Embodied Participation in University Student Meetings

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Outline

* Data

* Background

* Research Design

* Initial findings

* Extracts

* Summary

Data

* *NUCASE – Newcastle University Corpus of Academic Spoken English*

Research Focus: Interactional Competence in Higher Education Small Group Talk

| Faculties/ Sectors	Disciplines / Proficiency Levels	Sub-total Words (approx.)		Total Words (approx.)
		Formal Talk	Informal Talk	
SAGE (Science, Agriculture and Engineering)	Engineering, Marine Engineering, Computer Science, Bioinformatics, etc.	400,000	100,000	1,000,000
HASS (Humanities and Social Sciences)	Education, English Language Teaching, Applied Linguistics, Business, Management, Marketing, Arts, etc.	200,000	50,000	
INTO	B1, B2, C1, C2 (CEFR levels)	250,000		

* *My Dataset:*
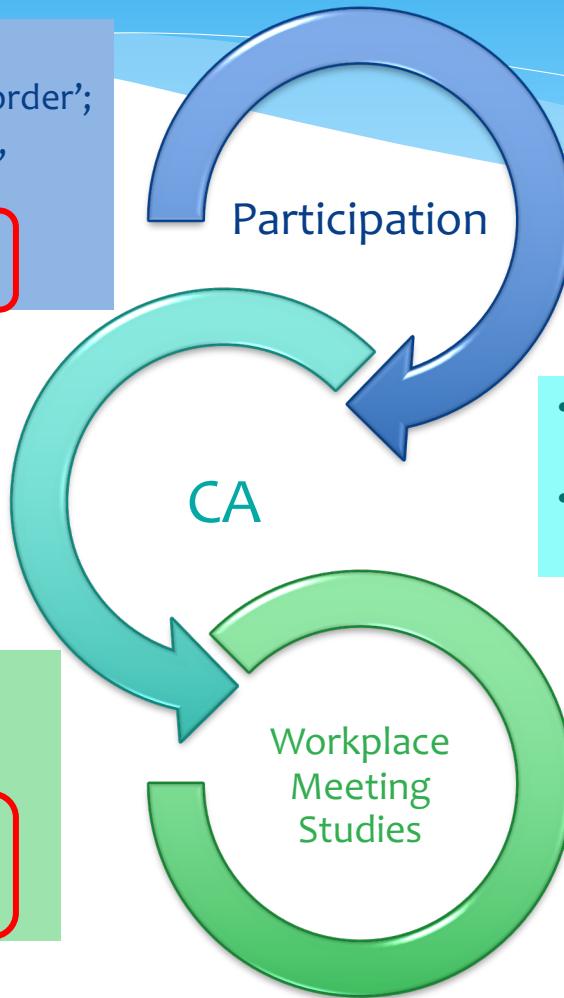
8 hours of undergraduate student meetings (4-7 people, 30 mins – 1 hour), final year project in Naval Architecture

* *BAAL Annual Meeting 2015:*

A CA/CL collaborative project: Exploring Embodied Interactions beyond Text (Colloquium: Characterising Interactional Competence in Higher Education Small Group Talk)

Background

Goffman (1957,1981): 'footing', 'participation roles', 'interaction order';
The missing piece (Goodwin 1980, Kendon 1990);
Goodwin (2007): participation as embodied situated actions

Participation

Principles of turn-taking system (Sacks, Schegloff, Jefferson 1974);
Talk-and-bodies-in-interaction (Mondada 2007, Oloff 2012)

CA

Institutionality (Drew & Heritage 1992);
Boden 1994, Ford 2008;
Multimodal practices (Ford & Stickle 2012, Markaki & Mondada 2012)

