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TAGUNG • VEREINIGUNG FÜR ANGEWANDTE LINGUISTIK IN DER SCHWEIZ
❄️ UNIVERSITÄT BASEL 6.-8. JUNI 2018

AVI▶E●

TURN

IN LINGUISTICS?

METHODOLOGIE • ANALISI • APPLICATIONS

ABSTRACTS

TABLE OF CONTENTS

Foreword		4
Committees		5
Conference Programme		6
Keynote Lectures		12
Individual Papers		23
Word cloud		82
Sponsors		83



FOREWORD



A VIDEO TURN IN LINGUISTICS?

University of Basel

06-08/06/2018

<https://vals-asla2018.philhist.unibas.ch>



We are very proud of presenting a rich program, dense with international contributions displaying the vitality of the field of video studies and the diversity of topics it covers.

The conference is motivated by the evidence of an increasing use of video data and methodologies in the human and social sciences in general, and linguistics in particular – and at the same time by the observation that video production and video analysis still need to be fully reflected both conceptually and analytically.

The use of video is spreading in all domains of the human and social sciences, and particularly in linguistics and applied linguistics. This « video turn » has several methodological, theoretical, and applied consequences. Methodologically, video allows the researcher to collect data of increasing complexity, in order to document not only the gestural and embodied dimension of spoken language but also the visual dimension of written language, as well as the visual and embodied aspects of technologically mediated communication. Crucially, the use of video raises theoretical issues, inviting to re-think language, action, cognition, culture and social order, by recognizing the fundamental importance of embodiment and more generally of multimodality. The applied consequences are important too, since video offers new ways of communicating, sharing, and circulating scientific results, in particular with people filmed and targeted by video research.

Despite a real boom experienced by video these last decades, a lot of theoretical and analytical issues, methodological and technological problems, and questions about the usability and impact of video data remain. Often the potentialities of video remain underestimated and under-exploited. This conference aims at showcasing and reflecting about the diversity of uses of video in linguistics and neighboring disciplines.

In particular, it gathers together scholars contributing to the following topics:

- a) multimodal analysis through the use of video recordings
- b) methodological issues concerning the use of video data
- c) applied issues concerning the use of videos for communicating with the public

We are very happy to welcome you in Basel and very excited about discussing these issues during the conference.

Lorenza Mondada

Chair of the conference

On behalf of the organizing committee

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Lorenza Mondada | Universität Basel

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Reinhold Schmitt | IdS Mannheim
Anja Stukenbrock | Université de Lausanne
Marta Zampa | ZHAW, Winthertur

6 JUNE | WEDNESDAY MORNING

08:00 - 09:15	Registration		
09:15 - 09:30	Opening		
09:30 - 10:30	<p>Keynote Lecture Hörsaal -101 Arnulf Deppermann Inst. Deutsche Sprache, Mannheim <i>Why does linguistics need video-analysis and video-corpora?</i></p>		
10:30 - 11:00	Coffee Break		
11:00 - 12:30	<p>Seminarraum -201</p> <p>Adrian Yip^{1,2} & Veronika Schoeb¹ ¹Hong Kong Polytechnic U., ²Queen Mary U. <i>"Remember what exercises we did?": Responses to instructions during exercise training in physiotherapy</i></p>	<p>Seminarraum +207</p> <p>Biagio Ursi Lab ICAR Lyon <i>Le refus suite à une offre pendant des repas entre ami(e)s : une étude séquentielle et multimodale</i></p>	<p>Hörsaal -101</p> <p>Lorenza Mondada U. Basel <i>On filming and transcribing tasting: Public visibility and intersubjectivity</i></p>
	<p>Sara Merlino U. Basel <i>Multimodal cueing practices for the recovery of language in aphasia speech therapy</i></p>	<p>Ioana-Maria Stoenica U. Neuchâtel <i>A multimodal analysis of the use of relative clauses in French talk-in-interaction</i></p>	<p>Thomas Hillman¹, Oskar Lindwall¹ & Barry Brown² ¹U. Gothenburg, ²Stockholm U. <i>Choosing and using instructional videos</i></p>
	<p>Karola Pitsch U. Duisburg-Essen <i>Address, reference and reciprocity: Participation in training of mass-casualty incidents</i></p>	<p>Evelyne Berger, Simona Pekarek Doehler & Klara Skogmyr Marian U. Neuchâtel <i>From multi-word expression to interaction-organizational resource: A multimodal analysis of 'comment on dit' (how do you say) in second language interaction over time</i></p>	<p>David Monteiro U. Basel <i>Adjusting mobile camera operation and participation to interactional and material contingencies in doing CA research</i></p>
12:30 - 14:00	Lunch		

