words, the nature of the activities by which the drafts had been produced was available in these selfsame texts.

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Linguistic communities and political publics: Regional differences in campaigns and votes on naturalization and maternity insurance in multilingual Switzerland

Keywords: Linguistic communities, political publics, public sphere, categorization analysis, naturalization, maternity insurance

Switzerland's democracy requires its citizens to vote several times each year on various issues. Some (though not all) of the results exhibit important and sometimes decisive differences between the linguistic regions of Switzerland. On most of these occasions, the "Latin" (i.e. French- and Italian-speaking) regions are opposed to the German-speaking (and majority) region. Such democratic results raise interesting questions about multi-lingual public spheres. As language cannot be simplistically or causally invoked as an explicating variable, what is associated with language that is likely to play a role in the difference? Our purpose is to answer this question through the analysis of the campaigns in the three linguistic regions. The analysis will focus on categorization practices in the press, radio and television. Our results suggest that if the question that is answered by the voters is the same, the way it is given meaning can vary to a large extent. We will focus on two issues which were the objects of several national votes in the last three decades and in which regional differences have been recurrently observed. The first is naturalization, the regulation of which is very strict in Switzerland. This issue was subjected to four reform projects that were all rejected. The results indicated that the French-speaking region was in favour of facilitating naturalization procedures, while the Italian- and German-speaking regions were quite strongly against the reforms. Analysis of the campaigns suggests that the French-speaking region mostly discusses the legality of the procedure, while the other regions are deeply concerned on the "naturalizability" of the strangers who request it. The second issue is the introduction of maternity insurance, which was rejected several times until it succeeded in 2004. In this case, the Latin regions were in favour of it, while the German-speaking region was against it. In the Latin regions, the issue was framed as the fulfilment of the last hole in the social welfare system. Therefore, the opponents were clearly marginalized and there was not much controversy. In the German-speaking region, on the contrary, the issue was framed as an intrusion of the state in the family life and it gave rise to a heated controversy. The reported study is the last research project initiated by the late Jean Widmer. Our presentation will be the occasion of an empirically informed discussion of his contribution to an ethnomethodological analysis of the democratic public sphere and its relation to language(s).

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Matters of truth: Honesty, history and testimony in a public inquiry

Keywords: Ethnomethodology, political practice, public inquiry, membership categorization, time, truth, history

During the course of this paper we explore membership categorisation practices and associated praxiological work in the examination of testimony in a public enquiry. Drawing on ethnomethodology and related work, particularly Lynch and Bogen's analysis of the Iran Contra hearings (1996), the paper considers how official truth production is collaboratively achieved in contemporary democratic social forms. Basing our analysis on data from the 2010 UK Iraq Enquiry we examine the official transcripts as an expression of public accounting practices. In particular, we examine the way participants collaboratively build how things happened in and through membership categorisation and related practical work e.g. the deployment and use of moral relational pairings (Housley, 2002, Housley and Fitzgerald, 2003, 2009, Clifton, 2009), category bound knowledge and various modes of temporal predication (Fitzgerald, Jaworski and Housley, 2007). This practical work is central to the interactional establishment of truth and falsehood and the conditions of responsibility, deniability and the allocation of blame. Through the praxiological analysis of official transcripts this paper considers how such ethnomethods are employed in the formal business of the situated production of history in a mediated public ritual that is recorded and archived in a particular and accountable way.

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Politics in a praxiological way: Condemning terror in Arab broadcasts

Keywords: Media, television, Arab channels, Middle-East, Arabic-speaking media productions, advocacy video-clips, socio-logic of moral-narratives, membership categorization analysis

TV channels produce a whole range of video-clips, some of them with a political, advocacy tonality. The spectator, in his natural attitude, understands these stories within a practical grammar made of ordinary sense-making practices, shared categorization devices, and background knowledge of issues relevant for the audience he is a member of. Watching Arabic-speaking TV channels, we observed a series of video-clips which, in less than one minute, proposed contrasted narratives denouncing terror and terrorism. In this paper, we address the practical grammar these clips displayed of the specific language game of truth-telling narratives about terror. Epistemologically, we draw on praxiology and the philosophy of language, pursuing our exploration of media items and especially of the technically-constrained production of moral narratives (Dupret, Nekvapil, Leudar 2007 & 2008). In a Wittgensteinian-ethnomethodology inspired way, we claim that these video-clips which associate pictures, texts, sounds and music in a sequence have a natural intelligibility. Indeed, these clips create a thread of relevance directly (though perhaps imperfectly) available to an ordinarily competent audience of these media. Such an audience understands these normatively/morally organized video-clips through normatively/morally constituted sense-making practices. Our aim is therefore to analytically describe productions available to members of the audience and the methods they must mobilize to understand the narrative and its advocacy message. We shall proceed in two sections: (1) we detail the selected video-clips and describe their socio-logic at the level of singular shots, embedded sequences and global narratives; (2) we concentrate on the categorial organisation of the narratives.

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The logic of sleaze

Keywords: Plausible deniability, sleaze, interrogation, truth

In our 1996 book on the Iran-contra hearings, David Bogen and I used the term "sleaze" as a parody counterpart of "trust" in social theory. Trust is sometimes likened to a glue that binds individuals together in a more ubiquitous way than can be achieved by formal rules and organizational structures. Sleaze is made of slipperier stuff, which greases the wheels of organized activities by enabling suspected (and even evident) transgressive actions to be doable and deniable. Such actions are deniable in terms of formal standards of proof. "Sleaze" is commonly used in political discourse as a synonym for corruption, but in our work on the Iran-contra hearings we used it as a "technical" term that involves the following prospective-retrospective relationships: (1) the production of actions that the agents know would be scandalous if exposed; (2) an anticipation of hostile investigations and interrogations; (3) a precise knowledge of "proof procedures" internal to such investigations; (4) the production (and destruction) of paper trails so as to facilitate minimally plausible denials of scandalous doings; (5) in the event of "exoneration", a readiness to turn righteously indignant accusations against the accusers. The logic of sleaze has to do with a relationship between the binary (true-false) organization of interrogation and proof, and the production of evidence that resists binary resolution. The Iran-contra hearings occurred more than 20 years ago, but sleaze remains more pertinent than ever as a mode of political operation and organization.

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The "place" of governmental action: Resolving the question of context in accounts of political action-in-interaction

Keywords: Politics in action, governmental practices, settinged activities, context

Based on a year long observational study of the government of antisocial behaviour in a run-down English housing estate, this paper examines what it might mean to "situate" ordinary political and governmental practices by asking where government and politics "happen". Rather than taking political and governmental practices for granted as just those practices which "take place" in what analysts, looking on, treat as self-evidently political or governmental settings, I will demonstrate with reference to data gathered by attending community meetings established to deal with problems of antisocial behaviour that "the problem of the context of action", as it features in analysts' accounts, should be treated as a member's and not an analyst's phenomenon. Instead of treating the categories of "politics" or "government" as externalised sense-making devices, I will show that and how the sense of "the political and governmental context of action" is provided for and elaborated through unfolding courses of action and interaction (Bittner, 1965, Garfinkel 1967, 2002, Garfinkel, Lynch, Livingston, 1981, Coulter, 1982, 2001, Lynch, 1991, 1993, Sacks 1992). "Where the (political) action is", (Goffman, 1967, Ebersole, 1967), in other words, is a problem resolved for all practical purposes on particular occasions rather than once and for all (theoretically, methodologically or with reference to administrative structures, organisational charts and the rest). As I will attempt to show, this is amply illustrated when we examine the manner in which questions of fields of legitimate organisational action (i.e. jurisdictions) are raised and resolved by members themselves. By looking at what it means to ask "where is governmental activity taking place?", we are shown how "the political" and "the governmental" feature in actual, ongoing courses of practical action and interaction. In the final section, I turn to the tricky question of what ethnomethodology might have to say, if anything, about "the political". Rather than provide a straight answer, I conclude by identifying two problems connected with arriving at an answer of that kind. Firstly, simply concluding that politics and governing are situated practices is no sort of conclusion at all. Secondly, the idea that ethnomethodology could have something in general to say about politics (trans-situationally) is itself in conflict with the emphasis on studies of local settings and the manner in which general concerns are made resolvable within them.

PANEL 6

PANEL DESCRIPTION

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The phenomenology of professional and everyday tasting: Achieving practical objectivity

The panel is interested in exploring what Garfinkel (2002) calls the neglected objectivity of social facts and the production, application, and reflexivity of practical categories in tasting. We will investigate how the personal experiences and perceptions of tasting are communicated and socialized, including the structuring of lay and professional languages of sampling and tasting. The panel is also interested in gathering research coming from ethnomethodological ethnographies or inquiries into the semiotics of taste descriptors used by lay people or professionals. The question of how one can express and communicate subjective sense experience to others is an ethnomethodological concern in that it addresses the practical matter of providing objective accounts for those subjective experiences that may be communicated successfully. We are exploring the practical work of lay and professional tasting and in learning how tasters come to understand, communicate, coordinate, consolidate, objectivate (here the reference is to Husserl's many brilliant passages on the phenomenon of objectivation), and stabilize the meanings of the key descriptors that they come to use while comprehending the taste characteristics of coffee, or any food or drink. The themes of the panel will contribute to some fundamental matters that Emile Durkheim posed for sociology about the production of social facts and also to some phenomenological issues that accompany the taming of meanings, tolerating indeterminacy, the reflexivity of understanding, the methods by which understandings are objectivated, as well as how those objectivated categories (the taste descriptors and affiliated schedules) influence understanding and embodied experience. Given that lay tasting experience has been addressed in previous research work, we are also interested in soliciting additional analyses of professional tasting (for coffee, wine, olive oil, cheese, etc.). Therefore, we would like to invite additional studies (presumably, during the conference) that, using naturalistic methods of inquiry, would explore how the standards and metrics for assessing sensory experience are produced, controlled and managed in work settings, that is, studies that elucidate in their lived details the fine-grained specificity of tasting practices.