Workplace Meeting Studies
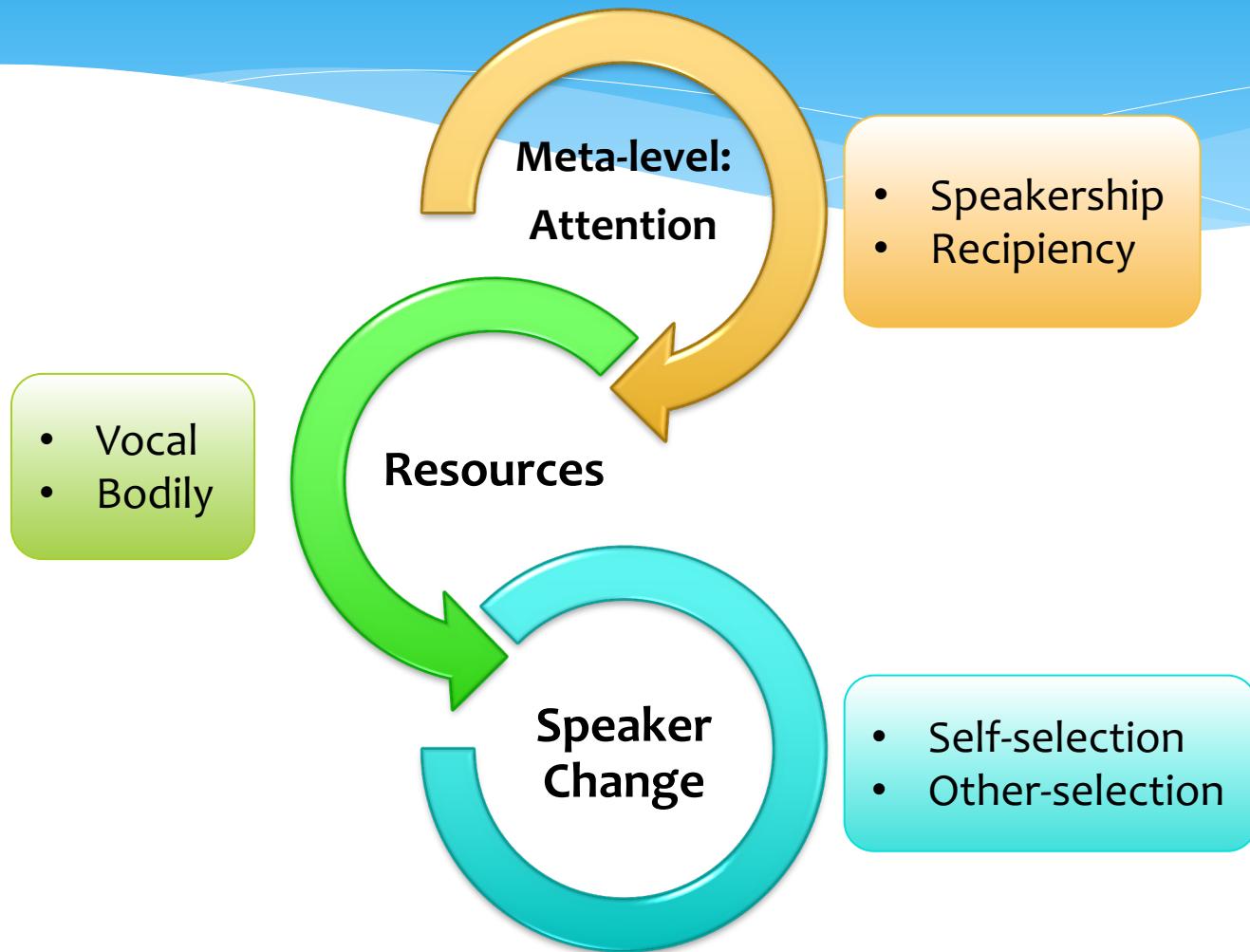
Research Design

RQ: How do participants use **vocal and embodied resources** to **participate** in multiparty group meetings?