6 JUNE | WEDNESDAY AFTERNOON

	Seminarraum -201	Seminarraum +207	Hörsaal -101
14:00 - 16:00	<p>Polina Mesinioti¹, Jo Angouri¹, Dimitrios Siassakos², Stephen O'Brien² & Tim Draycott² ¹U. Warwick, ²North Bristol NHS Trust <i>'Okay blood pressure now': Doing leadership and managing directives in obstetric emergencies</i></p>	<p>Sara Keel U. Basel <i>Articulating touch and instruction in parents' and young children's accomplishment of everyday tasks</i></p>	<p>Petteri Laihonen & Tamás Péter Szabó U. Jyväskylä <i>Advantages and challenges of the digital turn in linguistic landscape projects on educational settings</i></p>
	<p>Jessica La & Ann Weatherall Victoria U. Wellington <i>Videod displays of pain in medical consultations</i></p>	<p>Anne-Sylvie Horlacher U. Basel <i>Becoming the third party: Apprentices embodying a summons in hair salons</i></p>	<p>Tom Koole & Paulien Harms U. Groningen <i>Note-taking as recipient action</i></p>
	<p>Ana Cristina Ostermann & Minéia Frezza UNISINOS <i>Zooming into what matters: The double bind affordance of fetal ultrasound technology</i></p>	<p>Monika Messner U. Innsbruck <i>Der Einsatz multimodaler Ressourcen in der Orchesterprobe</i></p>	<p>Sofian A. Bouaouina, Lorenza Mondada, Hanna M. Svensson & Burak S. Tekin U. Basel <i>Measuring distance in pétanque games: Participants' practices and ways of filming</i></p>
	<p>Brian Due U. Copenhagen <i>Interacting with a telepresence robot: Mobility, space and embodied practices</i></p>	<p>Johanna Kehr TU Dresden <i>Multimodale Analyse von Instruktionsgesprächen im Instrumentalunterricht</i></p>	<p>Laurent Camus U. Basel <i>Filmic reflexivity in action: The interactional production of objectivity</i></p>
	16:00 - 16:30	Coffee Break	
16:30 - 18:00	VALS-ASLA GENERAL ASSEMBLY		
18:30	Welcoming Reception		

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7 JUNE | THURSDAY MORNING

08:30 - 09:30	Registration		
09:30 - 10:30	Keynote Lecture Hörsaal -101 Christian Licoppe Télécom ParisTech <i>Video-mediated communication (VMC): The organization of visibility, talk-in-interaction and participation in fragmented ecologies</i>		
10:30 - 11:00	Coffee Break		
11:00 - 12:30	Seminarraum -201 Jessica Douglah Stockhom U. <i>The interactional role of the mirror in show dance classes</i>	Seminarraum +207 Safinaz Büyükgüzel & Johannes Wagner U. Southern Denmark <i>Interactional accomplishment of calculations in scrum meetings</i>	Hörsaal -101 Wolfgang Kesselheim, Christina Brandenberger & Christoph Hottiger U. Zurich <i>What is the phenomenon? The multimodal achievement of joint discoveries in science centres</i>
	Monica Simone & Renata Galatolo U. Bologna <i>Instructional practices in indoor climbing with blind and partially-sighted athletes</i>	Mick Smith UCLA <i>Navigating physical & epistemic landscapes: How mobility in the field structures practitioners' understanding of geologic phenomena</i>	Kristian Mortensen & Johannes Wagner U. Southern Denmark <i>Inspecting objects in social interaction</i>
	Francesca Astrid Salvadori U. Milano <i>Translating feelings into actions: Communication and collaboration between motorcycle race drivers and their crew chief</i>		Florence Oloff U. Oulu & U. Basel <i>Pointing at displays: Using smartphones as social objects</i>
12:30 - 14:00	Lunch		

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7 JUNE | THURSDAY AFTERNOON

	Seminarraum -201	Seminarraum +207	Hörsaal -101
14:00 - 16:00	<p>Philippe Sormani U. Lausanne <i>Playing and Displaying "Move 37": the "Story of 'Oh'," a Multimodal Achievement in Situ</i></p>	<p>Mandira Halder U. Genève <i>La vidéo comme un outil d'auto-confrontation à l'habitus des enseignant-e-s : le cas des enseignant-e-s généralistes dans le Canton de Vaud</i></p>	<p>Kenan Hochuli, Wolfgang Kesselheim, Christoph Hottiger & Christina Brandenberger U. Zurich <i>Eye-tracking and Conversation Analysis: A theoretical discussion of the approach to gaze 'from within' interactants</i></p>
	<p>Burak S. Tekin U. Basel <i>On the incongruences in human machine interactions: Mutual intelligibility, responsibility and agency</i></p>	<p>Christine Develotte, Heike Baldauf-Quilliatre & Justine Lascar Lab ICAR Lyon <i>Sensibiliser les pouvoirs publics au rôle du médiateur numérique via la vidéo in situ</i></p>	<p>Geert Brône¹, Clarissa Weiß² & Elisabeth Zima² ¹U. Leuven, ²U. Freiburg <i>On the role of eye gaze in competition for talk. Simultaneous starts in triadic interactions</i></p>
	<p>Isabell Neise & Axel Schmidt Inst. Deutsche Sprache, Mannheim <i>When spectators talk back: Practices of audience involvement in broadcasted video games</i></p>	<p>Emilie Jouin-Chardon¹, Justine Lascar¹, Vanessa Piccoli¹, Anna Claudia Ticca², Véronique Traverso³ & Biagio Ursi¹ ¹Lab ICAR Lyon, ²Lab LIDILEM Grenoble, ³Inst. Proche-Orient Beyrouth <i>Promoting research and raising awareness on social interaction and societal issues through video data</i></p>	<p>Clarissa Weiß U. Freiburg <i>Das Blickverhalten des nicht-blickselektierten Sprechers während nicht-blickselektierten Turnübernahmen: Multimodale Interaktionsanalysen triadischer Gesprächssituationen mit Hilfe von Eye-Tracking</i></p>
	<p>Heike Baldauf-Quilliatre & Isabel Colon De Carvajal Lab ICAR Lyon <i>Instructing and giving advices: The spectator as coach in video game interactions</i></p>		<p>Elisabeth Zima¹ & Geert Brône² ¹U. Freiburg, ²U. Leuven <i>On the role of gaze for eliciting and addressing listener feedback in jointly construed narratives</i></p>
	16:00 - 16:30	Coffee Break	
16:30 - 17:30	<p>Keynote Lecture Hörsaal -101 Bina Elisabeth Mohn U. Siegen & Z. Kamera-Ethnographie <i>Video als Material und Mittel gemeinsamen Hinschauens beim Forschen und darüber hinaus</i></p>		
19:00	Conference Dinner		

