Invited presentations
Digital Urbanism in Crises

The 21st Century has been called the ‘century of disasters’ (eScience, 2012). Population growth, urbanization, ageing infrastructures, and public service cuts create greater vulnerabilities at a time when extreme weather events and political conflicts are increasing in frequency and severity. At the same time, software has become ‘everyware’, embedded in devices, public and private code/spaces, ‘smart cities’, movement and stillness (Greenfield, 2006; Kitchin & Dodge, 2011). With 6.8 billion mobile subscribers worldwide and double-digit growth (Vinck, 2013), people have become generators of Big data, documenting their lives in intimate detail. Many of the technologies and practices involved have become an integral part of a new digital urbanism, and nowhere is this more visible than in crises. Mumbai, Port au Prince, Tokyo, Oslo, New York, Boston, Tacloban, Gaza are recent sites of crisis where individuals and communities, emergency agencies, the media and governments have used digital technologies to connect locally and globally, to seek information, provide reports, images and stories, exchange information, organize and coordinate collaboration. The practices and appropriations of collaborative technologies that are part of the complex interactions that ensue could be part of a ‘hopeful monster’ (Richards, 1994) – a socio-technical assemblage that performs a jump in the ‘evolution’ of posthuman phenomenology, community, ethics and governance. They challenge traditional trajectories of crisis management, hybridize the social and the technical, and reveal that ‘we have never been [just] human’ (Haraway, 2008; Hayles, 1999) nor singular (Nancy, 2000) in new ways. In this paper we explore ethnographic materials with the aim to describe emergent practices. Preliminary findings suggest that practices can be observed and detailed that could be seen as constitutive of relational ethics and posthuman sociality, including practices of improvisation, distributed embodiment (Licoppe, 2004), configuring awareness and addressability (Heath, Svensson, Hindmarsh, Luff, & vom Lehn, 2002; Thrift, 2004), comobility (Southern, 2013) and situated command and control.

References


Two kinds of seeing?:
Retrospective and projective “environmental noticings” in Danish interaction

As interactants, we are surrounded by a large material world, which may or may not be immediately relevant for our interaction. One way in which to make the material world - or specific parts of it – relevant is to produce an “environmental noticing”, i.e. display some type of orientation towards a “just noticed” event or object (Sacks, 1992, vol. 2, pp. 87-97). Such noticings, however, not only mobilize joint attention to the “just noticed” events or object, but also project the relevance of some further action in response to the act of noticing and/or to the noticed event or object (Schegloff 2007). Individual participants thus need to make available to each other, not just that they ‘see’ the noticed event or object, but also how they ‘see’ it (e.g. Goodwin & Goodwin, 1996; Nishizaka, 2000; Nevile, 2013; De Stefani, in press 2014).

In this presentation we explore two linguistic formats with which a speaker of Danish can mobilize joint attention to a “just noticed” event or object: “Prøv å’ se” (Try and see/look) and “Se” (See/Look). Both contain the imperative form of ‘seeing’ and can thus be understood as a directive or instruction for the recipient(s) to focus their attention on an event or object. Based on examples from a range of different interactional contexts in Danish (ordinary face-to-face interactions, archeological excavations, innovation workshops, audiology consultations and home help visits), however, we will try to demonstrate that participants treat the two forms as inviting different kinds of ‘seeing’ and consequently make relevant different kinds of action-responses: When using the bare imperative “Se” (See/Look), participants are invited simply to ‘see’ something to which their attention is directed; when using the “double imperative” (e.g. Zinken, 2013) form “Prøv å’ se” (Try and see/look), participants are also – and in addition to ‘seeing’ – directed to draw some conclusion from what they ‘see’.

Whilst Danish is a grammatically “simple” language with very little inflection beside from basic tense, it thus appears that through the use of specific verbs and verb-combinations, Danish speakers can nevertheless express and differentiate more complex relations such as aspect lexically: The bare imperative “Se” (See/Look) is used as an atelic verb that is retrospective in its use and denotes ‘seeing’ as an action that can be realized upon its implementation; by combining the bare imperative with a second imperative “Prøv” (Try) participants instead treat the action of ‘seeing’ as telic, i.e. as an action that is only the first action-step to be taken towards a larger, projected and projectable goal.

References:


When the editor finds a sequence 'tricky'

Complexity has emerged as a problem for EMCA as part of its efforts to understand 'multi-modal' materials in technologically mediated settings. In this talk I turn toward an episode of documentary film-editing where the film-makers engage with a sequence that they find complex. The sequence has a mixture of media from popular TV shows, animated newspaper scans and their own interview footage. The editing of the sequence is additionally complex because the film-makers are trying to establish the stance their audience should have toward their interviewee. The original media are establishing her as a character appropriate for their TV shows and the documentary combines satire with sympathy for the character as a victim of celebrity. In my talk I aim to continue earlier work on video-actions (e.g. play, rewind, re-play, loop, slow-motion, pause) in the editing room and how they make the current state of the film visible while also establishing what it could become. My concern here is particularly around the presentation of stance toward character and why this might be 'tricky' for the film-makers.
Complexity of the body: The embodied turn in social interaction research