* *Methodology:*

CA - the inclusion of **bodily conduct** in the **systematic construction of social practices** (Mortensen 2012)

* *Research Focus:*
1. Shifts of participation framework **– display of speakership/recipiency in speaker selection;**
2. Deployment of vocal/embodied resources **– especially at pre-turn and turn initial positions.**
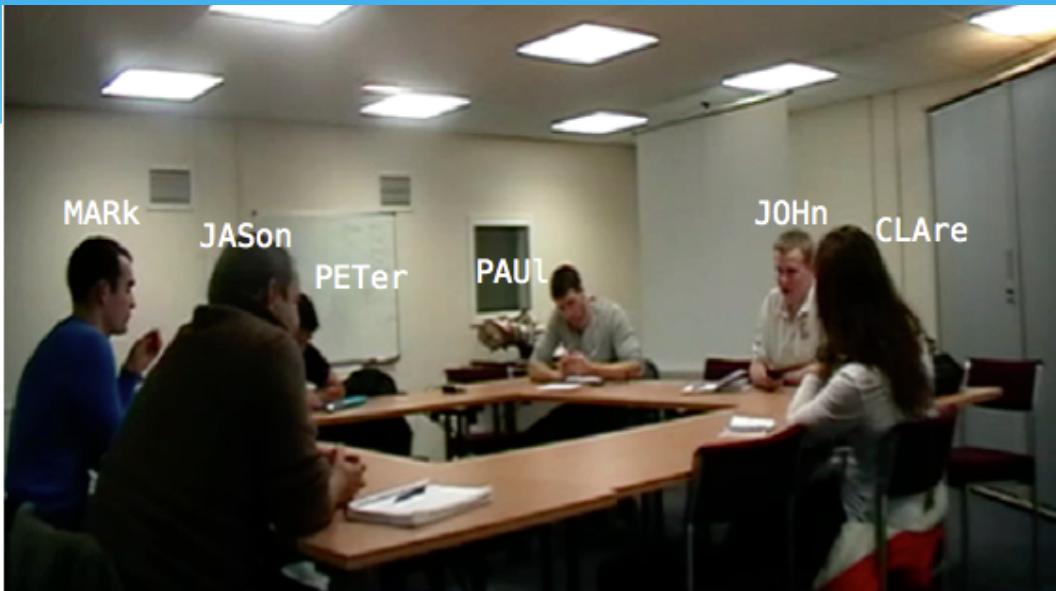
Initial Findings:
Shifts of Participation Framework in Multiparty Meetings

Meta-level: Attention

- Speakership
- Recipiency

Resources

- Vocal
- Bodily

Speaker Change

- Self-selection
- Other-selection

Initial Findings:
Shifts of Participation Framework in Multiparty Meetings

* Paul - chair

* Final year Project of Naval Architecture: a collaborative teamwork of a wind turbine design

* 4th Meeting: a roundtable update on recent progress & future arrangements

Extract 1: other self-select


```
21    @Transcription:
22    @Comment:
23    *PAU:    ⌊·hh⌋ °alright° (.) SO:: I don't should we GO::↗ (0.9) I don't know
24    *PAU:    what order we should go in of (0.2) plan should we go↗≈ •
25    *JAS:    ≈ uh
26    *PPP:    (0.8) •
27    *PAU:    prop design↗ (0.2) o:r should we start from structures↗ (0.7) of≈ •
28    *JAS:    ≈ whatever I can go °if you want I don't mind it's up to you° •
29    *PPP:    (0.6) •
30    *PAU:    yeah↗ go for ⌈it⌉ •
31    *JAS:    ⌊okay⌋ (.) ER: well er I already↘ started working on structures≋ •
32    @End
```

29jan15[E|CHAT] * 24

+H

Peter   Paul
Mark
                John
Jason   Clare

* Paul (chair): turn-allocation
* Jason: self-selection

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Extract 1: other self-select

```
23    PAU:  ⌊·hh⌋ °alright° (.) SO:: I don't should we GO::↗ (0.9) I don't know
24          what order we should go in of (0.2) plan should we go↗≈
25    JAS:  ≈ uh
26          (0.8)
27    PAU:  prop design↗ (0.2) o:r should we start from structures↗ (0.7) of≈
28    JAS:  ≈ whatever I can go °if you want I don't mind it's up to you°
29          (0.6)
30    PAU:  yeah↗ go for ⌈ it ⌉
31    JAS:                ⌊okay⌋ (.) ER: well er I already↘ started working on≈
32    PAU:                ⌈ yeah↘ ⌉
33    JAS:  ≈ structures ⌊I'm just⌋ putting (.) basics like when I get the
             numbers↘ (.)
```