8 JUNE | FRIDAY MORNING

08:30 - 09:30	Registration		
09:30 - 10:30	Keynote Lecture Hörsaal -101 Federico Rossano UCSD <i>On video in experimental approaches to babies and primates</i>		
10:30 - 11:00	Coffee Break		
11:00 - 12:30	Seminarraum -201 Zoe DuPree Fine U. South Florida <i>Composing terror: Analyzing video interviews of "women of ISIS"</i>	Seminarraum +207 Steven Schoonjans U. Innsbruck & KU Leuven <i>Verbale und nonverbale Abtönung im Vergleich</i>	Hörsaal -101 Hanna Magdalena Svensson U. Basel <i>Visible problems of hearing: Correcting how to speak in public</i>
	Jacob Geuder U. Basel <i>Translating positions into perspectives: A comparison of activist and journalist videos of protests in Rio de Janeiro</i>	Robert Reinecke U. Basel <i>Kreativität in Interaktion – Eine multimodale Interaktionsanalyse der «Creative Economy»</i>	Elwys De Stefani & Isabelle Heyerick KU Leuven <i>Recipients' gaze in guided tours with sign language interpreters: On the temporal dimension of spatial reference</i>
	Mathias Broth & Mattias Arvola Linköping U. <i>Online text editing in pursuit of readers in news production for the web</i>	Gökhan Özkayın U. Koblenz-Landau <i>Kohäsion und Kohärenz durch Verflechtung von Sprache und Gestik: Eine empirische Untersuchung mündlicher Erzählungen deutschsprachiger Schülerinnen und Schüler</i>	Antonia Steger U. Zurich <i>Flüchtige urbane Begegnungen – Eine Videanalyse interaktiver Minimalformen im öffentlichen Raum</i>
12:30 - 14:00	Lunch		

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8 JUNE | FRIDAY AFTERNOON

	Seminarraum -201	Seminarraum +207	Hörsaal -101
14:00 - 15:30	<p>Chloé Mondeme¹ & Laurent Camus² ¹CNRS Lyon, ²U. Basel <i>Capturing emotion with video: Relocating aggressive behaviors in their ecological environments</i></p>	<p>Thomas C. Messerli & Steve Duman U. Basel <i>Linguistic and paralinguistic aspects of interaction with non-robotic Voice-User Interfaces</i></p>	<p>Frode Guribye¹ & Oskar Lindwall² ¹U. Bergen, ²U. Gothenburg <i>Sequencing and unpacking powerpoint slides in university lectures</i></p>
	<p>Vanessa Piccoli¹, Anna Claudia Ticca² & Véronique Traverso³ ¹Lab ICAR Lyon, ²Lab LIDILEM Grenoble, ³Inst. Proche-Orient Beyrouth <i>Rendre les émotions du patient dans la traduction orale du récit : le cas des entretiens psychothérapeutiques avec demandeurs d'asile en France</i></p>	<p>Miriam A. Locher & Thomas C. Messerli U. Basel <i>Participatory watching of telecinematic fiction in an international drama viewing platform</i></p>	<p>Monica Clua UIC Barcelona <i>More than words can say: Embodied multimodality in an English-medium university lecture</i></p>
	<p>Yumei Gan¹, Christian Greiffenhagen¹ & Christian Licoppe² ¹The Chinese U. Hong Kong, ²Télécom ParisTech <i>Orchestrating openings: The emotional importance of the first five seconds in video calls between migrant parents and their 'left behind' children in China</i></p>	<p>Elliott M. Hoey¹, David DeLiema², Rachel Chen^{2,3} & Virginia J. Flood² ¹U. Basel, ²U. California, Berkeley, ³San Francisco State U. <i>Children`s use of imitation of locomotor play</i></p>	<p>Martin Luginbühl U. Basel <i>The camera as contextualization resource in school children`s peer talk</i></p>
15:30 - 16:00	Coffee Break		
16:00 - 17:00	Keynote Lecture Hörsaal -101 John Hindmarsh King`s College London <i>Work, interaction and spatial organisation: On naturalistic, video-based studies of technology-in-use</i>		
17:00 - 17:30	Closing Ceremony		
17:30	End of Conference		

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KEYNOTE LECTURES

ARNULF DEPPERMAN

(IDS Mannheim, Germany)

WHY DOES LINGUISTICS NEED
VIDEO-ANALYSIS AND VIDEO-CORPORA?

WARUM BRAUCHT DIE LINGUISTIK
VIDEOANALYSE UND VIDEOKORPORA

JON HINDMARSH

(King's College London, UK)

WORK, INTERACTION & SPATIAL ORGANIZATION:
ON NATURALISTIC, VIDEO-BASED STUDIES OF
TECHNOLOGY-IN-USE

TRAVAIL, INTERACTION & ORGANISATION SPATIALE:
ÉTUDES VIDÉO NATURALISTES DES TECHNOLOGIES
EN ACTION

CHRISTIAN LICOPPE

(Télécom ParisTech, France)

VIDEO-MEDIATED
COMMUNICATION (VMC)

LES INTERACTIONS À DISTANCE
PAR VISIO-CONFÉRENCE

BINA ELISABETH MOHN

(Universität Siegen & Zentrum für Kamera-Ethnographie, Germany)

VIDEO AS A RESOURCE FOR SHARED
LOOKING IN RESEARCH AND BEYOND

VIDEO ALS MATERIAL UND MITTEL
GEMEINSAMEN HINSCHAUENS BEIM FORSCHEN
UND DARÜBER HINAUS

FEDERICO ROSSANO

(UCSD, USA)

ON VIDEO IN EXPERIMENTAL APPROACHES
TO BABIES AND PRIMATES

STUDI VIDEO SPERIMENTALI
DI BAMBINI E PRIMATI

Why does linguistics need video-analysis and video-corpora?