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Professional tasting: Describing, assessing and measuring during a coffee tasting session

Keywords: Taste, objectivity, standards, coffee

The focus of this paper is the way in which the professional tasting during a professional coffee tasting session is organized. The paper deals with the interrelation of bodies of experience, practical actions and a coding scheme (cupping form evaluation, technical score sheet) for the achievement of practical objectivity in the realm of (coffee) tasting. The data upon which the paper is based come from a videorecording of a professional coffee tasting session made in Trieste (Italy). In this context I will investigate three interrelated professional practices: (1) describing, that is, the naming of a particular feature of the taste under scrutiny; (2) assessing, that is, the evaluation of the particular feature just described; and (3) measuring, that is the way in which a score is then given to this feature described and assessed so far by professionals. These practices, among others, contribute to the constitution of a professional field of tasters, that is, the competent use of personal experience in order to achieve an adequate (intersubjective and resistant) account of a particular flavor. This account has nothing to do with the personal likes or dislikes connected with individual judgments, but instead regards the strong and persistent, stable, peculiar characteristics of a specific flavor quality. This work can be viewed as a contribution to studies of socially organized ways of tasting that are unique to a particular group; as in the case of a "professional vision" (Goodwin), there is a "professional tasting" that is a socially organized way of seeing. From another point of view, this research would be a contribution to the corpus of the studies on standardization-at work, on the relations between standardized semantic knowledge and situated workplace practices, on the ways in which protocols, guidelines, procedural standards, inscriptions and textual guides, acquire their sense and intelligibility only in the web of social interaction.

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Organizing the practical objectivity of the taste of coffee

Keywords: Local orderliness, practical objectivity, coffee

When a serious coffee drinker has a cup of coffee, there is a taste to which the drinker is orienting. Professional coffee tasters are responsible for locating, identifying, describing, and purchasing coffee that tastes good. But just as beauty is in the eye of the beholder, is it possible that the good taste of a decent cup of coffee is not primarily in the cup? Since substantial financial investments are at stake, the diligent professional taster wants the tastes that are identified to be objectively known and available to any drinker, there in the cup. How tasters achieve this practical objectivity in and as their collaborative work – the work that identifies coffee professionals – is a topic for ethnomethodological inquiry. When a drinker is tasting coffee, accompanying the taste is thinking about the taste, and the thinking one does about taste influences the taste. The thinking informs the tongue as it is informed by the tongue. The ability to taste can improve because of the thinking one does; however, necessarily and simultaneously the way that one's knowledge about taste is being organized (and kept organized) can constrain, direct, and limit the scope of what one is able to taste. If tasting and thinking always accompany each other, what is the nature of this relationship? Thinking about taste is only rarely a performance of an isolated subject; rather, it is more usual that tasters' thinking is collaborative. Further, coffee tasters worth their reputations are never finished with teaching and learning from each other what more there is, objectively, in the taste of a cup of coffee. What kind of objectivity is it that demands refined subjective abilities? As tasters do the work of tasting, the taste descriptors, categorial typifications, references to known coffee cultivars and origins, etc. compose the ordinary work of organizing their knowledge so that it can be remembered, made systematic and reliable, communicated to each other, evaluated for its comprehensiveness as a praxis, and continually extended. We are undertaking an extensive ethnomethodological ethnography of coffee tasters and have already videotaped thirty hours of professional tasting in Italy, Panama, Brazil, South India, and the US Pacific Northwest, in order to identify and describe the practices that tasters use in organizing the practical objectivity of the tastes they find. We offer here a preliminary summary.

PANEL DESCRIPTION

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TCUs and embodied social action in conversation and institutional interaction

One of the basic units of analysis in Conversation Analysis (CA) is the turn-constructional unit (TCU). The relevance of TCUs for social interaction is that members can project their possible completions through grammar, prosody and pragmatic action, and these possible completions mark positions in which transition to another speaker may be relevant. Recently, visual modalities such as gesture (Laursen 2002) and gaze (Rossano 2005) have been described as relevant in the construction and projection of TCU completions. In relation to TCU beginnings, a few studies have described the "syntactic" beginning of a turn versus a TCU (e.g., Jefferson 1984, Schegloff 1987, Lindström 2006). Similarly, a few studies have described visual aspects in "pre-TCU position" (e.g., Schmitt 2005). For instance, Streeck & Hartge (1992), Mondada (2007) and Mortensen (2009) describe how gesture, facial expressions, body posture and gaze can be used to claim speakership and to establish recipiency with a co-participant. In this way, they describe relevant social actions for participants. Although a large amount of research has described the relevance of including visual, or "multimodal", aspects in the study of social interaction (e.g., Goodwin 2003, 2007, Carroll 2004, Mori & Hayashi 2006) it remains largely untouched whether these aspects can be described by CA terminology such as "turns", "TCUs" and "possible completions" (although see Hayashi 2005). At the same time, the analysis of multimodal features not only adds to the description of practices in social interaction, but also challenges the traditional boundaries of CA by extending our understanding of turns, TCUs, second pair-parts etc. The aim of the proposed panel is therefore to discuss embodied features within TCU design, in ordinary conversation as well as institutional interaction.

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Bodily-visual action in pursuit of response

Keywords: Embodiment, bodily-visual actions, turn extension, projection, pursuing a response, multimodality