I will track and examine the rising appreciation and understanding of the body in social interaction research (embodiment e.g. gaze, gesture, posture, and cf. multimodality), with a focus on papers published in the journal ROLSI over the last 25+ years, as the scholarly journal most specifically oriented to research on interaction. Interest in the body is founded especially on earlier influential studies (e.g. Ch. Goodwin 1979, 1981; Heath 1986), is informed by research on gesture (e.g. Kendon 1984, 1990; Kita 2003; Streeck 2009 and earlier), and is supported by an ever-expanding use of video recordings as data (e.g. see Mondada 2003 and Heath et al. 2010). This apparent ‘embodied turn’ for the field reflects, arguably, a growing recognition of the body’s significance for at least many features of social interaction, for actions and practices of particular settings, situations, and forms of participation. Apart from numerous individual papers/chapters over the past 15 years or so, analyses of embodiment feature within major book-length studies of single settings or kinds of interaction (e.g. Heath & Luff 2000; C.Goodwin 2003; Nevile 2004; Heath 2013), and in recent general collections of studies across different settings (Stivers & Sidnell 2005; Streek et al. 2011; Haddington & Kantaa 2011; Deppermann 2013a), or collections more specifically focussed e.g. on interaction in cars (Haddington et al. 2012), mobility (Haddington et al. 2013), multiactivity (Haddington et al. 2014), or objects (Nevile et al. 2014). Key aspects, challenges, and implications of this developing interest in embodiment include calls for change, conceptualisations and terminology, representations of visual data and approaches to transcription, emerging concepts, and relation to core notions in interaction research. Some questions arise: how might interest in embodiment signal something of a shift in what interaction research uncovers, or even can uncover? How do details of embodiment enrich analyses and refine existing knowledge of features of interaction (turntaking, repair etc.), or perhaps reveal entirely new phenomena? What new notions are gaining acceptance and taking hold (e.g. C.Goodwin's sense of 'environmentally coupled')? How do studies considering embodiment draw on single case/setting analyses or build collections? Can/do researchers of embodiment generalise findings in ways similar to talk phenomena? Might an increasing emphasis on embodiment reduce focus on specifically talk-related phenomena? In a 1999 ROLSI special issue, presenting various researchers’ thoughts on interaction research directions for the new millenium, Barbara Fox attended specifically to the potential better understanding of language and the body (Fox 1999). Adding to some recent overviews of embodiment (and multimodality) in interaction research (e.g. Deppermann 2013b), which give a kind of state of the art, in this talk I report on and chronicle the trajectory (evolution?) of such studies, presenting an account of not just where we are now, but how we got here.

References


Haddington, P., Keisanen, T., Mondada, L., & M. Nevile (Eds.) (2014) *Multiactivity in social interaction: Beyond multitasking*. Amsterdam: John Benjamins


Paper and poster presentations, data sessions
Complexity of interaction: Coordinating multiple involvements and activities

In conversation analysis and interaction analytic research the notion of ‘complexity’ is often used to characterise interactional phenomena: social actions or tasks (Mondada 2011) or the interactants’ embodied conduct (Haddington et al 2013; Haddington et al. 2014: 5; Mondada 2011). Additionally, the term is often used to describe the features of technological or computerised workplace settings (Mondada, 2011; Nevile 2009) or to indicate how multiparty interactions or situations with intricate participant frameworks contribute to interactional complexity (e.g. Mondada 2011, Nevile 2009).

This paper adds to previous research by suggesting that while social actions, technological social settings or multiparty interactions may seem complex, often they do not pose a problem for the participants themselves. Consequently, it is important to study how ‘complexity’ is manifest in interaction as a member’s problem, and to show when, why and how activities or situations become complex for the participants themselves (see also Mondada 2014). It uses video data collected in natural driving situations inside cars. The data have been recorded in Britain. The analysis builds on a collection of interactional moments in which a passenger asks a question or makes a request from the driver, i.e. moments in which the driver is socially expected to respond to an action. In this scenario, drivers are socially expected to respond to the question with a relevant and timely answer (Schegloff 1968, 2007, Stivers 2010, Stivers and Robinson 2006) while they are driving the car (e.g. paying attention to the road, maneuvering the car, handling the steering system). In other words, the driver is involved in two separate activities – both driving and interacting in form of responding to an action – and expected to progress them simultaneously.

The findings show, however, that these situations are often not complex for the driver: drivers tend to produce relevant and timely responses also when they are engaged in two activities simultaneously: in approximately 7 hours of data, 142 examples of passengers asking an information question from the driver were found. In 127 cases (89.4%), the drivers produced a relevant and timely answer to the question. In some of the remaining examples in the data, the situation, however, becomes complex for the driver. These situations characteristically involve complex temporal and sequential orders of action and overlapping physical demands that contribute to the situation’s complexity.