Jason – self-selection:	Paul – chair – turn-allocation:
1. incipient speakership 'uh' (L25)	1. Holds the floor after a 0.8 sec pause (L26-27)
2. verbal bid for the floor (L28)	2. Responds to Jason's bid (L30)

Peter   Paul
Mark
         John
Jason   Clare

```
23   PAU:  ⌞·hh⌟ °alright° (.) SO:: I don't should we GO::↗ (0.9) I don't know
24         what order we should go in of (0.2) plan should we go↗≈
25   JAS:  ≈ #uh
            #  Figure 1.
```
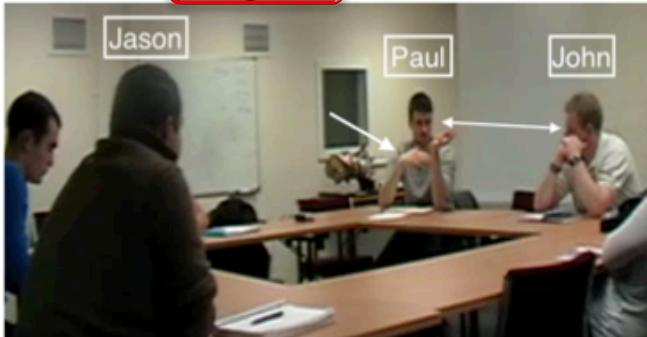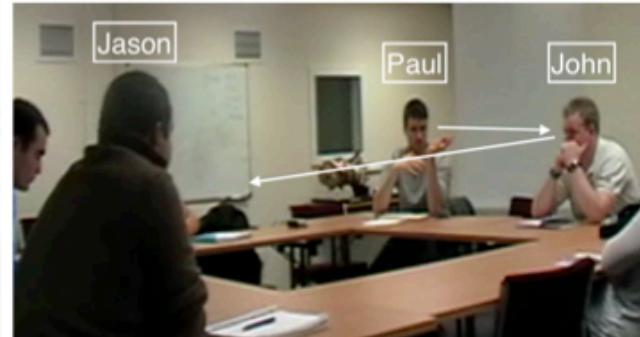

Figure 1.   Figure 2.

```
26         (0.8)
27   PAU:  #prop design↗ (0.2) o:r should we #start from structures↗ (0.7) of≈
            #  Figure 2.                      #  Figure 3.
28   JAS:  ≈ whatever #I can go °if you want I don't mind it's up to you°
                      #  Figure 4.
```
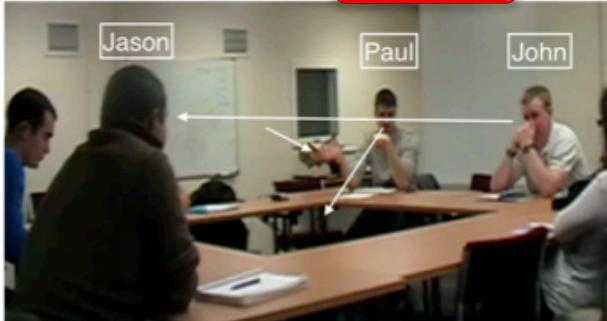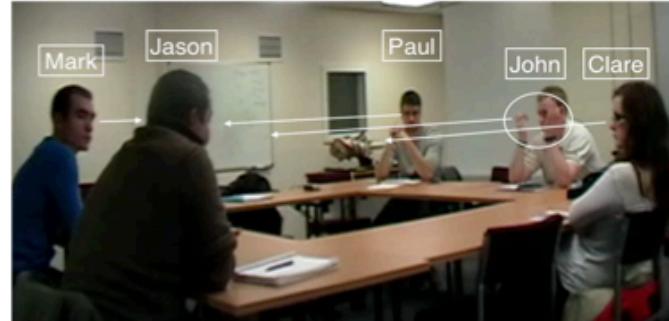

Figure 3.   Figure 4.