Given that embodied actions regularly extend beyond verbal actions (Ford, Thompson & Drake To appear), we detail how interlocutors use bodily-visual actions (BVAs) beyond points of possible turn transition to mark, or mark again, the relevance of a response (Pomerantz 1984, Davidson 1984). One of participants' tasks in formulating a turn is to "project a link" (Sacks, Schegloff & Jefferson 1974: 822), making some range of next actions relevant from recipients. BVAs enact such link projection, working toward the sequential implicativeness of a turn's action within a sequence. Our BVAs are drawn from approximately 30 hours of English interaction in ordinary and institutional settings. In the following excerpt Eve uses BVAs extending beyond verbal actions at lines 6 and 8:
Excerpt

```
1       Eve: you know you feel kind of uh (.)-risky in terms of offering your
2            department?= >and< then feeling ownership:(.)if it fails I mean
3            so: (0.4)um: (.) but. there's (0.5) little that (.) >I mean< not
4            little, (0.3) but it- (.) it's -true? there's probably little (.)
5            that [ I  can   do:,     other   than [asking?            ]
6 =>                 [((left hand outward arc movement, [hand held , palm up)) -]
7            (0.5)
8 => Eve: I-[((both hands, two outward arcs, palms facing up))]=
9            [                     (1.2)              ]
10   Gwen:=I mean the other thing. °I don't know how to° word this so it
11             doesn't sound um ((lip smack))patronizing
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Given their temporal placement relative to a verbal action, Eve's BVAs are interpretable as extending associated verbal action. At 6, Eve begins a BVA during her talk and extends it past the verbal TRP. With no response from Gwen, Eve speaks again at 8. Here she cuts off her verbal action and forms two complete arcs marking new points of possible completion and response relevance. Our study demonstrates that (i) BVAs invoke transition relevance, (ii) participants systematically draw on non-verbal resources to construct the action of pursuing a response, (iii) BVAs have commonalities with turn increments (Ford, Fox and Thompson 2002, Walker 2004) and post completion connective expressions such as"so" (Raymond 2004), but that (iv) unlike those verbal turn extensions, BVAs may begin simultaneously with verbal action. Our findings contribute to multimodal accounts of turn and sequence organization, and to our understanding of the notion of social action.

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On the negotiable nature of turn transition in sign language interaction

Keywords: Sign language interaction, turn-taking, manual hold of signs

There have been relatively few studies on sign language interaction carried out within the framework of conversation analysis. The question of how basic building blocks of social interaction such as turn, TCU, TRP can be understood and analyzed in sign language interaction remains still open. The description of how "talk" in sign language is organized needs to take into account not only its sequential organization but also the simultaneity of the resources deployed (hands, eyes, facial expressions, "mouthings" and bodies, see McIlveny, 1995; e.g. a manual sign for HUNGRY accompanied by a head shake meaning "not hungry"). Some initial observations on turn-taking in sign language can be found in Baker's (1977) discourse-oriented approach. Analyzing techniques for initiating, continuing and yielding turns, Baker identified the frequent freezing of the hand position with a manual sign (called a "hold" in sign language terminology). When such "holds" occur at the end of a turn, she interprets them as turn allocation techniques. Such holds often result in an overlap with the next speaker's turn and are terminated (i.e. hands return to rest position) shortly after the initiation of the next turn. However, when looking at the sequential details of interaction, we find that holds vary in length and that they are not always terminated at the very moment a next turn is initiated. Also, transitions to a next speaker may occur before the actual hold. In other words, holds appear to function in a much more diversified way, being used for all practical purposes, beyond the signaling of transition relevance places. This paper proposes a detailed investigation into the role of holds in the organization of turns in sign language interactions. The data consists of 5 hours of video-taped interactions in a sign language classroom involving one deaf teacher and three adolescent deaf students. The paper addresses the following questions: How is the duration and termination of holds tuned to co-participants' conduct? In how far does it embody the speaker's on-line analysis of co-participants' actions? What are the different interactional jobs these holds accomplish? While focusing on a micro-phenomenon such as turn-final holds, this paper also engages in a larger discussion about identifying participant-relevant organizational mechanisms in sign language interaction.

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Embodied (re-)orientation in turn-beginnings

Keywords: Multimodality, TCU, turn-beginnings, Conversation Analysis, institutional interaction, embodied action

TCUs have in particular been of interest to CA in relation to their (possible) completions, since these are positions where speaker allocation is potentially relevant. Similarly, TCU beginnings have received primary attention in relation to their possible completions, since from the beginning of a TCU co-participants can project what type of TCU has been initiated and therefore roughly what it takes to bring it to a (possible) completion. Indeed, this has served as the main argument for the distinction between TCU beginnings and turn beginnings (see e.g., Schegloff, 1987). Consequently, a range of studies have described the actions being performed in the beginning of turns, but in pre-TCU position and focused both on verbal/linguistic material (e.g. Schegloff, 1996)and visual material (Hayashi, 2005; Mondada, 2007). The focus on visual aspects follows a line of research within CA which includes in particular gaze, gesture and body posture, arguing for the semiotic complexity of face-to-face interaction. A thorough description of how verbal and visual aspects are coordinated in constructing social action, and how visual aspects then contribute to the construction of TCUs, is, however, still in its incipient phase. In this presentation we focus on postural (re-)orientations in turn beginnings. Using recordings from administrative settings at an international university, we discuss embodied displays of conversational partners as artful constructions, which not only offer an indication of how a recipient treats the current ongoing turn at talk, but also act as a means to project the type of upcoming turn in the activity-in-progress. As such, the displays are not treated as being produced independently, but are very much a constitutive feature of a turn's production.

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Coming closer to an understanding?

Keywords: Body movements, "leaning forward the torso", repair reinitiation, repair work, combining unlike resources, orderly components

This paper argues that, and how, body movements constitute a resource for sense-making. Though CA studies have primarily focused on talk in interaction, CA has acknowledged that participants build actions by combining unlike resources (Schegloff 1998) such as gestures and gaze (Streeck 2002) and body movements (Kendon 1992). In the present study body movements will be analyzed and described as an orderly component of participants' organization of repair sequences. More specifically it focuses on a specific body movement, the "leaning forward the torso". When the initiation of a repair does not occasion a successful repair of the trouble, the act of "leaning forward the torso" occurs combined with talk which then reinitiates repair of the same trouble more than once. This body movement is occasionally accompanied by prosodic features that indicate "frustration". The movement brings the "frustrated" participant closer to the co-participant who responds by doing repair work (again) in his subsequent turn-at-talk. The paper will present examples in order to argue that a) when participants in interaction redeploy specific body movements in specific micro-contexts then they should be understood as an orderly component of the organization of the interaction by which trajectories of it (the interaction) are methodically achieved by the participants and to discuss b) the methodological challenges that CA is confronted with if the organization of an action is built with different kinds of materials and the subsequent action is built through "systematic transformations of materials provided by the prior action" as suggested by Goodwin (2010). The question arises then how a CA analysis can substantiate that for instance the body movement and not simply the talk in a prior turn is oriented to by next speaker in his subsequent turn-at-talk.

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PANEL 8

PANEL DESCRIPTION

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Autism in social interaction

Autism is a pervasive neurodevelopmental order that is characterized by (1)"qualitative impairment in social interaction (2) "qualitative impairments in communication" (3)"restricted repetitive and stereotyped patterns of behavior, interests and activities" (American Psychiatric Association, 1995). Whilst some of the earliest reports of children with autism involved observation (e.g. Kanner, 1943), the capacities of children who have been diagnosed with autism have been most extensively studied through experimental methods. There is however, a long-standing tradition of observational studies with psychology and psychiatry, usually using quantitative coding methods. Alongside this work, there is a growing body of studies using conversation analysis to examine the organization of interactions that include participants with autism (e.g. Dickerson, Stribling and Rae, 2007; Maynard, 2005; Ochs, Kremer-Sadlik, Gainer Sirota and Solomon, 2004; Wootton, 1999). This panel aims to contribute to this research through presentations of recent work on a range of interactional phenomena. The specific interactional phenomena under analysis are likely to include such things as eye-gaze, facial expressions - such as smiling, and laughter. In each case the analytical focus is on the sequential location of these phenomena. Collectively, the panel aims to address three themes (a) how CA can contribute to our understanding of what children with autism can and can't do (b) how CA can contribute to our understanding of work of caring for children with autism (c) how the understanding the phenomenon of autism can contribute to ethnomethodology and conversation analysis.

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Children with autism in object-mediated social interactions

Keywords: Autism, conversation analysis, object-mediated interaction

The use of material objects is integral to everyday interactions; previous research has considered the role of objects in various settings, such as domestic and institutional contexts (e.g. Goodwin, 2003, 2007; Heath, 1986; Heath & Luff, 2010; Rae & Guimaraes, 2010; Streeck, 1996). The educational activities for children with autism often make extensive use of objects, including augmented symbols. In addition to such systems, activities often involve less specialized objects such as art and craft materials, computers, puzzles, and games. Recently, Stribling and Rae (2010) have considered the use of plastic blocks to communicate meaning in a mathematics lesson involving a teenage girl with autism. The present report aims to contribute to the interactional analysis of children with autism and the local handling of mundane objects in interactions. The data consists of 6h of video-recorded interactions involving three Finnish children with diagnoses of autism, each interacting with familiar persons (teachers, siblings, and parents) and objects (notebooks, augmented artefacts, playing cards, musical instruments), either at home or at school. Rather than focusing on the actual uses of objects, the focus is on particular manoeuvres – small adjustments to the location or orientation of objects that might not perform a conventional action with the object. That is, the objects can be moved in ways that have specific interactional relevance in pursuing the attention and involvement of another. Further, a conventional use of an object can be interactionally purposeful, rather than simply embody an action on the object per se – on such occasions, the accompanying eye-gaze to a co-participant emerges as relevant. The object manoeuvres can be used as a particular type of gesture in the pursuit of interactional involvement or when eliciting a response to an initiating action such as a question. This report considers how children with autism – with known impairments in social interaction and the use of objects (e.g. Williams, Costall, & Reddy, 1999) – orient to the manoeuvres of interactional relevance, and how the children themselves produce actions on objects to pursue particular interactional actions.

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Accomplishing inclusion: Repeats and repairs in conversations between children with severe autism and their carers

Keywords: Autistic spectrum disorder, conversation analysis, repair, repeats, social interaction, competence

Autism, a lifelong developmental disorder characterized by deficits in social communication, social interaction and imagination has to date generally been researched in laboratory settings. Moreover, little attention has been paid to those children with autism who are non-verbal, have limited spoken language or who have significant learning disabilities. Using Conversation Analysis with approximately 12 hours of videotaped data we have been able to consider children with severe autism in naturalistic settings. This has included data from both institutional and home settings and includes instances of children interacting with parents, siblings, teachers and therapists. As well as having limited vocabularies, children in the study group often had unclear speech with this unintelligibility having the potential to disrupt interaction further. In this paper we present an analysis of a practice by which carers and children with severe autism co-construct turns at talk. Here, we present examples of carers collaborating in the conversation by repeating turns. These patterns of repeats follow a systematic sequential organization mutually recognized and accomplished by both parties. One important consequence of this practice is to allow children to participate in conversations by making their speech available for others who may not understand the child's vocalisation. The repeats also provide an opportunity for the carers to demonstrate that they have understood what the child has said. In many cases the interactions followed a common pattern where the repeat was accepted without comment from the child and progressivity was little affected. We also present examples where the carer repeated the child's turn incorrectly thus requiring the child to repair their turn and we examine how this repair was achieved. In these cases repairs often took place over several turns with the co-participant actively engaging in the repair. These findings are compared with the literature on other speech disorders. In common with other studies examining different types of speech disorder we suggest that this practice of the co-construction of conversations allows children with severe autism to display interactional competences that are currently rarely recognised during formal assessments. This study by focusing on what children with severe autism can do as accomplishments with others counteracts the deficit view often associated with psychological theories of autism. We propose that CA has the potential to contribute to further understanding of how carers of children with autism may manage their interactional difficulties.