ARNULF DEPPERMANN

Institut für Deutsche Sprache Mannheim, Germany

Spoken language is auditory and oral, written language is visual and static. Therefore it is obvious that linguistics needs audio-recordings and texts as data – but why video-recordings? In my talk, I will be dealing with spoken language, more precisely, with talk-in-interaction. I will be arguing that its analysis requires to understand talk as an integral part of bodily multimodal practices of interaction (see Goodwin et al. 2011, Goodwin 2017).

After a short introduction into basic properties of multimodal interaction, I will sketch methodological requirements on video-recordings (Mondada 2012) and multimodal transcription (Mondada 2018). The constitutive role of other bodily resources for the deployment of talk will be demonstrated by looking closer at three sorts of classic linguistic phenomena:

- Semantics: linguistic practices become disambiguated by their coordination with other resources (e.g. gaze and head movements);
- Syntax: complex syntactic structures emerge in response to recipient reactions which occur simultaneously with the production of a turn at talk or immediately after it (cf. Goodwin 1981);
- Lexis: the use of minimal referential forms is based on joint attention and bodily co-orientation of the participants (Deppermann i.Dr., Stukenbrock 2015).

These examples show that video-analysis is not only imperative for the study of action in social interaction among co-present participants; it is equally indispensable for advancing our insights into classic topics of linguistic research.

Studies in interactional linguistics work on the basis of collections of instances of a linguistic practice (Deppermann 2001, Mondada 2005, 2011). For all aspects of the study of collections, the use of large video-corpora is helpful or even indispensable. It informs the identification

- of the range of variants of (the formal realization of) the practice,
- of relations of coordination and co-occurrence between the different bodily resources which are used for the practice,
- of the (pragmatic, interactional, rhetoric etc.) uses of the practice,
- of contextual factors which affect the occurrence and the realization of the practice and
- for an assessment of the generalizability of findings.

Large video-corpora with transcript-image-sound-aligned data and rich meta-data are, e.g., FOLK (<dgd.ids-mannheim.de>) for German and CLAPI (<clapi.ish-lyon.cnrs.fr>) for French. They allow for searches for linguistic items and their co-occurrences, restricted to certain interaction types, turn-constructive environments or groups of speakers. The talk will discuss and show how such corpora can be used in the context of a research project.

Warum braucht die Linguistik Videoanalyse und Videokorpora?

Gesprochene Sprache ist auditiv-mündlich, geschriebene visuell und statisch. So ist es evident, dass die Linguistik Tonaufnahmen und Texte als Datengrundlage benötigt – warum aber Videoaufnahmen? Der Vortrag befasst sich mit der gesprochenen Sprache. Er argumentiert, dass ein Verständnis ihrer Besonderheiten erfordert, gesprochene Sprache als integralen Bestandteil leiblicher, multimodaler Interaktionspraktiken zu behandeln (vgl. Goodwin et al. 2011, Goodwin 2017).

Nach einer kurzen Einführung in grundlegende Eigenschaften multimodaler Interaktion werden die methodischen Anforderungen an gegenstandsangemessene Videoaufnahmen (Mondada 2012) und multimodale Transkriptionen (Mondada 2018) skizziert. An drei Phänomenbereichen wird exemplarisch gezeigt, wie das Zusammenspiel sprachlicher Praktiken mit anderen leiblichen Ressourcen der Kommunikation anhand von Videoanalysen zu untersuchen ist:

- Semantik: Disambiguierung sprachlicher Praktiken durch ihre Koordination mit anderen Ressourcen,
- Syntax: Die Entstehung komplexer syntaktischer Strukturen aufgrund von nonverbalen Rezipientenreaktionen simultan zur bzw. auf die Produktion sprachlicher Äußerungen (Goodwin 1981),
- Lexik: Die Verwendungen minimaler Referenzformen, die sich auf die multimodale Ko-Orientierung der Beteiligten stützt (Deppermann i.Dr., Stukenbrock 2015).

Die Beispiele zeigen, dass Videoanalyse nicht nur essentiell für die Untersuchung des Handelns in der sozialen Interaktion ist, sondern auch für Erkenntnisse im Bereich klassischer strukturlinguistischer Fragestellungen unabdingbar ist.

Die interaktionslinguistische Analyse geht kollektionsbasiert vor (Deppermann 2001, Mondada 2005, 2011). Für alle Aspekte der Untersuchung von Fällen einer Praktik ist die Benutzung großer Videokorpora hilfreich: Für die Identifikation

- des Variantenspektrums der Formen der Praktik,
- der Kookkurrenz- und Koordinationsverhältnisse zwischen einzelnen Ressourcen, die für eine Praktik eingesetzt werden,
- des Verwendungsspektrums der Praktik (ihrer möglichen Funktionen),
- der relevanten Bedingungsfaktoren im Kontext, die für ihr Auftreten und ihre Realisierung maßgeblich sind sowie für
- die Abschätzung der Generalisierbarkeit der Untersuchungsergebnisse.

Erforderlich dazu sind Text-Bild-Ton-alignierter Videokorpora mit reichhaltigen Metadaten. Vorbilder für die Konstruktion solcher Korpora sind für das Deutsche das Korpus FOLK des Instituts für Deutsche Sprache (Mannheim, <dgd.ids-mannheim.de>) und für das Französische CLAPI (Université Lyon 2, Laboratoire ICAR, Groupe ICOR, <http://clapi.ish-lyon.cnrs.fr/>).