28   JAS: ≈ whatever #I can go °if you want I don't mind it's up to you°
             # *Figure 4.*
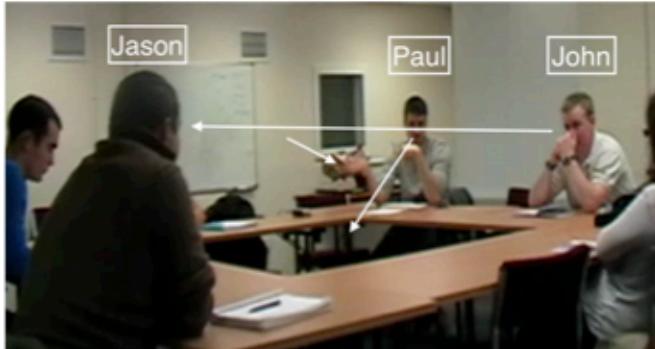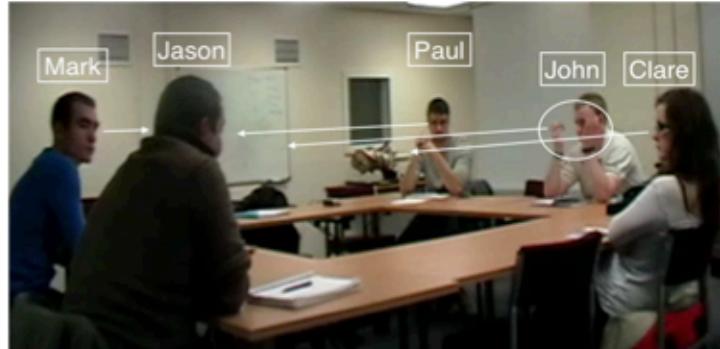

Figure 3.   Figure 4.

29   #(0.6)
          # *Figure 5.*

Figure 5.

* A collaborative achievement of turn-allocation:

1. Paul: vocal/bodily turn-allocation work

2. Jason: vocal/verbal/bodily self-selection

3. John: bodily display of avoidance/recipient availability

30   PAU: yeah↗ go for ⌈ it ⌉
31   JAS: ⌊okay⌋ (.) ER: well er I already↘ started working on≈
32   PAU: ⌈ yeah↘ ⌉
33   JAS: ≈ structures ⌊I'm just⌋ putting (.) basics like when I get the

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Extract 2: other/chair self-select


```
22   @Comment:
23   *JOH:    it's Δthe problem is it'sΔ a three-blade↘ (.) and I thi::nk↘ (.) we
24   *JOH:    were looking at a two-blade I'm not sure I'll d- (0.2) I'll see how
25   *JOH:    the three-blade compares↘ (0.4) u:m: (0.5) bu- I::: (0.3) in my mind
26   *JOH:    had °a two-blade design Δthat we were going ⌈for⌉°Δ •
27   *JAS:                                               ⌊°fo-°⌋ f-
28   *JAS:    from my research so far ·hh uh- (.) but this is the
29   *JAS:    companies tell them↘ (.) ⌈bes- their blades⌉ ⌈are the best⌉ •
30   *JOH:                             ⌊yeah yeah yeah↘⌋    ⌊ (.) sure↘ yeah yeah↘⌋
31   *JAS:    (.) uh: I found the most popular ones↘ (.) are the three blades↗ •
32   *JOH:    (0.2) are they↘ (.) okay↗ (.) right (0.2) in which case we are
33   *JOH:    going for ☺three blades then☺↗ ·hhh ⌈u:m⌉ •
34   *JAS:                                        ⌊but⌋
35   *JAS:    ⌈well I was going t-⌉ THE COMPANIES TELLING YEAH↘ (0.2)≈ •
36   *JOH:    ⌊WELL YEAH↘ NO I mean it's-⌋
37   *JAS:    ≈ ⌈OUR DESIGN IS THE⌉ BE⌈ST ye-⌉
38   *JOH:      ⌊YEAH↘ SURE↘⌋
39   *PAU:                            ⌊I THINK↗⌋≈
40   *JOH:    ≈ yeah↘≈
41   *PAU:    ≈ U::M:: •
42   *PPP:    (0.5) •
43   *PAU:    some of the two bladed ones↘ (0.5)
44   *PAU:    °were only to do with the: ease of access↗ wasn't i-°
45   *PAU:    was ⌈it⌉ to do≈ •
46   *JOH:       ⌊yeah⌋
47   *PAU:    ≈ it wasn-↘≈
```