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Smiling as an interactional resource: A case study of a boy with autism

Keywords: Autism, smiling, eye-gaze, social interaction, conversation analysis

Recent Conversation Analytic (CA) work examining the placement of facial expressions (e.g. smiling) in relation to other events (e.g. talk and eye-gaze) suggests that they are interactional resources rather than merely expressions of internal emotions (Ruusuvuori & Peräkylä, 2009). Although these behaviours are fundamental for neurotypical people engaging in face-to-face interaction, the developmental disorder of autism involves impairments in the capacity to produce and comprehend these phenomena for communication (American Psychiatric Association, 1995). In this study we aim to contribute to our understanding of smiling in social interaction, in particular its use by children with autism, through an analysis of an 11-year-old boy with autism (Niko) interacting with his teacher and a computer. We examine recurrent instances where he smiles when he talks and gazes at his teacher. Using CA, we examine how these phenomena are organized in order to delineate the interactional work that these actions accomplish. Drawing on addition data from neurotypical participants, we note that when a speaker produces talk that has weak sequential implicativeness, but gazes at their recipient, talk-based responses are commonly produced. However we also show that if such talk and gaze is accompanied by smiling, recipients routinely respond by smiling, not talking. Consequently we propose that smiling can reduce the pressure to respond that talk plus eye-gaze might impose (see Stivers & Rossano, 2010) and make smiling, without talk, relevant. In using this practice, Niko demonstrates specific competences with respect to the production of a particular facial expression (smiling); notably concerning its relationship to another interpersonal event (eye gaze). This is not to deny that Niko has certain difficulties with respect to social behaviour; but rather to locate and describe features of his autistic spectrum disorder (see Maynard 2005). The findings contribute to our understanding of the specific interactional work that smiling can accomplish in face-to-face interactions and demonstrate the methodological merits that CA can offer in the analysis of mundane interactions involving children with autism.

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Co-production of utterances in social skills training for children with autistic spectrum disorder

Keywords: Autistic spectrum disorder, social skills training, co-production of utterances

This study examines the co-production of utterances by children with autistic spectrum disorder (ASD) and therapists in the context of Social Skills Training (SST) sessions. SST is an intervention that aims to focus on developing a person's abilities to relate to others to cope with the demands of daily life (Liberman et al. 1989); abilities that are often affected by ASD. SST commonly involves stretches of role-play in which a child with ASD is required to interact with a partner child. The present analysis is based on videorecordings of such sections of role play. At the outset of each section, the therapist (T) specifies a certain social setting and provides instruction and examples of how the children should behave. After that, the children are asked to perform the roles, and they receive feedback from the therapist. Occasionally, however, a child shows difficultlies in acting out a role that they have been asked to adopt, for example showing hesitation or engaging in irrelevant, sometime inappropriate behaviours. The present analysis focuses on the remedial activity carried out by the therapists on such occasions and how the child coparticipates with it. Firstly, we show that the therapist's body positioning and the sequential organization of conduct methodically organize their "footing" (Goffman 1981) in order to accomplish their utterances as a co-production with the child. In particular, rather than addressing the child whom they are supporting, the therapist, whilst speaking softly to the them from behind, positions himself in such as way as to address another child than the child that they are giving support to is addressing. Secondly, we show that the child being supported does not look back at the therapist but rather sustains his orientation to their partner child. Consequently, the child cooperates with the therapist's utterance as a co-production, thereby enabling it to constitute a co-production, rather than, for example, instructional talk addressed to them. An important feature of this is that the child displays specific interactional competence. On the one hand, the way in which the child is receiving assistance indicates local difficulty in the production of competent behavior yet if we analyze these remediation sequences, the organization depends upon the child understanding and acknowledging the therapist's following and properly participating with it. As such, these children display adequate competences in grasping and participating in interactional situations from moment to moment with proper assistance of persons such as therapists (Maynard, 2005).

PANEL 9

PANEL DESCRIPTION

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Multimodal responses to verbal first pair parts

Conversation Analysis has identified the adjacency pair as the fundamental resource for structuring talk-in-interaction. As a minimal sequence of turns, it is usually described as composed of a first pair part that projects the relevance of a second pair part, designed to recognizably complete the sequence (Schegloff & Sacks 1973). While sequencing practices in conversation have been thoroughly analysed on the basis of audio-data in English (Schegloff 2007), video-data (in English as well as in other languages) allow to see that participants often use non-verbal/multimodal resources when initiating and/or closing an adjacency pair. Indeed, the increasing work on multimodality within Conversation Analysis has led to observe how participants coordinate their actions by exploiting talk as well as multimodal resources (body posture, movement, gaze, facial expressions, gesture, object manipulation, etc.). This panel focuses on the multimodal aspects of second pair parts: for example, in instruction giving sequences, first pair parts are produced as verbal turns, while projecting non-verbal second pair parts, as in driving lessons, guided tours, doctor-patient interactions, etc. In classroom interactions with first and second language speakers, second pair parts are often built as hybrid constructions, initiated with talk and recognizably completed through embodied actions (Olsher 2004). The proposed panel intends to analyse the multimodal actions that participants employ in the above mentioned specific sequential environments. The contributions to this panel should address the following set of questions: How are first pair parts inviting non-verbal second pair parts shaped? What other aspects of interaction (e.g. sequential placement) make a first pair part recognizable as projecting a non-verbal second pair part? What features of multimodally produced second pair parts make them recognizably closing down a sequence? Do multimodally designed adjacency pairs allow for pre-sequencing and post-completion, as described by Schegloff 2007 for verbal adjacency pairs? What consequences do these questionings have for the conceptualization of basic CA notions such as "turn" and "TCU"? How do studies on languages other than English contribute to the understanding of these questionings?

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Projecting a relevant "next": Instruction sequences in driving lessons

Keywords: Driving lessons, instructions, multimodality, conversation analysis, mobility, temporality

Car interaction and the organisation of multi-activity in cars have become a fertile topic of research within CA and EM (Laurier 2005, Haddington & Keisanen 2009). While previous research has focused exclusively on everyday car rides, in this paper we will analyse a specific kind of car interaction, namely driving lessons. In addition to"driving" and"talking", as the two main parallel activities in everyday car rides (Mondada in press), in driving lessons a central activity is"instructing", that we understand to be a collaborative accomplishment (Sanchez Svensson et al. 2009). Drawing on a corpus of 7 video-recorded driving lessons, we will analyse the sequential organisation of"instruction sequences", i.e. of those actions that are initiated by the driving instructor with a turn projecting the next relevant action to be executed by the learner. Learners carry out next actions in two different ways: a) as"single" actions (e.g. using the indicator); b) as a complex series of overlapping or parallel actions. We will show that"single" actions occur as responses to instructions concerning the learner's command of the car, while complex actions occur when the instructors formulate direction indications. The aims of our analyses are twofold. Firstly, we will analyse how instruction sequences are fitted to the emerging contingencies of the car ride (movement in space, changing environment): we will show that a) the turn format of the instruction initiation displays the degree of"urgency" of the requested action; b) learners have the possibility to start the relevant"next" before the instruction initiation comes to completion. Secondly, we will focus on those"seconds" that the driving instructor treats as problematic by initiating a repair sequence (e.g. an improper use of the indicator). Our research contributes to the discussion about the multimodal resources that participants can employ to fulfil a projected action. In addition, it offers insights in a hitherto scarcely investigated topic, namely the organisation of instructions and the ecology of apprenticeship.

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Embodied production of second pair parts in the instructional sequences of air traffic control training

Keywords: Instructional sequence, adjacency pairs, multimodality, materiality, interaction, air traffic control, training

In this paper, we analyze a standard pattern of instructional sequences of trainer-trainee interaction in air traffic control (ATC) training. The instructional sequences analyzed consist of an adjacency pair: trainer prompt – trainee's embodied response. The prior research into "instructional sequences" or "instructed actions" has mainly concerned sequences in which teacher prompt invites the student display his/her understanding either by producing turns of talk (IRF/IRE/SLA studies) or by showing mutual direction of attention towards the task at hand (eg. Goodwin 1994, Goodwin & Goodwin 1996, Hindmarsh, Reynolds & Dunne, in press). Less attention has been paid to the instructional prompts that project other kinds of second pair parts, namely multimodal task accomplishments (except Martin 2004, Nishizaka 2006, Melander 2009). This paper connects the detailed study of talk with the study of multimodal organization of action to examine the ways in which the trainee's task accomplishment is both projected and produced as sequentially relevant (multimodal) next in the instructional sequences of trainer-trainee interaction. Specifically, we examine various designs of trainer prompts and their temporal and sequential positions in relation to the larger activities in progress and the trainee's preferred and dispreferred embodied responses to these prompts. The analysis is based on videotaped data (39 hours) gathered during tower control simulator training and on-the-job training. The study not only expands our understanding on the embodied nature of expert-novice interaction but also re-specifies the ways in which talk and embodied conduct reflexively shape and structure the sequential organization of action and interaction. As such the study touches upon some central concerns of contemporary CA and ethnomethodologically based studies, i.e. multimodality, embodiment and materiality as key aspects of participants' sense making processes.

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Gesture and talk in responses: Examples from language classrooms

Keywords: Conversation analysis, classroom discourse, multimodality

This study uses a conversation analytic framework to examine the use of gesture in response turns (second pair parts; Sacks, Schegloff, & Jefferson 1974; Schegloff 2007; Goodwin, 2000) in small group work in English language classrooms. In particular, the study, based on a video database of EFL and ESL classroom interactions, examines the use of gesture and talk in repair turns following other-initiated repair initiation (e.g., What? You went where?; Schegloff, Jefferson, & Sacks, 1977; Schegloff 1997, 2000) and in dispreferred responses (Pomerantz, 1984; Sacks, 1984; Schegloff, 2007), such as refusals following requests. Gesture is important to language learning because it is part of a learner's developing interlanguage system of communication skills and also because many uses of gesture by language learners can be understood as compensatory communication strategies (Gullberg, 2006). Gesture and embodied action in small group work, used by speakers to display states of knowing or not knowing, have been studied as part of social cognition (Mori & Hasagawa, 2009). Language learners working together in small groups make use of shared visual access to printed documents, physical tools, and displays of text and graphics, along with each others' embodied displays, including facial expression, eye gaze direction, body position, and hand-and-arm gestures. This paper analyzes responses in which embodied action is integral to the response, whether the gesture fills the response slot (no spoken turn), is simultaneous with an ongoing turn (gestural enhancement), or is used to complete a turn that was initiated through talk (gestural completion). It appears that these sequential contexts, which emerged from the data analysis, provide environments in which speakers often handle expressive difficulties, whether in searching for communicative resources to repair troubles with a previous turn or in skillfully constructing an appropriate dispreferred response, with features that delay, mitigate, or avoid stating the dispreferred response outright. Analysis reveals the ecology of talk and embodiment in these multi-modal responses, addressing questions such as what resources contribute to the understandability of a response as completing it's projected action trajectory and what contexts occasion the use of gesture in response turns. Findings include learners' use of multi-modal turns to cope with being at a loss for words or to avoid saying something explicitly. Implications for language learning also include learners' use of multi-modality as part of efforts stretch their communicative skills and the ways that gestural components of turns can provide cognitively rich input.

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Multimodal second pair parts in doctor-patient interactions: A means for managing simultaneous activities