By building on the above findings, the paper aims to elaborate on the concept of ‘complexity’ as an interactional and member’s phenomenon. It argues that complexity in interaction should not only be seen as an inherent or set feature of an interactional setting but also as an emergent phenomenon that can be occasioned by the developing situation, multiple demands, intersecting activities and pressures imposed on how the activities can be manually and bodily accomplished.
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In search of a language of touch interactions

As a UI design professional for mobile devices targeted mainly at emerging markets, I have + 10 years of experience in trying create universally understandable patterns for concepts which do not map to anything the consumers have previous experience of. The complexity of communicating new technologies in a language of interactions for which the conventions are varied and often less than intuitive is an everyday challenge. If we perform badly, the consumers will not like our product and may come to the conclusion that this new technology is too difficult for them to understand. If we perform adequately, the consumers overcome the hurdles but do not enjoy using the device. If we succeed, the consumers will discover new worlds and feel encouraged to try out even more new things, and all this with a smile on their face.

This paper tells a story of an attempt to create a universally comprehensible language of touch interactions from the viewpoint of mobile interaction design. The story begins in 2007 with the launch of the first real consumer touch device: iPhone, and ends in where we are today with an effort to predict what will happen in future. With this historical perspective I attempt to describe the methods used to create such a language and the trials, errors and evaluations of past projects.

The methodologies used in interaction design are mainly ethnographic consumer research, benchmarking, participatory research and usability research. My own background in linguistics and different discourse analyses play a big role in how I approach this task. The research and design questions we ask every day are for example: what engages consumers, what feels intuitive to whom and why, and how can we build a system or a language of interactions which feels like a whole within the system but also in how it connects to the world around it.

Keywords  
mobile, interaction design, touch interaction, user research
Stopping and preventing turn entry: Gestures as a tool for holding on to a turn

This article shows that gestures in talk-in-interaction are used by a current speaker for either stopping or preventing a co-participant from taking a new turn at talk, and thus maintain the current speaker’s right to hold the floor. This paper builds upon and complements previous research on the importance of embodied resources in the organisation of turn-taking, especially in group conversations and institutional settings. This research uses the conversation analytic method, and the data used in this article consists of approximately 6 hours of videoed, naturally occurring conversations, including both native and non-native speakers of English. The findings of this research indicate that speakers actively regulate their interlocutors’ participation by using gestures for stopping an already initiated interruptive turn entry in its early stage and gestures applied before a turn entry by a current non-speaker in order to hold on to his/her speakership after having reached turn completion. Furthermore, one separate case suggests that a turn-holding gesture can also function as a non-verbal suspension turn, which temporarily halts an ongoing course of action when it intersects with another, more urgent action or activity.

Keywords
Conversation analysis; Turn organisation; Gestures; Turn-holding; Participation; Multimodality
We hope to present recently collected data regarding social interaction ‘in the wild’, that is, of activities that take place outdoors, outside built environments. The data involve groups of people (e.g. mushroom pickers, nature tourists, hikers, hunters), who explore the wilderness and construct their activities in relation to other participants and the surrounding nature.

In the data session we would like to focus on some social-interactional activity and examine how the participants use language, embodied practices and the material context. The data come from video-recordings that involve movement through the environment and as such they present a case of complex multimodal involvements which are managed and adjusted in different ways. It is these adjustments that we would like to explore in detail in this data session.

Methodologically we rely on conversation analysis, which provides the means for examining social practices as they emerge and evolve through participation and collaboration in multiparty interactions (see e.g. C. Goodwin 1994, M.H. Goodwin 2006).

References

Keywords
complexity, interaction, video, conversation analysis, nature
Bringing Mobile Devices into the English Classroom – trajectories of classroom participation

This study is part of research that explores through nexus analysis (Scollon and Scollon 2004) how the introduction of mobile devices transforms foreign language learning and teaching in a Finnish lower secondary English classroom. The research aims to gain a deeper understanding of the complex learning process in mobile-assisted language learning environments, the practical goal being to find practices for future language learning and teaching. The research is built on recent research into mobile language learning and mobility. The current study draws upon multiple data gathered between September 2012 and April 2013 including video recordings of lessons, field notes, children’s technological timelines, Facebook logs and questionnaires. 17 children (13 yrs) were involved in this study. The following questions will be addressed: 1) How are discourses leading into and away from the mediated actions in the classroom reflected and enacted in classroom participation? Pedagogical implications of the findings will also be discussed. This study will concentrate on discourses that involve the concepts foreign language learning in its historical sense, mobile language learning and, mobile technologies as these are the most significant for the study. ‘Participation’ refers to how the children by interacting with the human and non-human (documents, objects, technologies, the classroom itself) actors recurrently form the nexus of practice, as well as their identities as language learners. Different discourses embedded in these social actors enter and leave the nexus of practice along trajectories of transformation. The findings show that the children’s actions are mainly informed by discourses that promote the traditional view on language learning or that originate from the mass production and marketing of personal mobile technologies. The teacher’s attempt to foreground discourses that support mobile language learning is undermined by these two dominant discourses. Consequently, the children largely exclude possibilities for mobile language learning through their participatory trajectories.