* John: primary speaker (Ford 2008)
* Jason's self-selection: with John, discussion on 2 or 3 blade design
* Paul (chair): self-selection

Extract 2: other/chair self-select

```
23   JOH:      it's Δthe problem is it'sΔ a three-blade↘ (.) and I thi::nk↘ (.) we
24             were looking at a two-blade I'm not sure I'll d- (0.2) I'll see how
25             the three-blade compares↘ (0.4) u:m:(0.5) bu- I::: (0.3) in my mind
26             had °a two-blade design that we were going ⌈ for  ⌉°
27   JAS:                                                ⌊°fo-° ⌋ f-
28             from my research so far ·hh uh- (.) but this is the companies tell
29             them↘ (.) ⌈ bes- their blades⌉ ⌈    are the best    ⌉
30   JOH:                ⌊ yeah yeah yeah↘ ⌋ ⌊(.) sure↘ yeah yeah↘ ⌋
31   JAS:      (.) uh: I found the most popular ones↘ (.) are the three blades↗
32   JOH:      (0.2) are they↘ (.) okay↗ (.) right (0.2) in which case we are
33             going for ☺three blades then☺↗ ·hhh ⌈u:m⌉
34   JAS:                                          ⌊but⌋
35             ⌈    well I was going t-    ⌉ THE COMPANIES TELLING YEAH↘ (0.2)≈
36   JOH:      ⌊WELL YEAH↘ NO I mean it's-⌋
37   JAS:      ≈ ⌈OUR DESIGN IS THE⌉ BE⌈ST ye-  ⌉
38   JOH:        ⌊  YEAH↘    SURE↘  ⌋    ⌊        ⌋
39   PAU:                             ≈⌊I THINK↗⌋≈
40   JOH:      ≈ yeah↘≈
41   PAU:      ≈ U::M::
42             (0.5)
43   PAU:      some of the two bladed ones↘ (0.5)
44             °were only to do with the: ease of access↗
```

Jason's (non-primary speaker) self-selection:	Paul's (chair) self-selection:
1. At John's TRP (primary speaker) (L27);	1. Overlap (Jason's cut-off) (L37-38);
2. Competitive exchanges with John (L29-38)	2. Lengthening and pausing (L41-42)

Peter   Paul
Mark
        John
Jason   Clare

```
23    JOH:    it's Δthe problem is it'sΔ a three-bladeↃ (.) and I thi::nkↃ (.) we
24            were looking at a two-blade I'm not sure I'll d- (0.2) I'll see how
25            the three-blade comparesↃ (0.4) u:m:(0.5) bu- #I::: (0.3) in my mind
                                                            #  Figure 1.
```


Figure 1.

Figure 2.

```
26            #had °a two-blade design that we were going ⌈ for  ⌉°
              #  Figure 2.
27    JAS:                                               ⌊°fo-°⌋ f-
28            from #my research so far ·hh uh- (.) but this is the companies tell
                   #  Figure 3.
```


Figure 3.