Keywords: Adjacency pairs, multimodality, interpreter-mediated interaction, doctor-patient interaction, multitasking

While interacting with their patients, doctors perform many tasks simultaneously, e.g. speaking, listening, writing, reading, operating computers. CA studies on doctor-patient interaction show that coordinating these activities implies a complex work of alignment, involving semiotic resources such as talk, gaze, gesture, posture, object manipulation. They also show that the co-occurring activities can be a problem, since they interrupt the ongoing conversation, as well as a resource, allowing doctors to modulate their involvement (Frers 2009; Greatbatch 2006; Heath 1984; Robinson & Stivers 2001; Ruusuvuori 2001). This contribution examines a corpus of video-recorded consultations, involving Italian doctors and foreign patients; in some cases, an interpreter also takes part in the visit. The aim is to investigate how doctors shape their response to patients' first pair parts when simultaneously engaged in another activity (working with the pc). I will take into account instances where doctors do or do not respond verbally, in order to see what features of interaction project a non-verbal response, and how multimodal resources compensate for the absence of verbal second parts. Doctors often use multimodal second pair parts to delay a verbal response or to display recipiency, as a means to keep the communication with the patient open. I will also show how the presence of an interpreter affects the format of second pair parts (e.g., timing, length, multimodal complexity). The interpreter, acting as a surrogate addressee, usually shows a greater tolerance for non-verbal response, allowing the doctor to separate more neatly the activities performed during the visit.

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Taking the words out of the mouth: Verbal instructions of embodied practices

Keywords: Multimodal interaction, instruction sequences, modal deixis and embodiment

As a fundamental quality of face-to-face interaction, multimodality is particularly relevant for the activity of instructing people how to do things with their body. Along with speech, visible bodily action plays a central role in constructing units of activity and anchoring them in the sequential context. In cases where the object of instruction is an embodied practice, i.e. some kind of bodily activity which requires special motor skills, professional techniques, the handling of tools and objects etc., visible bodily action not only contributes to the construction of communicative units, but also constitutes the object of communication, demonstration and assessment. In order to be taught and learned, embodied practices (bodily objects of instruction) need to be demonstrated by the instructing person and imitated or exercised by the instructed person. In my paper, I will show how both kinds of performances – the demonstrations carried out by the instructing person and the attempts undertaken by the instructed person – are embedded within the sequential format of instructions. The analysis focuses on the gestural use (Fillmore 1982) of the German modal deictic "so". In instruction sequences, the modal deictic "so" not only serves as a turn-internal flag (Streeck 2002; Stukenbrock 2010) which directs the addressee's visual attention to the speaker's bodily activities, but it can also be part of a projecting first or of a projected second multimodal pair part. The data used for the analysis are video recordings of different settings such as self-defense training in schools, cooking shows and instructions given in everyday communication. Drawing on Kendon's concept of utterance (Kendon 2004: 7) as a unit of activity constructed from speech and/or visible bodily action, the paper argues for a multimodal conceptualization of central notions of CA such as turn, TCU, adjacency pair and repair.

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Embodied practices in the re-presentation of the medical concern

Keywords: Doctor-patient communication, conversation analysis, question-response sequences, multimodality

In recent years a growing body of interaction-oriented research has explored and described how doctor and patient jointly build the medical visit. During this process of co-construction, in order to establish and maintain a shared topic across turns, participants use talk as well as other multimodal resources such as body posture, gaze, facial expressions, gesture, etc. This study will analyse the use and the organization of these multimodal resources in establishing the nature of the patient's concern. The focus will be on the problem presentation and the history taking components of the visit (Robinson 2003) where the nature of the illness is negotiated. Using a corpus of eighty video-recorded healthcare encounters in Yucatan (Mexico), where language differences foreground the use of nonverbal modalities, this study draws on Conversation Analysis to analyse the sequences of talk where the doctor's first pair part projects the patient's description of the concern. I will illustrate that patients not only describe their concerns through talk, but also coordinate their talk with nonverbal resources such as embodied displays of pain (Heath 1989) and self referential deictic gestures. The analysis will show that the employment of these resources also serves to negotiate the patients' "doctorability", that is, the legitimacy of their seeking and receiving medical attention (Halkowski 2006, Heritage & Robinson 2006). By enhancing our understanding of how participants co-construct and organize the medical visit through talk as well as other multimodal resources, this study also advances our understanding of the nature of the turn as a multimodal unit.

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PANEL 10

PANEL DESCRIPTION

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Unpacking learning in interaction

What we commonly call "learning" is oriented to by participants in different ways. What is happening "here and now" in the interaction might be displayed as doing learning, i.e. as a learning process. Also, it may be referred to explicitly as "understanding" or "getting it" or be indicated as a change of epistemic state. However, participants may also, in retrospect, display orientation to that they have just learned something. In other words, there is a moment in the temporal unfolding of social interaction that may be oriented to by participants as the end point of a learning process, where learning is displayed as reaching the stage of a product: something has just been learned. This panel follows up on recent discussions about the ethnomethodology of learning (Koschmann & Zemel 2009, Koschmann et al 2005, Mondada & Pekarek Doehler 2004, Brouwer & Wagner 2004, Hellermann 2008, Theódorsdóttir, in press), approaching learning not as an intra-mental process that is available in its details for cognitive research and psychology, but as a jointly produced and publicly inspectable activity of the participants, both in everyday environments and in educational settings. The panel sets out to unpack the notion of learning by describing the array of interactional displays which participants produce when they orient toward something as having just been learned and making this orientation publicly available. The contributions to the panel analyze these displays within a range of different activities participants are engaged in, such as:

- solving problems and challenges in everyday life situations,
- interacting with material objects whose affordances are experienced in interactions,
- appropriating new concepts and understandings in tutored talk,
- using a second language inside and outside educational environments.

Language (and language learning) holds a special place in all these, since language is at the same time an object to be learned and the major resource for engaging in learning and displaying the contingencies of practical action and its outcome for further action. The panel intends to shed light on how participants orient to the temporal embeddedness of learning, and to advance our understanding of the myriads of methods which they draw upon to e.g. display change of state, solution to problems, change of epistemic stance as part of learning. Thereby, the panel is designed to contribute to our understanding of what "learning" is for the participants.

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Beyond opportunities for learning: Ways to achieve second language learning in interaction inside and outside the classroom

Keywords: Second language learning and interaction, classroom and non-classroom language learning

Interactional participation is constantly negotiable and always contingent on the co-participants' mutual understanding; for L2 interaction, where at least one speaker is using the language also presently being learned, this means that all relevant semiotic resources may be drawn upon to reach intersubjectivity, including means beyond the sounds and structures of the target language. In this sense, L2 speakers, obviously contributing to maintaining intersubjectivity in interaction, also have ample opportunity to encounter something new and take it with them for future use (i.e. "learn something"). This paper explores opportunities for learning (e.g. Brouwer 2003) to investigate how participants display that they have accomplished learning in interaction. The paper investigates specific moments where learning is displayed as an accountable activity of "understanding something new" or as an orientation towards "something having been learned" and how these activities and orientations might unfold in interaction. Drawing on datasets of L2 learning in classroom and non-classroom settings, we investigate the various resources drawn upon by our focal speakers to display 1) that they are doing something new, or doing something in a new way; and 2) that they have made an attempt to make the linguistic resources used to achieve this something new the focus of attention; i.e. "pick it up". The paper thus builds on the notion of opportunities for learning – but also threads a new path in exploring participants' displays of "having learned something". The data show that the investigated activities are accomplished differently in classroom and non-classroom settings. The natural environments of learning in the wild do not necessarily provide fewer opportunities for learning, for example L1 speakers may provide an L2 speaker with a lacking word, but constitutes a more condensed space for orienting to the new item as being attended to and picked up, because the business of the interaction needs to be propelled forward, whereas the classroom settings provide other frames where learning as an extended activity can be – and perhaps is expected to be – carried out more freely. The data come from audio-recordings of naturally occurring interactions in Icelandic L2, audio-visual recordings of English L2 classroom interaction from the Multimedia Adult English Learner Corpus at Portland State University, and audio-recordings of English L2 in 7th-8th grade in a Danish primary education setting.

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Some problematic aspects of classroom interaction: Orientation to instructions and learning in dyadic language-learning task interactions

Keywords: Receipt token, display of understanding, posture, instructions, language learning

The "problematic", that is, complex work of giving and carrying out instructions has been a subject of interest for researchers in a variety of learning contexts (Garfinkel, 1967; Koschmann et al. 2006; Lynch et al. 1983). Questions that arise from this ethnomethodological/conversation analytic (CA) perspective ask what methods are used by participants to work out the contingencies in formulating instructions, in orienting to such instructions, and in performing action made relevant by those instructions (Amerine & Bilmes, 1983). A classroom for beginning language learners presents a unique context for investigating these methods. Classroom tasks designed for dyadic interactions and with the purpose of English language learning have as a primary goal the felicitous use of the English language. This task goal is much the same as the primary raw materials used for giving and receiving the instructions for those tasks (the felicitous use of English). This presents several possible problems to be resolved by participants in these interactions. The first is how instructions and task goals are formulated by members ("teachers") when the instructions are heard and interpreted by novice language users ("students"). A second is how those novice language users receiving instructions orient to the raw material (English language) and perform actions implicated by the instructions (the "task"). A third problem concerns whether the interaction results in the goal of the task: "learning". In this study, CA methods are used to analyze video-recorded dyadic student interactions in language-learning classrooms focusing on how the same instructions given to a class are oriented to and carried out by two dyads in that classroom. The paper investigates the problems listed above focusing on
1) how instruction-receivers display an understanding of the instructions given,
2) how participants, during the task interaction, orient to particular aspects of their task as learning, and
3) how after the task performance, participants orient to something as having been learned.
Preliminary observations indicate that even when teachers provide ostensibly well-designed and thoroughly modeled instructions, dyads orient to different aspects of the instructions for their learning focus because of (among other things) contingencies of local, face-to-face, dyadic task interactions. The same contingencies (including physical alignment and receipt token type) suggest that the dyads' task interactions will result in different orientations to what was learned. The contingent nature of interactions and of what might be learned in interactions has implications for the expectations of homogenous learning in classroom settings.

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Discovering the learnable

Keywords: Understanding, instruction, competence

Lave (1993) proposed a praxeological treatment of learning as an alternative to cognitively-based approaches. By this view, learning is seen as constitutive of all kinds of human activity. According to Lave, what is learned, within a praxeological view of learning, is always "complexly problematic" (p. 8). Rather than treating learning as the acquisition of decontextualized knowledge, praxeological approaches focus on "knowledgeability as a flexible process of engagement with the world" (p. 13). Knowledge under this view is mutable and densely tied to situations of use. What is learned or even is available to be learned, therefore, cannot be specified a priori; it remains to be discovered. The purpose of our presentation will be to explore how such discoveries might be achieved. We will look at an example of interaction from the operating room of a teaching hospital. We will address three questions: [1] How are talk and other forms of interactional action organized? [2] What about this organization suggests instruction? And, finally, [3] what is produced as learnable within this interaction? Our talk will end with a discussion of how an analysis of what is learnable is tied to an analysis of what is learned.

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Joint construction of understanding and non-understanding: A case from a biology laboratory