Keywords
mobile learning, classroom participation, EFL, nexus analysis
Negotiating agency: the case of a `challenging´ pupil

The study draws on mediated discourse theory and the socio-cultural view on language learning. It focuses on multiple data acquired from an encounter between Elli (12 yrs), her parents and her English teacher who was also in the role of a researcher during a visit to Elli’s home. The complexity of the various relations of the research participants and interaction rituals arising in the space of home afford potential growth (empowerment) or the opposite (submissive stance) for interactants’ agency building. The findings suggest that instead of seeing formal and informal sites of learning as separate entities the borderline can be seen as a mediational means for different roles, positions and identities for the participants. The case illustrates how nexus analysis as a research strategy can help the researcher and the other participants to see learning in a new light; Language learning is not only accomplished by an individual learner but shaped by a wider network of social actors participating in the learner’s life. The study has implications for curriculum design from the socio-cultural perspective taking into account also the sites of learning beyond the school.

Keywords
agency, socio-cultural approach, nexus analysis
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*Task-initiating sequences in videoconferencing classes for the hearing-impaired*

This paper develops a conversation analytic description of the sequential organization of task-initiating sequences at the beginning of 20 videoconferencing classes that were part of a writing course for the hearing-impaired employees of a bank group in Italy. The participants were 10 students and 2 teachers; each student-teacher pair was recorded twice. The analysis focuses on the zone of interactional transition (Markee, 2004) from the pre-beginning (including greeting and how-are-you sequences and the solution of technical problems) to the start of the task, during which the students discussed and were given feedback on their written homework. This zone of interactional transition is a crucial sequential environment, where participants need to achieve and display a situated and multimodal understanding (Mondada, 2011) of their actions in order to accomplish the shared goal of getting on task in the complex instructional setting of the videoconferencing class. Participation then requires the skillful and timely management of a variety of multimodal resources (such as talk, the chat feature, material artifacts, eye gaze, and other embodied nonverbal actions) that are intertwined in laminated contextual configurations (Goodwin, 2000, 2011, 2013). The use of such resources varies depending on the level of the students’ impairment. Preliminary findings suggest that task-initiating sequences may consist of five parts: 1) a sequence boundary turn that displays an orientation to the beginning of the task; 2) the establishment of a common focus of attention; 3) a sequence dedicated to sharing the focal written material; 4) the formulation of instructions or the announcement of how the activity will be carried out; and 5) the actual beginning of the task. Through the sequential organization and composition of these parts students and teachers display their level of availability to engage in the task and their identity as skilled participants in videoconferencing classes.

**Keywords**
Conversation Analysis, multimodality, videoconferencing, special education, web-based instruction
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*Accomplishing transitions between activities at the workplace*

This paper investigates the practices and resources used when collectively accomplishing transitions between activities at the workplace. The data consist of video recordings collected at different workplaces. Our paper draws on recent conversation-analytic studies on the use of multimodal resources in accomplishing transitions between (phases of) activities (Deppermann et al. 2010; Robinson & Stivers 2001, among others) and in initiating new interactional projects (Kärkkäinen & Keisanen 2012; Keisanen & Rauniomaa 2012, among others).

We examine how multiple participants move from one activity to another and collaboratively arrange their bodies and simultaneously coordinate their actions for the purpose of a new activity. We focus on the kind of multimodal resources that are used to initiate the subsequent activity and the associated talk: what verbal and bodily cues are used to initiate it and how the surrounding objects and artefacts and the arrangement of the room influence it. Our findings suggest that the transitions from one activity to another are first achieved through bodily means and only subsequently verbalized. As we examine these in institutional workplace environments, we also shed new light on the kind of multimodal practices and resources that help to establish and maintain institutional routines and roles.

**Keywords**
conversation analysis, multimodality, transition, interactional project, workplace
Gender, players and the assumed lack of skillful participation in gaming

In this study I looked for and described aspects of player culture which contribute to gender inequality in gaming. Earlier studies have found gender beliefs in game design and marketing or among players themselves to be a contributing factor. This study helped to bridge the gap between the studies of either game design or emergent player culture within the game. Using the concepts of mediated discourse analysis and nexus analysis I examined the player culture in and around World of Warcraft (WoW). I collected and analyzed 239 replies to an online player survey about the players’ own experiences, gathered reflective notes on game play mechanics, and analyzed game guide pictures from Blizzard Entertainment’s Internet site.

I discovered that skillful participation in emergent player culture and the game play itself are a significant factor of how players organize themselves socially. Several social practices contributed to gender inequality in WoW player culture, including use of gendered humor, harassment and intentionally misleading representation of gender. These are made possible by the design of WoW game mechanics and are influenced by negative discourses on gender circulating in WoW player culture. These discourses include the gender beliefs that women are helpless and unskilled in the game - both in participating in the practices of emergent player culture as well as in the actual game play itself.

Present both in players’ life-time experiences and the game design in and outside the game, these gender beliefs are further enforced by being repeated by the players in the game. Studies such as this one may help guide game design towards inclusivity, which in its part could help alleviate the gender inequality currently inherent in much of player culture itself. This would open up further opportunities for women in gaming as a field.

Keywords
nexus analysis, gaming, MMORPG, gender
Multimodal resources for initiating repair in complex settings

This paper analyses other-initiations of repair (OI) in copresent and technology-mediated activities in different complex settings. In all interactions OIs are crucial for maintaining intersubjectivity. In this paper, we show how the action of initiating repair is shaped by the affordances of different activities and their material ecology. The analysis demonstrates how different modalities are temporally divergently organized, yet interconnected in interaction. In essence, we describe how OIs are accomplished through the coordination of verbal and embodied resources and the use of objects or technology.