* Jason's self-selection:
1. Extra attentiveness;
2. Bodily display of incipient speakership;
3. Restarts;
4. Pointing gesture.

```
29            themↃ (.) ⌈ bes- their blades⌉ ⌈      are the best    ⌉
30    JOH:              ⌊ yeah yeah yeahↃ  ⌋ ⌊(.) sureↃ yeah yeahↃ ⌋
```

```
34   JAS:                                                      ⌊but⌋
35          ⌈     well I was going t-   ⌉ THE COMPANIES TELLING YEAH↘ (0.2)≈
36   JOH:   ⌊WELL YEAH↘ NO I mean it's-⌋
37   JAS:   ≈ ⌈OUR DESIGN IS THE⌉ BE⌈ST ye-   ⌉
38   JOH:     ⌊  YEAH↘    SURE↘  ⌋
39   PAU:                        ≈ ⌊I THINK↗⌋≈
40   JOH:   ≈ yeah↘≈
41   PAU:   ≈ # U::M::
           # Figure 4
42         #(0.5)
           #  Figure 5
```
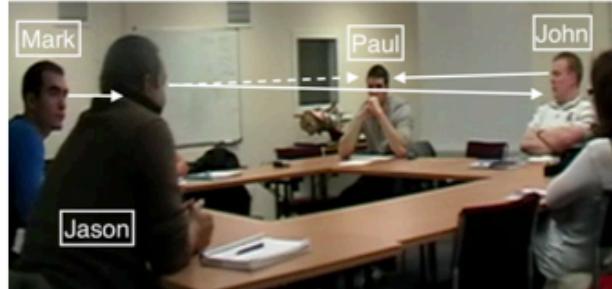
Figure 4.

Figure 5.

```
43   PAU:   #some of the two bladed ones↘ (0.5)
           #  Figure 6.
```

Figure 6.

```
44          °were only to do with the: ease of access↗
```

Peter   Paul
Mark
                John
Jason   Clare
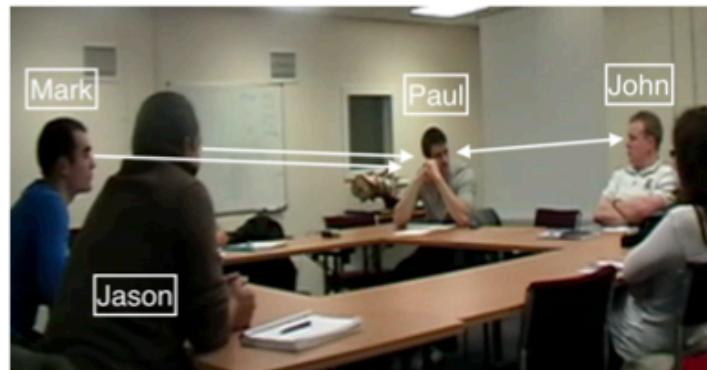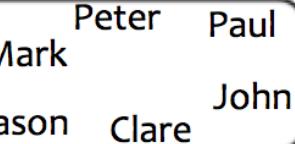
* Paul's self-selection:
1. John's displayed recipiency;
2. Jason's syntactic drop-out, embodied stand-by, definite withdrawal (Oloff 2012);
3. Paul's skilful display of speakership (pausing, lengthening, eye-gaze shift).

Summary

* Multimodal perspectives on the turn-taking organisations of speaker change:

1. Turn-allocation

2. Re-establish joint-attention

3. Decision-making process: to facilitate the participants to move toward an outcome

4. Enactment of speaker/recipient roles (chair, primary speaker, non-primary speaker…)

Conclusion

* Embodied participation framework in university student meeting interaction - a collaborative, vocally and embodied achievement of speaker selection & recipiency display;

* Interactional Competences (Kasper 2006) from a CA perspective:

1. *To understand and produce social actions in their sequential contexts;*
2. *To take turns-at-talk in an organized fashion;*
3. *To format actions and turns by drawing on different types of semiotic resources (linguistic, nonverbal, nonvocal)*
4. *To co-construct social and discursive identities through sequence organization, actions-in-interaction and semiotic resources…*

Thank You ☺ Comments/Questions?

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