Keywords: Learning, Japanese, multimodal semiotic resources, second language, laboratory techniques

Teaching and learning of biology laboratory techniques often involves an expert's demonstration of how to handle equipment and reagents in a step-by-step fashion, coupled with a novice's demonstration of her understanding of each step. As such, the two parties constantly monitor each other's conduct and establish a mutual orientation to what needs to be understood, what was understood, and what remains to be understood. The current study examines how a Japanese professor and a Chinese graduate student at a Japanese university engage in such an instructional activity, by employing multimodal semiotic resources, including talk, gaze, gestures, and material objects (e.g., Goodwin, 2000, 2006, 2007). During the interaction to be analyzed, the professor is instructing the student how to prepare a gel for electrophoresis, a technique used for the separation of DNA. The student was provided, in advance, with a handout that illustrates the process for the preparation of a gel. However, a critical phase of the instruction consists of the professor's actual performance of the process, accompanied by his explanation of key steps delivered in Japanese, the student's second language. During the professor's presentation, the student produces repair initiations as well as claims of understanding or non-understanding, which are often designed in a way that does not clarify what exactly she understood or did not understand. However, the professor apparently arrives at his own interpretation of what was, or was not, understood by the student and designs his subsequent move accordingly. The close observation of the video data also reveals that in this laboratory setting the student's non-verbal demonstrations of understanding can be treated, on some occasions, more consequential than her verbal claims of understanding. The current study investigates these methodical procedures in which understanding or non-understanding is jointly constructed and made public by the professor and the student. Our analysis is informed by a growing body of EM/CA studies on learning of professional skills (e.g., Koschmann et al, 2010; Mondada, 2009; Goodwin, 1994) as well as those on second language speakers' participation in activities outside of the language classroom (e.g. Brouwer & Wagner, 2004; Firth & Wagner, 2007). Our presentation concludes with a discussion on how this type of event tailored for the purpose of training of a laboratory technique may provide an affordance for learning of the second language, or more importantly whether or not the participants themselves demonstrate separable orientations to language learning and science learning.

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"I've (just) learned this": Interactionally contingent displays of learning

Keywords: Learning, second language interactions, displays of learning

In their discussion of CA studies on second language learning, Markee & Kasper (2004) state: "learning behaviors may usefully be understood as a conversational process that observably occurs in the intersubjective space between participants, not just in the mind/brain of individuals" (p.496). Such a view stresses that learning is inscribed in the micro-details of everyday practices and the social agents' local interpretive processes (Firth & Wagner, 1997, 2007; Kasper, 2004, 2009). It builds on a notion of cognition as socially situated, distributed and hence inextricably intertwined with action/interaction (cf. Schegloff, 1991). A central correlate of such an understanding is that cognition is not tucked away in a black box, but is deployed and made publicly available in interaction (see Garfinkel 1967, on the "accountable" nature of the relation between cognition and social organization). This implies that at least part of the process of learning is analysable as embodied in the details of social interaction. While work on second language talk has documented numerous facets of how participants orient to the micro-processes of learning, e.g. in repair- or word-search sequences, little is known about how they orient to what for them represents the end-point of such micro-processes, namely having learned something. This paper explores the methods participants use to display that they have learned a linguistic form. Based on a dataset of 40h of classroom and everyday interactions involving speakers of a second language, the paper shows the following: 1. Participants use a range of semiotic resources to produce displays of "I've leaned this". These include repetitions or re-uses of linguistic forms, change-of-state tokens, the use of material objects, voice, gaze orientation and body movement. 2. Such displays are accomplished for all practical purposes, such as "doing being a good student", accounting for an error or invoking a shared interactional history. 3. These displays occur at different moments in the process of learning. They may be locally contingent on the learning process as it is observable in talk-in-interaction, or they may be remote, occurring seconds, minutes or even weeks later. Short- and long-term displays differ both as regards the resources on which they build and what they do in interaction. The analysis of such short- and long-term displays of "having learned something" reveals how participants orient to the interactional contingencies of learning, and toward learning as interactionally occasioned, thereby opening a window onto what learning is for the participants.

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Proceeding from process to product: "Doing learning "and "having learned" while exploring material objects

Keywords: learning, design workshops, material objects, multimodal semiotic resources

In the learning sciences,"learning" is routinely defined as change over time of an organism's response to a stimulus, signal, task, challenge etc (e.g. Bateson 1972). This "etic" definition understands learning as an outcome, a product, that is documented – and measurable-in the change of behavior. However learning is as well understood as the process through which new behavior is established (e.g. Vygotski). It is the point of this paper to show how both process and product are interactively related. In terms of EM/CA (Koschmann et al 2005, Koschmann & Zamel 2009, Wagner 2010), the process aspect of learning can be described as an intersubjectively recognizable and accountable activity of participants who display that they are "doing learning". Equally, participants' display of "having learned", i.e. their orientation to the product of a learning process, can be described on the micro level of interaction. This paper shows the interactional relationship between "doing learning" and "having learned" by investigating the ways in which participants indicate that they move from the process of learning to displaying that they have reached an outcome of the learning process. The paper draws on video recordings from design workshops where participants are exploring objects to be used to solve the workshop task. While the task might be familiar to the participants, the objects are not. During the workshop, participants make public to the other participants that they are working on getting control of the objects or -in other words - "learning" to handle the object, following which they gain control over the object, i.e. they "have learned" to use it. The paper investigates the make-up of the linguistic and embodied resources that indicate changes of epistemic stance during the learning process and the linguistic and embodied resources that indicate that learning has been achieved, e.g. withdrawal from the activity, change into formulations, evaluations and assessments of the object. The paper concludes with a discussion of the short and long term interactional consequences of participants' distinction between learning process and product.

Posters

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Methods of accomplishing clinical information for research purposes: A case of producing a free-hand graphic depiction of the clinical course of Susac's syndrome

Keywords: Ethnomethodology, medical knowledge, clinical research, rare disease, Susac's Syndrome

This presentation takes an ethnomethodological approach to study the production of medical knowledge about a rare disease known as Susac's Syndrome. The dissertation on which this presentation is based is an ethnographic, ethnomethodological analysis of the International Collaborative Study of Susac's Syndrome (ICS-SS). Data for the ICS-SS consists of several "Data Collection Forms" designed to capture short and long-term clinical information on as many patients as possible, from around the world. Data for the PhD dissertation will consist of ethnographic field notes, interviews, audio-taped and audio-video taped and transcribed interactions and e-mail conversations between the Principle Investigators (PI's), patients or their care-givers and patients' physicians. Data for this presentation specifically includes interactions between and interviews with a Principle Investigator (PI) and a patient with Susac's Syndrome who is also a research assistant for the ICS-SS. The interactions focus on the co-production of a retrospective and prospective template of a "Clinical Course Graph". Patients who participate in the ICS-SS will be asked to draw free-hand graphs of their clinical course...one graph for CNS involvement, one for ophthalmologic involvement, one for hearing loss and one for tinnitus. These graphs are expected to support researchers' view that patients "do better" when the disease is treated early and aggressively with high dose anti-inflammatory medications. The graphs will also be used clinically to show newly diagnosed patients how the disease is likely to behave. Analysis reveals that although the graph is solicited by the PI as a "true" depiction of the patient's disease course, the graph the patient-as-researcher draws does not meet the PI's expectations. For example, what the patient perceives and displays on the graph as "active" disease, the PI interprets as "residual disease". Ultimately, the graph is modified in this and other ways into a form suitable for the PI's research and clinical purposes. Though ostensibly produced by patients in part, for patients, the graph template represents the PI's understanding and interests. Results add to understanding about the relationship between the conventions of scientific research methods and medical knowledge. Principle investigators make sense of patient information in light of their clinical and research needs. Results also show how patients' lived experiences of uncertainty are transformed in local interactions as certainty through the production of social facts in institutional settings.

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Community construction via answering machine

Keywords: Radio phone-ins, communication via answering machine, community construction, address terms

Radio phone-in talk as a rather common type of audience participation has been analyzed for quite a long time and by researchers from different backgrounds. In the 1990s, conversation-analytic studies brought a shift of perspective to the "participants' construction of social realities and communicative activities" (Hutchby 1996, 6); advancements have been made especially in the field of call's organization (Liddicoat et al. 1992, Shields-Brodber 1992, Thornborrow 2001a, Berkenbusch 2002) as well as of identity construction and other relational issues (Liddicoat et al. 1994, Hutchby 1995, 1996, 1999, 2001, Thornborrow 2001b, Fitzgerald/Housley 2002, O'Sullivan 2005, Ferencik 2007, Ribeiro 2009). One interesting aspect of this genre is the possibility for "lay speakers" to "define as news events as they emerge" (Hutchby 2006, 99). I will argue in my contribution that this is not only an individual definition, but sometimes a kind of negotiation between the callers. I draw therefore on the French radio broadcast Là-bas, si j'y suis and its particular form of audience participation, that is, leaving messages on an answering machine. These messages are a real part of the broadcast. Although the answering machine is sometimes mentioned as variant of phone-ins, it has as far as I know never really been studied yet. Analyses of communication via answering machine could show that, despite the absence of a callee, co-presence is enacted and "messages are contextualized as if callers were not talking to a machine" (Alvarez-Caccamo/Knoblauch (1992, 498). Insofar, messages on the answering machine are social activities and I will consider them as communication with the broadcast team on the one hand and with the broadcast's audience on the other. The regular audience of Là-bas, si j'y suis uses the broadcast and above all the answering machine as a kind of "communication apparatus" (Brecht 1967, 129) in order to exchange information, discuss topics, confirm standpoints and evaluation, share firsthand knowledge, in other words, to construct an audience community. The regular listeners are not only single speakers who express opinions and standpoints, they consider themselves as members of a community and act in this sense. The paper explores some of the discursive devices that callers use to construct this audience community. I will focus especially the use of address terms and the opening and closing sequences of the messages. I will argue that the community construction can be observed directly in the messages on the answering machine and that address terms play therefore an important role.

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Gesture during the production of adjacency pairs in German conversation

Keywords: Gesture, adjacency pair, German, preference, talk-in-interaction

This study deals with spontaneous gestures (arm and hand movements) in German natural conversation. There is a growing corpus of literature on the use of gestures during speech, mostly focusing on gestures produced during retelling tasks. However, only little research has been conducted on the interactional functions of gesture and their role in sequential organisation in talk-in-interaction. The aim is to analyse and categorise gestures with respect to sequential organisation in talk-in-interaction, in detail the relationship between the phases of a gesture and the unfolding interaction in adjacency pairs (cf. Sacks, Schegloff, and Jefferson (1974). The relationship to the organisation of preference (Pomerantz 1984) is of special interest. Hosoma (2009) has conducted research on gestures occurring in Japanese conversation from a conversation analytic perspective, pointing out that the hold phase of gestures often stretches over several turns (grand gestures, cf. Hosoma 2009). Investigation of German conversation data revealed that such gestures accompanying the production of adjacency pairs, especially those with dispreferred second pair parts, are used in a very similar way by speakers of German, i.e. a gesture occurring during the production of a first pair part is set on hold during the production of a second pair part by next speaker and is only retracted to the rest position when the sequence closing turn is produced. These findings suggest a close relationship not only between gesture and talk itself, but also between gesture and the organisation of social interaction. A great deal of gesture-in-interaction research is yet to be conducted. The study is conducted employing naturally occurring conversation among speakers of German. The data are videotaped at non-formal gatherings among friends and relatives. The methodology of analysis is qualitative, based on the framework of conversation analysis (cf. Sacks, Schegloff, and Jefferson 1974; Schegloff 2007).