The paper contributes to recent research on how different modalities shape and are shaped by complex interactional settings, involving multiple participants (e.g. Neveile et al. forth). It also contributes to emerging research on the use of multimodal resources in repair sequences and sheds light on how repair is organized in object-based and technology-mediated environments. Although different repair phenomena have been studied extensively in CA work, research on the role of multimodal resources in repair activity is still scarce (cf. Seo & Koshik 2010). As far as we know there is no research on how objects and technology feature in repair activity.

Our data come from three different settings: everyday conversations, co-located gaming and classroom interactions. The data is analysed by using CA in combination with multimodal interaction analysis (e.g. Goodwin 2000). The findings show how the ongoing social project, its material and physical surroundings and evolving participation frameworks matter for repair organization.


Keywords
other-initiation of repair, complex settings, technology-mediated interaction, conversation analysis, multimodality
Words in a conversation are not just what is said, but also how it is said. In other words, speech conveys emotions too. Emotional markers in speech signal are not easy to follow if a person has a hearing and visual impairment, as emotions are expressed in a very complex way not yet fully understood by speech science (Waaramaa, 2008). Certain facial muscle movements indicate specific emotions. Most of us recognise these naturally, but it can also be learned. All in all, there are seven universal facial expressions. (Ekman, 2004). Emotions carry very important information in the dialogue – the so-called underlying messages.

Emotional content in speech can be enhanced by using touch based messages called haptices related to basic emotions, such as smile, angry etc. Haptices for example using ERH (emotional response hand) can convey the emotional content of the sentence uttered in a neutral tone to be better intelligible for the hearing and visually impaired receiver because of possible distortion caused by assistive hearing devices. (Lahtinen, 2008; Lahtinen, Palmer & Lahtinen, 2010).


Keywords
emotions, haptices, speech perception, hearing impairment
In our paper, based on videotaped conversations in Finnish and Italian, using the methodology of interactional linguistics, we explore complex actions in which entities concretely present in the environment are first made salient through embodied means and then assessed or otherwise commented upon.

Many previous studies have focused on embodied means of referring accompanied by verbal forms, such as deictics (e.g. Clark 2003; Eriksson 2009). Other researchers have noted that reference can be achieved through embodied forms only (e.g. Goodwin 2003), but have typically concentrated on contexts where verbal means are not available. However, Kärkkäinen and Keisanen (2012) have considered complex social action formats where referents are initially made available through embodied actions that are followed by a verbal offer incorporating an overt mention of the referent, or an offer that is entirely embodied. In our data, a verbal assessment or another type of verbal action may follow the initial embodied action without any overt mention of the referent, in both Italian, a ‘pro-drop’ language, and in spoken Finnish, which favors pronominal mentions for focal referents.

Our paper will show how an entity manipulated by participants and or otherwise brought into play in interaction is made salient through embodied and verbal action, and how the interactive and collaborative emergence and timing of embodied and verbal actions is also enabled and made projectable by the serial nature of the complex embodied activities participants are engaged in.

References

Keywords
reference, embodiment, temporality, assessment, complex sequences
Jokes, pathos and puppies: skilled participation on Imgur.com

This paper explores social interaction on the photo sharing website Imgur.com, focusing on the skilled practices members must be familiar with in order to participate successfully according to the norms of the site. Nexus analysis (Scollon & Scollon, 2004) is used to identify the key discourses, histories, skills and relationships that come together to shape the social interaction on the site. Nexus analysis is ethnographically informed, and participant observation is a central part of the data collection process. The main data consists of images and comments that site members post, including the interaction that the researcher engages in with the other members through use of the interactive tools that the site provides. The site structure and other contents of the site are also analysed, and a survey of what is said about the site elsewhere on the internet is performed. Individual site members are contacted directly for interviews to gain another viewpoint into the experience of participating on the site.

This paper reports on preliminary findings from the study, highlighting the interaction styles members engage in in order to succeed on the site. A sense of competition pervades the site interactions, influenced by the technical structure of the site. Members aim to post images and comments that others will “upvote”, and some of the most popular topics for posts are jokes, touching or provocative content, and cute animals. These findings show that the social scene on Imgur is highly complex, requiring participants to have specific skills and extensive experience of online interaction in general.

Reference:

Keywords
nexus analysis, online interaction, digital ethnography
The role of multiple interaction in technological mediated contexts

1. Research aims
The aim of research project is to understand the nature of complex interactions, with particular attention to dialogical and dynamic aspects attaining with the processes of co-construction of knowledge in a collaborative mediated technological environments.

2. Theoretical background
Andriessen (2009) in case study concerning the features of collaborative argumentation in an university context, tries to understand the peculiar aspects of argumentative interaction. The studies on grounding processes of argumentative interaction contribute to gaining more insight into the characteristiques that can support dialogue in collaborative learning environments. The grounding processes, defined as interactive, are concerned on how mutual understanding of knowledge can be constructed and developed (Sacks, 1985).

3. Research objects
In the analysis the data, we take into account the linguistic features concerning the threads of forum in mediated technological contexts with particular attention to dialogical forms of teacher-students and students-students interactions.