Diese Korpora bieten Möglichkeiten zur strukturierten Suche, ausgehend von bestimmten linguistischen Formen, in Kookkurrenz mit anderen sprachlichen Formen, in bestimmten Gattungen oder Turnkontexten und bei bestimmten Sprechergruppen. Große, wissenschaftsöffentliche Korpora können ein eigenes Korpus ergänzen und zur Testung der Reichweite der am eigenen Korpus gewonnenen Resultate genutzt werden. Oder sie stellen selbst die Grundlage der Untersuchung dar. Sie können explorativ, zur Identifikation von Musterhaftigkeiten, dokumentarisch bzw. korrelativ, zur Feststellung von Verteilungen, oder testend, zur Kontrolle von Bedingungsfaktoren genutzt werden.

Work, interaction & spatial organisation: On naturalistic, video-based studies of technology-in-use

JON HINDMARSH

King's College London, UK

In contemporary organisations, the introduction of new technologies into the workplace is by no means uncommon. What makes these new technologies particularly interesting for studies of social interaction, is that they often lead to the adjustment or reorganisation of everyday work practices. Indeed, using Beane & Orlikowski's (2015) terms, practices are 'entangled' with the distinctive characteristics of tools in use.

To explore and understand forms of 'entanglement', we can consider a range of interactional resources that participants demonstrably use in coordinating their actions with others. In these cases, we need to pay attention to talk, but also gaze, gesture, tool use, position and more. This treatment of social interaction as fundamentally embodied and embedded is key. Indeed, in many situations, talk would make little sense to participants out of visible and material context, just as, at times, visible or material conduct would make little sense to participants without talk.

There are, however, challenges to understanding the interactional resources available to participants within complex organisational and technological domains; challenges that impact on the collection and analysis of relevant and appropriate data. In this presentation, I will consider some of these challenges and the ways that they can be resolved using approaches from ethnomethodology and conversation analysis and in naturalistic, video-based studies of work and interaction.

Furthermore, in order to explicate more fully the issues that arise in coordinating work with and around new technologies, the presentation will explore the value of a praxeological approach to understanding workspace (following Lucy Suchman and Lorenza Mondada). Indeed, it is routinely argued that proximity is a mechanism that supports coordination in organisations. However, I will explore an intriguing case that undermines this seemingly straightforward assertion; indeed, the case has as many similarities with studies of mediated communication as it does with studies of co-present interaction. Again, to explore these issues, we need to consider the range of interactional resources available to participants in particular sequences of conduct.

I will build the presentation around findings from a video-based field study of the implementation of the *da Vinci* robot in colorectal surgery. Using a series of video data extracts, I will explore the ways in which members of interdisciplinary teams in operating theatres coordinate actions moment-by-moment, and in the course of routine surgical procedures. This will involve the discussion of both seemingly seamless interactions, as well as more problematic episodes.

Travail, interaction & organisation spatiale: études vidéo naturalistes des technologies en action

Dans les organisations contemporaines, l'introduction de nouvelles technologies dans les lieux de travail n'est pas inhabituelle. Ce qui rend ces nouvelles technologies particulièrement intéressantes pour l'étude de l'interaction sociale, c'est qu'elles conduisent souvent à l'ajustement ou à la réorganisation des pratiques de travail quotidiennes. En effet, d'après la terminologie de Beane et Orlikowski (2015), les pratiques sont enchevêtrées avec les caractéristiques distinctives des outils utilisés.

Pour explorer et comprendre ces formes d'enchevêtrement, nous pouvons prendre en considération une gamme de ressources interactionnelles que les participants utilisent manifestement pour coordonner leurs actions avec celles des autres. Dans ces cas, nous devons prêter attention à la parole, mais aussi au regard, aux gestes, à l'utilisation d'outils, au positionnement du corps et plus encore. Ce traitement de l'interaction sociale comme fondamentalement incorporée et imbriquée est crucial. En effet, dans de nombreuses situations, le parler n'a que peu de sens pour les participants s'il est extrait du contexte visible et matériel, tout comme, parfois, la conduite visible ou matérielle n'a pas de sens pour les participants sans la parole.

Cependant, c'est un défi de comprendre les ressources interactionnelles mises à la disposition des participants dans des domaines organisationnels et technologiques complexes; ces défis ont une incidence sur la collecte et l'analyse de données qui soient pertinentes et appropriées. Dans cette présentation, je vais examiner certains parmi ces défis et les façons dont ils peuvent être résolus en utilisant des approches issues de l'ethnométhodologie et de l'analyse conversationnelle et dans des études naturalistes du travail et de l'interaction basées sur la vidéo.

En outre, afin d'expliquer plus en détail les problèmes qui surgissent dans la coordination du travail avec et autour de nouvelles technologies, la présentation explorera la valeur d'une approche praxéologique pour comprendre l'espace de travail (en suivant Lucy Suchman et Lorenza Mondada). En effet, il est régulièrement soutenu que la proximité est un mécanisme qui soutient la coordination dans les organisations. Cependant, je vais explorer un cas intrigant qui questionne cette affirmation apparemment simple ; en effet, le cas présente autant de similitudes avec les études de communication médiatisée qu'avec les études d'interaction en co-présente. Encore une fois, pour explorer ces problèmes, nous devons considérer l'éventail des ressources interactionnelles disponibles aux participants dans des séquences de conduite particulières.

Je vais construire la présentation autour des résultats d'une étude de terrain basée sur la vidéo de la mise en œuvre du robot da Vinci en chirurgie colorectale. À l'aide d'une série d'extraits de données vidéo, j'explorerai la façon dont les membres d'équipes pluridisciplinaires dans les salles d'opération coordonnent les actions moment par moment, et au cours des procédures chirurgicales de routine. Cela impliquera la discussion des deux interactions apparemment transparentes, ainsi que d'épisodes plus problématiques.