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The treatment of the screen in the context of a social technical network: The analysis of reported speech sequences

Keywords: Conversation analysis, workplace studies, ethnomethodology, social technical network, reported speech, call centers, technology, agency, screen

Our research focuses on the use of technology in interactions at work, particularly in the context of call centres. We seek to contribute to current investigations on interactions mediated by technology in the workplace, by describing emerging practices of the participants and by understanding the complex sequential organization of interactions between call-taker and user, based on the use of technological resources. Our analyses draw on three theoretical domains: Ethnomethodology, Conversation Analysis and Workplace Studies. We focus on the mobilization of technology in interactions at work, particularly in the context of a call centre which handles users' requests concerning public bike rental. These interactions consist in telephone calls during which the call-taker uses a database that contains users' accounts and an inventory of all bike stations scattered around town. Users can mobilize technological objects too, through the manipulation of rental bike stations. In this study, we are interested in the way in which the station, and more precisely the screen, is treated in the participants' activity in the context of a social technical network (Licoppe, 2008). We found that participants often report orally information displayed on a screen, using introduction verbs such as"he said (that)…". This analysis aims at responding to questions about the screen in the organization of the participation framework "call-takers/users": In what kinds of sequences do participants refer to the screen (in the opening, after the identification sequence, when reporting a problem, etc.)? Who did so (the user or the call-taker)? Using which grammatical format (in past/present tense, etc.)? In order to perform what actions? What answers do they elicit? How is the presence of the screen addressed in these answers? The way in which they refer to them can transform the screen and the computer system in an actant role. On the one hand, the screen is a technical resource often mobilized in interactions within the call center. On the other hand, the screen is treated in the context of a social technical network when it is not just referred to by participants but actively invoked as having a form of agency during the guidance of an activity in real time (e.g. when the call-taker is leading an user on the rental service web pages, or when a user explains to the call-taker what he is doing on the LocBike station during the call).

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Observing the development of topic management in French L2 conversations: Methodological issues

Keywords: Topic management, CA, longitudinal approach, comparison across time

Topic management in conversation is an interactional accomplishment (Sacks, 1992). Studying topic management as an interactional accomplishment implies analyzing the techniques participants use to introduce a new topic or to progressively shift from one topic to the next (Button & Casey, 1984; Mondada, 2003). It also implies analysing the (preferred) sequential environments for the introduction of topics, such as conversational openings (Schegloff, 1986), pre-closings (Schegloff and Sacks, 1973) or after the absence of a response by a co-participant (Maynard, 1980). Topic organization materializes in sequentially organized practices through which participants not only show their interpretation of what they are talking about but also display how their currently doing relates to preceding talk. While studies on topic management in interaction have been concerned essentially with conversations between speakers of a first language, little is know about how topics are managed in second language conversations. However, developing the ability to manage topics in a second language is a central part of learning a second language. This paper presents a longitudinal investigation into how a German speaking au-pair girl, during a stay abroad, manages topics using French as a second language. It is based on a dataset of ca. 12 hours of dinner-table conversations. The data has been audio-taped across a period of 9 months. Drawing on recent conversation analytic work on second language learning, this paper specifically addresses methodological issues that arise with using CA for documenting change across time. The main difficulty with tracking change within interactional practices is to define what is comparable over time: which practices are similar enough at different moments in time to be compared but at the same time show differences which can be interpreted as indicating some kind of development of the speaker's ability to participate? We will discuss this issue by looking at one specific sequentially-organized practice, namely the introduction of a brand-new topic. Based on a collection of cases at different moments in time, we analyse the changes in this practice as regards sequential placement, turn architecture and linguistic means.

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Extended gesture and adjacency pair

Keywords: Conversation analysis, multi-modal approach, gesture study, interaction

Kendon (2004) defined a gesture unit as the interval between successive home positions of the limbs. He also defined preparation, stroke, hold (pause), and recovery as different kinds of gesture phase in a unit, and showed how the phases of speaker's gestures are well coordinated with the structure of his/her utterances. In ordinary conversations, however, a single gesture unit is not limited within a turn, but often extended to the next turn of the other speaker, and new phases are produced even while the producer of the gesture makes no utterance. This presentation considers examples of extended gestures enacted by the first speaker in an adjacency pair and a post-expansion. The data are taken from conversations of 3 undergraduate students talking about their experiences. In these simple examples, the gesture of the first speaker continued until the first speaker enacted the sequence-closing third. In examples illustrating the organization of dispreference, the time structure of the gestures is coordinated with the utterances of both first and second speakers: prolonged gestures by the first speaker are delayed, mitigated, or elaborated (Schegloff 2007) according to the structure of the second pair part. When preferred responses are elaborated and rendered more complex, the gesture phase can be elaborated according to the structure of the responses. We discuss the properties of an extended gesture, which is produced by an utterance of one party and continued over multiple turns, in order to reconsider the second pair part activity as the interactive process of the first speaker and the second speaker.

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Simultaneous gestural matching as interactive slot of verification their experience between participants

Keywords: Gesture unit and gesture phases, catchment, conversation analysis, enhanced projectability

Simultaneous behavior by more than two participants such as voicing the same words in the same way at the same time has attracted the interest of some researchers. For instance, Lerner (2002) investigated the process of choral co-production and simultaneous gestural matching (SGM), and showed one of the resources for co-production is enhanced projectability for understanding what content of the subsequent action should be provided. One of the enhanced projectabilities is repeating a specific word by the speaker. This repetition is hearable and treatable as known-in-common. Speakers also repeat gestures as well as words. McNeill (2000, 2005) showed that people used gesture form features two or more times to achieve cohesion within a stretch of talk. These recurrences of gesture form features are called a catchment. Kimbara (2006) showed instances of gestural mimicry and referred catchment structure emerges across speakers. Lerner(2002) and Kimbara(2006) show that simultaneous behavior produces a resource of co-participation during matching gestures. This paper focuses on structures of simultaneous behavior including some differences in forms or timings to consider how participants use enhanced projectability and recognize what should come next. This paper considers some video examples of the SGM that was responsible for catchment structure to examine gestural coordination during conversation. These examples are recorded from three undergraduate students' conversation. Party B and C are telling party A what animation they watched before then. Using conversation analysis and cording gestures by gesture units and gesture phases (Kendon, 2004), this paper shows (1) catchment structure provides enhanced projectability as well as repeating a specific word and (2) nevertheless participants achieved matching their gestures in a gesture phase, this phenomenon could not continue in next gesture phases in some examples. The gap formed in SGM reveals the difference among the participants in terms of what content of the subsequent action should be provided. Participants can find that the difference between their experiences unexpectedly but clearly through the slight gap among SGM which can be used to initiate or continue conjoined action.

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Envisioning the plan on working plans: A study of multimodal practice of reference in interaction

Keywords: Multimodal practice, practice of reference, pointing gestures, participation framework, situated cognition, practical knowledge, workplace study, plumber

This paper deals with the interactional practice of reference to working plans observed in a video-taped corpus of work meetings between plumbers and their supervisor. Our aim in this paper is to investigate the way of organizing various kinds of information on the working plan into the practical knowledge to use at plumbers' work. For this purpose, our attention is paid not only to the deployment of pointing gestures but also to other conduct such as writing characters and figures on the plan in the course of interaction. The bodily conduct and talk are used to refer to coherent and sequentially relevant objects on the working plan. Pointing gestures and deictic terms are closely intertwined with the interactional activities of visualizing participants' orientation to the plan. The interactional practice provides resources for the production and intelligibility of demonstrative reference (Hindmarsh & Heath, 2000). In particular, we focused on the sequential organization of those activities in interaction and conversation analysis was applied to highlight the moment-to-moment properties of talk and bodily conduct. In the explorations of multimodal practice (Mondada, 2007), pointing gestures were analyzed in sequential positions, such as turn beginnings. Pointing gestures refer not only to the sequentially relevant object but to the establishment of speakership, exploiting the systematic features of turn-taking and specific features of the interactional space. By utilizing the multimodal practice, turn taking organization is structured so that the supervisor commands the speakership in the course of the interaction. In addition to these aspects, we examined the organization of interactional practice of reference from the viewpoint of participation framework (Goffman, 1981;Goodwin, 2003). The practice of pointing gestures is sequentially organized according to the difference of participation framework between the supervisor and the plumber. The right of access to the knowledge about the plan is associated with the participation status in the interaction. The instruction for the task from the supervisor to the plumbers is thus accomplished by the spatial and multimodal arrangements with which the supervisor has a priority to the "situated cognition" of objects on the plan. We conducted a fieldwork study both on the work meeting and the construction site where the working plan is differently put to use. Thus, by observing a particular situation within a specific setting using plans, we explore participants' orientations to the rights and obligations to practical knowledge associated with the participation status in the interaction.

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The negotiated understanding "God terms" in the planning practice

Keywords: Conversation analysis, work place studies, displayed understanding, "God terms", "sustainable development", aspect seeing, ongoing practice

This article is based on the transcribed interaction of over 40 hours of video-recorded material of workshops during which practitioners are involved in the formulation of a new comprehensive plan for a mid-sized city. Among city planning offices the objective is to create "a sustainable development" of cities, even though it is not clear what this concept is to be understood as. During the ongoing work practice in workshops this diffuse concept is put to the test over and over again. In this article we are addressing the issues of how the practitioners are able to formulate different understandings of what sustainable development of cities are when making use of different terminologies such as "planning for denseness" related to the usage of the term "near" or "planning for all" related to the usage of the term "each". Thereby this article brings up examples of how the participants in an ongoing conversation negotiate understandings and how these understandings relate to a "God term" such as "sustainable development". This discussion sheds light on how the understanding of the concept is related to the rules of the conversation rather than to the matching of substantive matters.

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Problem types in the postpositioned self-initiation of repair

Keywords: Interactional Linguistics, self-repair, problems in speaking, metacommunicative expression

Schegloff et al. (1977) define the term "repair" as a conversational organisation "addressed to recurrent problems in speaking, hearing and understanding" (ibid.: 361) and analyse the sequential positions and preference structures of both self- and other-(initiation of) repair. Since then, CA and interactional-linguistic research into problems of speaking has focussed mainly on the sequential/syntactic and the phonetic/phonological properties of self-repair, as well as on its conversational functions (e.g. Lerner/Kitzinger 2007). However, the participants' orientation to types of speaking problems has barely been a matter of systematic investigation. Problem typologies such as Levelt (1983) do not reconstruct participants' perspectives with regard to their problem categorisations. With reference to Selting's (1987) typology of problems in hearing, understanding and expectation in the other-initiation of repair, this paper uses interactional-linguistic methodology to explore the various types of speaking problems signalled in cases of postpositioned self-initiation of repair, which occurs after the production of the trouble source. The data consist of approximately 26 hours of German telephone conversations and radio phone-ins. I will present cases of metacommunicative problem-signalling expressions, i.e., expressions which refer to and/or comment on the trouble source such as "das ist jetzt falsch ausgedrückt"("this is the wrong expression"). I will demonstrate two points: Firstly, I will focus on the semantics of these metacommunicative expressions as well as on prosodic features of the repair segment and argue that the speakers of the trouble source display three distinct types of speaking problems, namely: a) problems concerning the linguistic correctness of the trouble source, b) problems concerning the appropriateness of the trouble source in a given context, as well as c) problems concerning the factual correctness of the trouble source. I will also discuss instances of non-specific metacommunicative expressions. Secondly, I will show that the speakers of the trouble source employ problem-signalling devices to contextualise a preference for either self- or other-repair completion.