4. Conclusions
The study, conducted using a qualitative approach, can be considered a point of departure for research on argumentative interaction taking into account the voice of the participants. Another important aspect, emerging from the research, concerns the role of technologies in providing new tools and new means for understanding the way social realities get constructed through discursive interactions. The results of research project leads to the assumption that a substantive theory of argumentative interactions make sense to understanding the interactional complexity underlying in participants stories.

Bibliographic references

Keywords
category-mediated technology- argumentation- qualitative approaches- conversational analysis.
Virtual pointing as a technique for coordinating action in technology-mediated shared tasks

Within the framework of CA and multimodal interaction analysis, this paper investigates how participants coordinate their participation in joint tasks in two different technology-mediated settings. The data consist of naturally occurring interactions from domestic video gaming and distributed work meetings. While the gaming involves co-located participants, the meetings are held by remote co-workers in a company’s intranet. Despite obvious differences (e.g. leisure vs. work), the two datasets display common features with regard to multimodal structuring of interaction and organization of participation. In both cases one person has a unique position in that s/he is in control of the task and able to use a device (mouse or controller) to carry out actions related to the shared task. The participants “in control” incorporate the device – in addition to its default properties – as a technological resource for visualizing and coordinating their own and others’ ongoing activities. This paper analyses how the resources afforded by the two settings are used to accomplish virtual pointing as a communicative act. We examine how pointing by means of a mouse or controller is achieved, what forms it takes and how it is used for coordinating attention, structuring interactional space and organizing different modes of action (e.g. talk and on-screen actions). Found patterns include on-screen sweeping and circling movements of the cursor as well as focused pointing at single items. Through these practices of virtual or extended gesticulation parties in control of the device manage and make visible for co-participants, for example, transitions between local tasks, decision-making processes, or orientations to sequentially relevant responses and next actions. Findings suggest that these practices are important resources for recruiting the attention and participation of others so that actions can be configured interactively.

Keywords
pointing, participation, technology-mediated interaction, video gaming, remote meetings
Undoing errors: Re-establishing joint action in a live music performance

When playing live music, interruptions and restarts are generally avoided at all cost. If mistakes do occur, musicians aim to restore synchrony in the flow of music. This is in contrast with rehearsals where the main mode of action is that of a conductor or band leader interrupting the collective action and then highlighting the problems (1,2). A single deviant case video analysis of a live performance by Kings of Convenience playing the song “I’d Rather Dance with You” (2011) was conducted to show what happens when an exceptional interruption and a restart occur in a live music performance.

In addition to previous research on collective music-making, the analysis builds on the existing conversation analytical findings on corrections. Immediate other-correction as well as self-correction or post-self-correction repeat (3) are scrutinized. Since playing live music represents a form of joint action with limited possibilities for verbal communication, ideas on non-verbal cues and bodily quoting (4) are also utilized.

During the song’s intro, a guest trumpeter produces a few faulty notes, after which the lead singer interrupts the play and immediately counts in a re-start to the song. Are we witnessing an other-correction and the breach of the rule “don’t stop the music” simply because of a few faulty notes? A sequential and multimodal analysis of the two starts shows that this is not the case. The interruption and restart are used to regain the musical flow, but even more so to provide leadership and to solicit heightened audience participation.

References

Keywords
joint action; music-making; corrections
This paper focuses on actions that can be characterized as routinized and simple, namely requesting a concrete product and granting the request at kiosk. We will show that these actions involve complex coordination of verbal and embodied moves by the participants and finely tuned adjustment of the moves to the physical arrangements of space at the kiosk (cf. Sorjonen & Raevaara forthcoming). In recent conversation analytic research, there has emerged an increased interest in the use of multimodal resources in interaction: in the intertwining of turn design, embodiment and the surrounding physical context in constructing social actions. We draw from and contribute to this line of research.

The data consist of videotaped encounters at Finnish kiosks. The encounters are routine occasions for the seller and often for the customer, too. Many customers visit the kiosk regularly to get some specific product, e.g., cigarettes or lottery tickets. Customer's request is in most cases verbally minimal and its timing is adjusted to her/his arrival at the counter. The seller, in turn, often initiates an anticipatory bodily move to a complying action already before the completion of the request. Through the coordination and timing of their verbal and embodied actions, the participants display orientation to the quick tempo of routinized transactions at kiosks. We will show that an orientation to this “institutional fingerprint” of kiosk encounters is displayed also in cases in which the encounter is constructed as a non-routinized one.

The great economy in the management of tasks at hand and routine character of the encounters is based on and supported by the mutual familiarity of the situation and reliance on shared understandings of the indexical meaning of multimodal resources.

Reference

Keywords
turn-design, embodiment, temporality and timing of actions, kiosk encounters, conversation analysis
Interaction is not a simple thing. Several recent approaches within the Humanities and Social Sciences have turned to solving the problem of complexity. In linguistics, taking into account the multimodal and embodied aspect of meaning making meant that a significant amount of features and variables had to be added to explaining any interactional situation. The title of my presentation has the brackets in a slightly different place from the title of the symposium. With that placing, I want to draw attention to and discuss what is actually meant by ‘inter’? What is the ‘between’? Can we solve the complexity issue by solving first what we mean by the ultimately relational aspect of any situation, also that of interaction? I explore and compare various takes on relationality (e.g. symbolic interactionism, grounded theory, ethnomethodology and agential realism), with a special focus on how the approach deals with materiality as a relational practice.