Video-mediated communication (VMC):

The organization of visuality, talk-in-interaction and participation in fragmented ecologies

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VMC settings have a particular interest for researchers interested in video-based analyses of social interaction and multimodal analysis. They provide situations in which the participants collaborate to produce and maintain relevant visual ecologies with respect to the ongoing interaction. This communication analyzes their observable behavior in interpersonal (Skype) and institutional (courtroom) contexts and provide an analysis of the systematic organization of visuality and talk-in-interaction which can be observed in VMC settings. Such an organization can be shown to stem from an orientation towards the Sacks-like maxim “put the face of the current ratified speaker/addressee on screen”, which is relevant both to interpersonal and to institutional VMC. The production of relevant video frames is thus tightly grafted to the sequential organization of talk-in-interaction, the purpose of which is precisely to provide resources for the orderly production of turns-at-talk, and therefore the determination of the current speaker. A consequence of this is to make the ‘talking heads’ configuration the default expectation for dyadic VMC conversation. Another is to make participants accountable for shooting/showing something else, and to provide procedures to recognize and repair such visual “trouble”.

The case of multi-participant settings, which I will discuss here in the case of courtrooms with video links, introduces several interesting twists. First, the person producing the images in a sequentially relevant way may not be the current speaker/hearer any more. Second, there are many different ways for her to shoot the current speaker among others. I will show how participants display an orientation towards the fact that the parties made visible in such video shots may be especially relevant to the current talk-in-interaction, because of their being made visible here and now. Changing the image so that some participants appear or disappear is then done and treated as having important implications in terms of sequence organization and participation frameworks. I will analyze the systematic organization of camera motions in this setting, and show how they constitute interactional moves in their own right, i.e. ‘camera actions’, characteristic of ‘video communication contextures’. To provide an example, I will focus on the production of wide shots, as a situated and timed camera-mediated accomplishment in the course of the hearing, and show : a) how such an accomplishment is sensitive to its sequential environment; b) how it is accountable as a way to mark the particular relevance of a group of participants with respect to the ongoing talk, and therefore oriented-to as a resource to visually highlight collective forms of speakership or reciprocity; c) how such camera motions are sequentially-relevant and sequentially implicative with respect to the ongoing video interaction; d) how such camera motions, and more generally the video communication ecologies which enable them make visible a particular member’s interactional competence, that of being able to recognize the relevance of subtle changes in participation frames, routinely, unreflexively and on the fly. In VMC settings (as elsewhere, but with distinctive concerns) what talk does cannot be understood without attending to the camera work of the participants, and the visual ecologies they craft moment by moment, and vice and versa. The ways speaking and looking are assembled moment by moment as collaborative, practical and situated accomplishments in VMC, reveal underlying expectations of congruence between visuality and talk which may remain unquestioned and hidden in face to face interaction.

Les interactions à distance par visio-conférence : L'organisation de la visibilité et de la parole en interaction dans des écologies fragmentées

Les configurations impliquant la communication vidéo ont un intérêt particulier pour les chercheurs intéressés à l'analyse de l'interaction sociale basée sur l'enregistrement vidéo. Elles fournissent des situations dans lesquelles les participants collaborent à produire et entretenir des écologies visuelles adaptées de manière endogène à leur interaction. Cette communication analyse ce travail de construction du cadre visuel dans des contextes interpersonnels (Skype) et institutionnels (Tribunal), et cherche à montrer le caractère systématique de l'organisation de la visibilité et de la parole en interaction observable dans ces contextes de vidéo-communication. On peut démontrer que cette organisation s'oriente par une maxime similaire à celles de Sacks, « mettre le visage du locuteur en cours à l'écran », qui est pertinente aussi bien dans les situations interpersonnelles que les situations institutionnelles. La production d'images vidéo pertinentes est donc étroitement articulée à l'organisation séquentielle de la conversation, dont la visée est précisément de fournir des ressources pour la production ordonnée de tours de parole et de transferts de locuteurs. Une conséquence de cette organisation est de faire de la configuration en « têtes parlantes » la configuration attendue par défaut dans les vidéo-conversations dyadiques. Une autre est de rendre les participants « accountable » par rapport au fait de montrer quelque chose d'autre, et de fournir des procédures pour reconnaître et réparer de tels « troubles » visuels.

Le cas des configurations multi-participants, que je discuterai dans le cas d'interventions à distance au tribunal, introduit plusieurs développements intéressants. Tout d'abord la personne qui produit les images de manière séquentiellement pertinente peut ne plus être le locuteur en cours. Il y a ensuite en général diverses manières pour elle de cadrer le locuteur en cours tout en l'ayant à l'écran. Je montrerai comment les participants manifestent une orientation vers le fait que ceux qui sont rendus visibles puissent avoir une pertinence particulière par rapport à l'interaction en cours, du fait de cette visibilité, à ce moment. Tout changement de plan qui fait apparaître ou disparaître des participants est de ce fait produit et traité comme ayant des implications importantes quant à l'organisation des séquences et des formats de participation. J'analyserai ainsi l'organisation systématique des mouvements de caméra dans ce genre de configurations, et montrerai en quoi ils constituent des « actions de caméra », parties intégrantes des « contextures multimodales » qui caractérisent les interactions à distance en vidéo. A titre d'exemple, je me focaliserai sur la production de plans larges comme accomplissement situé lors d'audiences judiciaires par visio-conférence pour montrer: a) comment cet accomplissement est sensible à l'environnement séquentiel; b) comment il est traité comme conférant une forme particulière de pertinence participative par rapport à l'interaction en cours pour les participants ainsi rendus visibles, et susceptible de constituer une ressource pour souligner ou accomplir des formats collectifs de locution ou de réception; c) comment ces mouvements de caméra ont des implications séquentielles vis-à-vis de la conversation institutionnelle en cours; d) comment ce travail de caméra rend visible une compétence interactionnelle et multimodale particulière, celle de produire et reconnaître continûment des changements du cadre de participation en s'orientant sans y réfléchir vers l'écologie visuelle. Dans ces environnements visuellement fragmentés, on ne peut pas comprendre ce que "fait" la parole-en-interaction sans prêter attention au travail de caméra des membres pour produire moment par moment un cadre visuel convenable, et vice-versa. Les manières de parler et de voir sont assemblées moment par moment, et la manière dont le travail d'articulation entre les deux est rendu visible dans les interactions à distance en vidéo en tant qu'accomplissement situé et collaboratif, révèle des attentes normatives plus générales concernant la congruence de la visibilité et de la parole en interaction, qui peuvent être plus facilement tenues pour acquises et donc moins visibles dans le cas des interactions en co-présence.