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"Yes, I'm listening": The social-interactional turn-off of an audio entertainment system in a car

Keywords: Audio entertainment systems, conversation analysis, driving, social interaction

The poster examines how drivers and passengers use audio entertainment systems in cars (e.g. radio, compact-disc player) making them interactionally salient and socially relevant in sequences of interaction. Cars are recognized as complex socio-technical environments that host not only driving-related activities but also a multitude of other activities which may occur in succession, in overlap or in connection with driving and in which a driver may be engaged alone or together with passengers. The data are drawn from video recordings of everyday car journeys made in real traffic in real time. They amount to approximately 14 hours and include 67 candidate instances. The data are examined from a social-interactional perspective, relying mainly on conversation analysis. Similar perspectives have been taken, for example, by Laurier (2008) who investigates the way in which a pair of clients time their last sips of drink with their talk as they are about to leave from a café, and LeBaron & Jones (2002) who discuss how a client cues her departure from a beauty salon to another client by lifting and holding her handbag. Such studies show that the use of everyday objects and local surroundings can be woven together with participants' vocal and bodily conduct to construct meaningful social actions and activities. In general, the poster addresses the following questions: How do participants use entertainment systems? What kind of vocal and embodied means do they draw on to do so? How does the use of audio entertainment systems relate to driving and social interaction? How are the different activities timed and co-ordinated? More specifically, the poster focuses on cases in which an occupant in a car turns off an entertainment system or turns down its volume, to allow for better involvement in imminent or ongoing interaction. The poster contributes to research on language, the body and material surrounds in mundane social interaction. It also complements research on driving and traffic safety by examining in-car technologies as more than mere distractions to driving.

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"mais c'est ceLUI qui répond qui fait": The interactional organization of transitions to group work in 6th grade "German as a second language" lessons

Keywords: Classroom talk, second language classroom, zone of interactional transition, (pre-)adolescent students, participants' work, peer group-work.

With the growing influence of sociocultural perspectives on learning, the interest in analyzing students' participation in educational activities and its bearing on learning has increased also in the field of L2(+) classroom research. In this context, conversation analysis has become an important method to investigate interactional organizations in L2 classrooms (cf. e.g., Gajo and Mondada, 2000; Mondada and Pekarek Doehler, 2004; Schmitt, 2009; Seedhouse, 2004). One important aspect of the interactional architecture of L2 classrooms which remains to be systematically studied from a CA perspective is peer group-work (but cf. Hellermann, 2008). Since the rise of more constructivist, learner based teaching approaches, group-work has become an integral part of the foreign language lesson, and it has opened up new possibilities to do"participants' work" (Jefferson, 1972). Drawing on a corpus of video-taped 6th grade"German as a second language" lessons in the Romandie (Switzerland), and focussing on the"zone of interactional transition" (Markee, 2004) between teacher fronted talk and the two- or multi-party speech exchange system of group-work, I will show how teachers and students organize the transition, how they negotiate especially the sequential organization of the new speech exchange system, and how the outcome of these negotiations influences the structuring and the dynamics of the subsequent talk-in-interaction.

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Dealing with fractured ecologies in AR-based cooperation

Keywords: Multimodality, human-human-interaction, augmented reality, field of view, perception, joint attention, alignment, artificial alignment channel

Over the last years, a range of Augmented-Reality-technologies (AR) have been developed which allow to augment or manipulate the human perception. While most AR application scenarios address the use-case of knowledge-based assistance (e.g. interactive tourist guides) geared at individual users, less consideration has been given to collaborative scenarios. In the project"Alignment in AR-based cooperation" (SRC"Alignment in Communication", Bielefeld University) a system has been developed that allows for collaborative AR-use (Dierker et al. 2009) and is now being used as an"interception and manipulation device" that allows to record and precisely influence the participants' multimodal perceptions and thus serves as a novel instrument to investigate human multimodal interaction (in this case: joint attention and alignment). In our semi-experimental task-oriented setup, pairs of participants were seated across a table, provided with the AR-glasses and asked to jointly envision a museum exhibition using a set of objects (wooden blocks as material "handles" for augmented objects sitting on top of the blocks) on a given floor plan. In such a scenario a particular challenge consists for the participants in establishing joint attention both to relevant objects and to the interaction situation itself. In fact, to wear AR-glasses hides the participant's eyes, so that co-participants cannot rely on these semiotic resources for organizing the interaction and/or understand where the co-participant is orienting to. To remedy this aspect of the AR-typical"fractured ecology", a special technique has been introduced which displays participant A's current line of sight as a systematic augmentation in participant B's field of view (Dierker et al. 2009). Our research interests focus on the following questions: How do participants establish joint attention under these specific conditions. Which communicational resources do they use? Which limitations become visible in the AR-setup and how do the participants orient to them? How do they make use of the attention-augmentation? - In the analysis, special attention will be given to moments of misalignment, in which the participants appear to e.g. momentarily see different objects. These situations, particularly require the participants to design their multimodal utterances in a way to accomplish a range of simultaneous actions: to orient oneself in the slightly vanishing AR-world, to orient to the co-participant's actual orientation and actions, to establish joint attention, and to progress the actual topic/ task.

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Interactional management of claims of insufficient knowledge in English as an additional language classrooms

Keywords: Claiming insufficient knowledge, language teaching, language teacher education, classroom discourse

Claims of insufficient knowledge (e.g. I don't knows) have recently been investigated both in ordinary conversations and in institutional interactions. In their pioneering Conversation Analytic work that investigated the phenomenon, Beach and Metzger (1997) found out that claims of insufficient knowledge may be deployed across achievements like (1) marking uncertainty and concerns about next-positioned opinions, assessments and troubles; (2) constructing neutral positions; and (3) postponing and withholding acceptance of others' invited and requested actions. The phenomenon has also been discussed from a cross-linguistic perspective in ordinary conversations (Grant 2010); with a focus on differences between English as a Lingua Franca and as a native language (Baumgarten and Hause 2010); and by exploring doctor-patient conversations (Robinson 2001, Cirillo 2005). A review of literature shows that claims of insufficient knowledge in casual talk have more diverse functions and characteristics than institutional involvements (Beach and Metzger 1997). The phenomenon under discussion, however, has not been a particular focus in language classrooms so far. Taking the position that "whether a participant claiming insufficient knowledge actually knows or not is a matter to be interactionally worked out"(Beach and Metzger (1997, p. 568), I investigated the interactional management of students' claims of insufficient knowledge in English as an Additional Language (EAL) classrooms in Luxembourg. The research draws upon transcriptions of 17 hours of video recordings, which were collected over an eight-week period in 2010 in a government school in Luxembourg. Following the ideas that there is a "reflexive relationship between pedagogy and interaction" (Seedhouse 2004), the paper reveals the teacher's orientations to claims of insufficient knowledge, and tries to explain the methods of participants in projecting and enacting possible next-turns. In doing so, I used a fine detailed analysis of turn-taking, repair and preference organisation with a consideration of participation frameworks (Goodwin 2000). The findings showed that "no knowledge claims" are affected by the teachers' turn allocation techniques and body orientations, which also project students' next actions (e.g. initiating a second pair part, shift of gaze, longer pauses, topic shifts). It was also evident in the data that they mark uncertainty, and the students' further contribution to the talk is dependant on the teachers' elaborations and evaluations in the subsequent turns. These findings, among many others that will be presented, have immediate implications for classroom discourse as well as language teacher education.

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Interaction and motivation in fitness communication

Keywords: Multimodal, fitness interaction, human-robot-interaction

To do fitness sports is a crucial health issue in our daily lives. However, factors such as high workload, time consuming side effects (trip to the sports studio, ...) etc. can sometimes require the additional bit of motivation to indeed start the activity. Also, during a training session, people tend to perform better/more goal-oriented when having the support of a coach/trainer. The same is true for astronauts on a manned long-term space mission, who are supposed to do two hours of fitness training in order to prevent amyotrophia caused by the absence of gravity. As, on space missions, there is no place for a dedicated fitness coach, one might start to think about alternative technical solutions to provide support. Existing technologies (heart rate monitors, Wii station, etc.) are able to provide feedback about the current performance and limited training/coaching functionalities, but they cannot provide for tailored interaction with the user, adapt to his/her specific needs and learn over time. Recent advances in the area of intelligent systems and humanoid robot systems, however, might pave a way towards a more user-centered and dynamic approach making use of natural means of communication. In a current interdisciplinary project we are exploring (among others) the case of"fitness interaction" as an area to develop new ways of human-robot-interaction. This project was granted by the German Aerospace Center with financial support of the Federal Ministry of Economics and Technology due to a resolution of the German Bundestag by the support code 50 RA 1023. As an empirical basis to develop dynamic interaction models for the robot system (using its perception and production capabilities), we examine in a first step - in addition to the existing training literature - the actual interaction between human trainers and athletes in the local gym. Based on a corpus of video-recordings from both individual and group situation of different sports (indoor cycling, circle training, thai bo) we examine using EM/CA how trainers go about to motivate and support an athlete. While"motivation" is a psychological concept, we have to break this down to the level of the situation, interactional and local accomplishment of the participants. How can we deal with motivation on the level of sequence analysis? Our poster will contrast two different organisational forms of training with their different implications for possible/relevant actions on the side of the trainer. Analytical focus will be on phenomena such as praise/acclamation in 1st/2nd turn position, the verbal engagement of athletes (counting, exultation) and the coordination of the interaction with the rhythm of music.

Data Sessions

WORKSHOP/ 3-AM-5-1/2/3

Interaction in Russian American immigrant families

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Description of data: In this conversation analytic data session, we will analyze a segment from a corpus of video-recorded everyday interactions in Russian American immigrant families. Most participants in the recordings are bilingual and use both English and Russian. English translations of Russian language material will be provided.

WORKSHOP/ 4-AM-6-1/2/3

Doctor-patient interaction

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Description of data: We will analyze a portion of an encounter between an elderly patient and his new physician. The data come from a corpus of videotaped encounters between physicians and patients in a primary care clinic in the U.S. Language is English.

WORKSHOP/ 2-PM-6-1/2/3

How money changes hands

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A series of extracts will be considered, taken from a corpus of video recordings which capture interaction at the front desk of an art gallery, where people paid for their entrance tickets.
Of interest is when and how money changes hands.
A single case will be analysed for around 45 minutes. Following this, a series of very similar looking examples will be considered.

WORKSHOP/ 2-AM-6-1/2/3

"Modeling instruction" in the high school physics classroom

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The"Modeling Instruction" Program (MI) has been known and practiced among secondary science educators for about 20 years. MI proposes"the integration of content and pedagogy around making and using scientific models" (http://modeling.asu.edu/ModelingForSTEMReform09.pdf). What is thought to be modeled is"doing authentic science": measuring with a precision befitting science; giving representational accounts that show both scientific restraint and specification; and engaging in scientific discussion, questioning and skepticism. The materials to be presented were recorded in April and May of 2011 and capture portions of a U.S. high school physics course (English language) in which the teacher is skilled in MI pedagogy. Lessons cover ideas in electricity and wave motion and include teacher demonstrations and student small group work.

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