Keywords
Complexity, relationality, materiality
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Jointly structuring shared spaces of meaning and action around objects  
in early infancy: the case of book sharing

How do infants grow in and into culture? How do they become competent participants in networks of meaning making including people and artifacts? Whereas researches interested in cultural learning often start looking at the end of the first year when infants supposedly first master to coordinate their engagement with people and objects. We, however, explore the early development of infant-caregiver-object interactions in a naturalistic longitudinal study, where 10 infants were visited from 3-12 months. Taking book sharing interactions as a case study - one of the earliest (and also inherently semiotic) cultural activities practiced together – we report that infant-caregiver-object interactions regularly occur from as early as 3 months.

Using qualitative video analysis on a micro-level, drawing from methodologies adapted from conversation and interaction analysis, we show how caregivers and infants practice the activity in a highly co-ordinated way with the infants actively participating and co-ordinating their attention between mother and object from the beginning.

We sketch a developmental trajectory of book sharing over the first year and show that the quality and dynamics of book sharing interactions undergo considerable change as the ecological situation is transformed in parallel with the infants' development of attention and motor skills. In conclusion, to more fully understand the development and qualities of triadic cultural activities such as book sharing, we need to begin by looking at early development and investigate how shared multimodal spaces of meaning and action are structured together in and through interaction, creating the substrate for later cooperation and cultural learning.

Keywords  
infant development, action coordination, participatory sense-making, cultural learning, micro-analysis
In my presentation I look at the embodied means judo teachers use to construct transitions from observing the students to teaching them new techniques. The ways in which transitions from one activity phase to another are conducted by the teachers display their skilled action. A variety of multimodal resources are employed to create and manage the participation frameworks (Goodwin 2003) of a judo class. My research approach is conversation analysis, which, I feel, presents the best methodological tools available to examine the data I have gathered: video recordings of actual teaching situations in a Finnish judo class for beginners. The preliminary findings suggest that the transition phases from observing to teaching are initiated by primarily bodily means. The transition is triggered by the teacher assessing the timing for a transition. This includes both evaluating the available time for that particular teaching phase as well as the physical location and actions of the students. Having established the timeframe, the teacher initiates the actual transition by moving to a location where s/he is more visibly accessible to the students. Broth and Keevallik (2014) have shown how the students’ movement can function as a sequentially relevant response to the teacher’s directive. This study, in turn, illustrates how the teacher’s movement prompts a response from the student. So institutionally-laden is movement in this setting, that actual verbal resources are typically secondary resources, employed when officially marking the end of the observation phase. By the time verbal resources are employed the students have typically already oriented to the transition.


Keywords
Transition phases, participation frameworks, skilled action, embodied interaction.
Sharing Space: the multiparty accomplishment of mobile territories and trajectories

This paper aims to revisit and further develop the 'observers maxim' (Hester and Francis, 2004) in relation to interaction, categorisation practices and 'mobile scenes'. Drawing on concepts provided by Goffman (1972) and complimenting existing ethnomethodological work relating to categorisation on the move and of movers, the paper presents an analysis of multiparty, predominantly non-verbal, interaction in 'shared space' settings - urban spaces where expected material and visual resources for demarcating 'appropriate' positions, movements and trajectories are removed or absent. Utilising video data, the paper will present initial findings relating to the methods in and through which - in the absence of lanes, traffic lights and pavements - mobilities and territories are negotiated on the move (Jensen, 2010). Examples presented in the paper focus, in particular, on the empirical detail and accomplishment of what Goffman called 'body glosses' which ensure “the direction, rate, and resoluteness of his proposed course will be readable.” Of particular interest is the, necessarily, multimodal nature of these 'intention displays' as they occur between the 'vehicular shells' of categories of drivers, cyclists and pedestrians. Here, moving beyond the use of formal rules (e.g. 'pedestrians give way to cars') as explanation, the paper suggests a form of non-verbal preference organisation accomplished in and through the inspectable movement(s), pace and course of participants to the scene; categorial and sequential work upon which the lived order of shared space scenes is built.


Keywords
mobility, categorisation, territories, ethnomethodology, observers maxim
Proposals as a mean to produce and organise collaborative talk

Within interactional studies, collaboration has been studied in a wide range of contexts: a helicopter cockpit (Linde, 1988), the navigation of large vessels (Hutchins, 1990), the London Underground line control rooms (Heath and Luff, 1992), young girls playing or archaeologists at work (Goodwin, 2000), etc. Be it at sites of work or in the common aspects of everyday life, people sharing common tasks orient to each other and to their surroundings to accomplish those tasks.

Our study is based on 2.5 hours of collaborative talk, in which we have counted over eighty proposals (Fox 2007 on social actions). Expanding on Couper-Kuhlen’s (In press) article on grammar and social actions, we analyse the role of proposals as a social action in the context of collaborative talk. Our findings show that proposals, in their vast majority, are used to express the possibility of an action, and are addressed to the group.