Video as a resource for shared looking in research and beyond

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How can ethnographers show something visually? Using examples of ‘camera ethnographic’ work (Mohn 2013), the presentation will trace a medial shift from an emphasis on speech, discourse, and textual formats to performative, pictorial, and filmic formats. Wordless practices, socio-material constellations, figures and choreographies of practices are the focus of an ethnography that shows rather than describes, retaining its visual form even at the stage of publication. This makes reception a performative event: the audience become researchers themselves as they explore the visual material presented. The following aspects will be raised and discussed:

Visibility and showing: What can be achieved by ethnographic processes of making visible in research and beyond? To what extent are these processes a prerequisite for exhibition and at the same time constitutive of ‘learning to see something *as* something’? Drawing on sociological laboratory studies of the 1980s and 1990s, I argue that the visibility and observability of phenomena and practices is not given *a priori*, but has to be made possible by (medial) research practices.

Filming and editing: How do specific camera perspectives and techniques facilitate the investigation of objects of interest? How can editing and montage be undertaken as analytical ethnographic practices of discovery and making visible? How can “thick showing”—analogous to “thick description” (Geertz) or “*übersichtliche Darstellung*” (Wittgenstein)—develop from that? In contrast to “video analysis”, “visual analysis” evolves within and between filmic images, by focusing and concentrating, organizing and arranging, comparing and contrasting.

Situated methodology: An understanding of practices as situated solutions to concrete problems can also be applied to research practices. Fieldwork and laboratory phases, phases of reflection, phases of publication, reception, and even application alternate with each other within a circular process. This constitutes a “situated methodology”, within which the practices of an ethnography that shows are integrated.

Result and event: Reception is considered an indispensable part of the research process: as a co-construction of results within social events of text, image, or filmic communication (see Hausendorf et al. 2017; Mersch 2002, Pantenburg 2006). This performative understanding of reception renders notions of stable inventories of knowledge or products of research that ‘speak for themselves’ obsolete. How can applied research benefit from such a conceptualization of reception, and how can the audience be interactively involved? When visiting media installations, using interactive archives, or watching observational research films, users can observe, compare, distinguish, and relate; thereby discovering the multiplicity and potential of social phenomena and practices. Ethnographic “*Blicklaboratorien*” (laboratories of looking) constitute one possible performative format in which ethnographic knowledge can be shared.

Video als Material und Mittel gemeinsamen Hinschauens beim Forschen und darüber hinaus

Wie kommen Ethnograph/innen dazu, etwas bildhaft zeigen zu können? Die Präsentation führt an Beispielen aus der „Kamera-Ethnographie“ (Mohn 2013) mediale Akzentverschiebungen vom Gesprochenen, Diskursiven und Textförmigen zum Performativen, Bildhaften und Filmischen vor: Stumme Praktiken, sozio-materielle Konstellationen, Figuren und Choreographien der Praxis geraten auf diese Weise in den Blick einer zeigenden statt beschreibenden Ethnographie, die bis in die Publikationsformate hinein vorrangig bildhaft bleibt und dabei einen besonderen Rezeptionsmodus erlaubt: „forschende Rezeption“. Angesprochen werden diese Punkte:

Sichtbarkeit und Zeigen: Welche Rolle können ethnographische Verbildlichungsprozesse im Forschungsprozess und darüber hinaus spielen? Inwiefern ist Bildgebung beim Forschen eine Voraussetzung späteren Zeigens und zugleich konstitutiv für die Prozesse des Sichtbarmachens und Sehens von etwas „als etwas“? Mit Bezug auf die soziologischen Laborstudien der 1980er/90er Jahre wird davon ausgegangen, dass Sichtbarkeit und Beobachtbarkeit von Phänomenen und Praktiken nicht einfach gegeben sind, sondern durch (Medien-)Praktiken des Forschens erst sukzessive hervorgebracht werden.

Filmen und Schneiden: Wie tragen gewählte Kameraeinstellungen und Kameraführung zur Verfertigung epistemischer Objekte bei? Wie können Schnitt und Montage als analytische Praktiken ethnographischer Erfahrungsbildung und Entdeckung gerahmt und gehandhabt werden? Wie entstehen daraus „dichtes Zeigen“ (analog „dichter Beschreibung“ Geertz) oder „übersichtliche Darstellungen“ (nach Wittgenstein)? Anders als in der „Video-Analyse“ entsteht eine „Visuelle Analytik“ nicht an sondern in und zwischen filmischen Bildern, u.a. durch Fokussieren und Verdichten, Sortieren, Arrangieren und Montieren, Vergleichen und Kontrastieren.

Situierte Methodologie: Die Grundannahme, dass Praktiken stets im Kontext von Situationen und als Lösungen konkreter Handlungsprobleme sinnvoll zu verstehen sind, lässt sich auf die Situationen des Forschens und ihre Praktiken beziehen. Feld- und Laborphasen, Phasen der Reflexion, Publikation, Rezeption bis hin zu Anwendungsphasen wechseln einander in zirkulären Prozessen ab. Dies begründet eine „situierte Methodologie“, in die auch die Praktiken einer zeigenden Ethnographie eingebunden sind.