Bringing together the nature of collaborative talk as a social context and the nature of proposals as a social action, we argue that the latter are an efficient way to produce and organise collaborative talk.

References:

Keywords
social action format, collaborative talk, proposals
This paper investigates the use of try-marking in relation to relative clauses (RCs) in French talk-in-interaction. Try-marking refers to a practice of producing a referential form with a rising intonation contour followed by a pause, making the recipient’s confirmation of the referent relevant (Sacks & Schegloff, 1979). This practice has been studied in English (Ford, Fox & Thompson, 2002) and in French (Pekarek Doehler & Stoenica, 2012), but no previous research has documented the use of try-marking in relation to RCs. It is this particular use that constitutes the focus of this paper, as exemplified in lines 01-04 of the following excerpt:

01 PEN: donc il a dit qu’il nous fournissait des don grandparents,
02 (0.5)
03 DAN: ouais yeah
04 PEN: smack . hh alors qu’on allait qu’on analyserait à deux ((the turn well that we were that we would analyze by two
05 continues))

The database for this study consists of 3 hours of video recorded informal interactions between students, transcribed according to conversation analytic conventions. Based on the theoretical and methodological framework of interactional linguistics (Ochs, Schegloff & Thompson, 1996), this paper shows two things: 1) the try-marking is produced on referents mentioned for the first time in conversation or on referents marking a topical shift; 2) sequentially, the try-marked referent may precede the RC or it may constitute the last element of the RC.

Preliminary findings indicate that speakers orient differently to the restrictiveness or non-restrictiveness of the RC, depending on where precisely the try-marking occurs. In addition, try-marking seems to be linked to information flow, its use resulting in a syntax distributed across two interactants, as a proof of the complex mutual negotiation of referential common ground.

Keywords
relative clauses, try-marking, interactional linguistics, syntax, interaction
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The complexity of restorying (intra)actions through Object theatre

Object theatre is a method developed as part of the methodology of the apparatus of material storytelling (Strand 2012, 2014) based on Karen Barad’s notion of the spacetimematter manifold (Barad 2007).

On this theoretical and methodological backdrop (2) the data session aims (1) at showing the complexity of dis/continuous restorying actions as they are enacted through this method of using small artifacts placed in a box of sand as means of configuration.

The data material (3) comes from video-recordings of a session between a supervisor and a supervisee elaborating the hierarchy of priorities on the daily work-shift of the supervisee.

The findings (4) are that this intra-action (Barad 2007) enables story rework across multiple space and timescales.

References

Keywords
Storytelling, complexity, intra-action, objects
“Don’t even touch anything“: IT and interaction in teacher training videos

The extended use of IT devices has raised scholars’ awareness to its impact on the organization of classroom interactions. For example, Lotherington (2011) has emphasized the role of IT, multimedia, multimodality, collaborative communication, agentive participation and multitasking for a contemporary understanding of communicative competences.

In 2010 a video portal (http://mestertanarvp.ektf.hu) has been launched by a Hungarian teacher training college with a stated goal of sharing good practices, e.g. using IT in education. This site targets the training of future teachers. In my presentation, applying Conversation Analysis, I provide a multimodal description of videos selected from the corpus of this internet site (16.3 hrs). Editorial notes on this site suggest that the videos demonstrate how the use of IT devices revolutionize teaching, engage and motivate students and support group work. Based on the interactional analysis of the recordings (cf. Kääntä 2010), I argue that even though the use of IT is claimed to be the facilitator of student agency, the observed interactional practices are very teacher-centered, i.e. the teacher dominates and controls the verbal production of the students and their use of the IT devices. These observations uncover certain implicit ideologies on the roles and the process of education.

My study is part of a research project which investigates authoritative and democratic learning environments and targets the better understanding of the situated co-construction of agency and identities, and their significance in learning and teaching.

References

Keywords
Classroom interaction, agency, multimodal analysis, IT, ideologies on education
Repair initiation of audio trouble in remote courtroom hearings

This communication explores how members of a multiparty institutional interaction deal with trouble in hearing through videoconference. Repair refers to practices for dealing with problems of hearing, speaking, and understanding talk (Schegloff et al. 1977). In mediated settings, producers experience their turns without flaw whereas remote participants may experience the same turn distorted. This creates asymmetries in the access to the detection of a problematic talk (Rintel 2013). In multiparty settings, the remote participants are furthermore not always the addressees of the trouble talk.

In courtroom, members do not have the same entitlement to speak. This presentation explores how asymmetries in interaction affect the way participants initiate repair.

We will use a Conversation Analysis perspective in order to document how participants point out audio issues to maintain participation framework. The research is based on a video-ethnography of two regional Courts of Appeal in France where videoconference is used, that is to say the defendant appears from prison. Over 180 pre-trial hearings were video recorded. This presentation will focus on a collection of episodes where a participant points an audio issue extracted from these data. The episodes were transcribed using Elan annotation tool.

We argue that through the initiation of repair, members display both their experience and knowledge of the trouble, their entitlement to speak, and their responsibility to find a solution depending on their role (member of the court, defendant or counsel).


Keywords
Repair; videoconference; entitlement; courtroom