Ergebnis und Ereignis: Rezeption wird als unverzichtbarer Bestandteil von Forschungsprozessen aufgefasst, als eine Ko-Konstruktion von Ergebnissen im sozialen Ereignis der Text-, Bild- oder Filmkommunikation (vgl. Hausendorf u.a. 2017, Mersch 2002, Pantenburg 2006). Dies löst den Werkbegriff ebenso auf wie die Vorstellung feststehender Wissensbestände. Wie kann dies im Zusammenhang angewandter Forschung genutzt und das Publikum interaktiv eingebunden werden? Beim Besuch von Medieninstallationen, der Nutzung interaktiver Archive oder beim Sichten von auf DVDs angeordneten beobachtenden Forschungsfilmern können Nutzer/innen ihrerseits beobachten und benennen, vergleichen, unterscheiden und verknüpfen und dabei etwas über die Vielfalt und Möglichkeit sozialer Phänomene und Praktiken in Erfahrung bringen: ethnographische „Blicklaboratorien“ als ein mögliches Ereignisformat ethnographischen Wissens.

On video in experimental approaches to babies and primates

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Both ethologists and developmental psychologists have long been interested in studying the communicative repertoire of the individuals they were observing. The goal was to establish reliable maps of a species repertoire or of a human child repertoire at a certain age. Yet videos continued to be used parsimoniously, partly because of costs and partly because of the painstaking effort of coding micro-behavior from low quality video data. Parent's diaries for children's data and ethograms for animal data became standard research methods for investigating children and non-human primates communicative repertoire. In the 80s and 90s the use of video cameras increased significantly, together with an increase in experimental research in both domains and a general concern for the reliability of behavioral coding and the use of video data is pretty much common practice today. Note though that video data is investigated at a level of granularity much more coarse than what is common in studies on multimodal interaction relying on conversation analysis.

In this talk I intend to highlight the importance of video data in two main areas: 1) experimental situations and 2) longitudinal observational studies on the development of communicative abilities in young primates. With respect to the first domain, I will highlight the problem of current practices that consider data only the coded data that has been inserted in an Excel sheet. To this end, edited videos of the actual behaviors during experimental studies are often only presented during talks as exemplifications of the findings as established via statistical means. Moreover, the practice of calculating interrater reliability for the coded behaviors invites a simplification of the behavioral analysis that often gets reduced to behaviors easy to identify for any untrained eye.

With respect to the second domain, I will show how current observational research on animal communication relies on coding methods (e.g., ethograms) that hinder detecting how behaviors change through time. Presenting longitudinal data from mother-infant bonobo dyads, I present an analysis of how signal formation and behavioral change can be detected. I will show the importance of beginning our analysis not by identifying gestures but rather by first identifying the social activities participants are striving to achieve (e.g. carries, grooming, playing) and then looking retrospectively at the behavioral practices that were used to successfully partake in them. This analytical switch is only possible if a more rigorous methodological standard is set that entails extensive and frequent video collection of data.

Studi video sperimentali di bambini e primati

Lo studio del repertorio comunicativo degli individui ha interessato da tempo sia etologi che psicologi dello sviluppo. Lo scopo è da sempre stabilire una cartografia affidabile del repertorio di una specie o del bambino ad una certa età. Malgrado il suo potenziale per rispondere a questo scopo, l'uso del video è rimasto limitato, in parte a causa dei costi e in parte a causa dell'immenso sforzo rappresentato dalla codifica di micro-comportamenti a partire da dati video di bassa qualità. E' per questo che i diari tenuti dai genitori e gli etogrammi per la descrizione di animali sono diventati metodi di ricerca standardizzati per lo studio dei repertori comunicativi di bambini e primati non umani. Negli anni 80 e 90, l'uso di telecamere e dati video è aumentato sensibilmente, parallelamente ad un aumento della ricerca sperimentale in ambedue i campi, così pure un interesse generale per l'affidabilità della codifica di comportamenti. Oggi l'uso di dati video è diventato una pratica corrente – anche se è importante notare che i dati video sono studiati ad un livello di dettaglio molto più grossolano che quanto è d'uso in studi sull'interazione multimodale in analisi della conversazione.

In questo intervento intendo evidenziare l'importanza dei dati video in due ambiti: 1) situazioni sperimentali e 2) studi longitudinali sullo sviluppo delle capacità comunicative di giovani primati. Per quanto riguarda il primo ambito, evidenzierò il problema dei metodi attuali che considerano in quanto dati solo i dati codificati, etichettati e inseriti in un foglio Excel. A tal fine, i video dei comportamenti reali osservati in studi sperimentali sono spesso presentati ai congressi come esemplificazioni dei risultati stabiliti attraverso mezzi statistici. Inoltre, la pratica di calcolare l'affidabilità della codifica dei comportamenti invita a semplificare l'analisi comportamentale che spesso si riduce a comportamenti facili da identificare per qualsiasi occhio non allenato.

Rispetto al secondo ambito, mostrerò come l'attuale ricerca sulla comunicazione animale si basi su metodi di codifica (ad esempio, gli etogrammi) che impediscono di rilevare come i comportamenti cambino nel tempo. Presentando dati longitudinali da coppie madre-bambino di bonobo, presenterò un'analisi di come sia possibile identificare la formazione del segnale e il cambiamento comportamentale. Mostrerò l'importanza di iniziare la nostra analisi non identificando i gesti ma piuttosto identificando in primo luogo le attività sociali che i partecipanti stanno cercando di realizzare (per esempio, portare, spulciare, giocare) e poi guardando retrospettivamente alle pratiche comportamentali che sono state usate per prendervi parte. Questo passaggio analitico è possibile solo se viene impostato uno standard metodologico più rigoroso che implichi un'ampia e frequente raccolta di dati.