Pre-Conference Workshops at the 4th International Conference on Conversation Analysis (ICCA-14)

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1. Introduction

The fourth International Conference on Conversation Analysis (ICCA-14), which took place between June 23 and June 29 2014 at the University of California, Los Angeles, offered students of Conversation Analysis (hereafter CA) the opportunity to deepen their understanding of social interaction alongside colleagues from universities around the world. Over a period of two and a half days 19 pre-conference workshops on different topics and of varying length were given by important scholars in the field; each accepted 15-20 participants.

In addition to introductory lectures on particular issues, the workshops usually consisted of one or more whole-group data sessions, complemented by individual or small group exercises. Hands-on sessions on field data were prepared by the workshop organizer or invited participants. The issue of how to construct a collection was a recurring theme in many workshops and this was debated in the context of reflections on premises for scientific research in general and CA research in particular. This approach to scientific training, consisting of collective analysis of field data, is fundamental to CA, which is characterized by an insistence on data-driven research. In the following report we give an overview of all the pre-conference workshops held at ICCA-14.

2. Themes of the workshops

To give a comprehensive picture of the theoretical and practical scientific issues discussed in the pre-conference workshops we have grouped them according to themes at the heart of current debates in CA: action formation; sequentiality and sequence organization; repair; the diversity of interactional resources (including workshops on multimodality and phonetics and prosody); language diversity and comparative analysis.

2.1 Sequentiality and sequence organization

The question 'why that now?' remains key for students of the machinery of social interaction and its sequential organization. This issue is omnipresent in empirical CA research and some of the workshops focused explicitly on it.

Gene Lerner and *Galina Bolden* offered a one and a half day training workshop on action sequence analysis during structured data sessions. This workshop was intended for scholars with little experience in sequential analysis of recordings of naturally occurring talk-in-interaction, and targeted what the organizers referred to as the 'action sequencing workout'.

Opening Up Sequence Organization, a workshop offered by *Geoffrey Raymond* was intended to give participants a deeper understanding of the ways in which the format and placement of sequence-initiating actions is crucial to the conditional relevance of the action. After a brief introduction participants worked

together on samples of Raymond's videos of ordinary interaction and police encounters, analyzing how formulating an action can constrain or extend the range of expected next actions. Scholars also discussed the relationship between participants' locally relevant identities and the sequencing and formatting of actions.

Seung-Hee Lee organized a workshop on second actions, intended to give participants an in-depth understanding of adjacency pairs and responsive actions in request sequences in English and Korean data. There was discussion of cross-cultural factors in turn construction of second actions.

Two workshops dealt with specific features of sequence organization in institutional settings. *Jeffrey D. Robinson* organized a workshop exploring the identification of practices in the context of doctor-patient interactions. The workshop consisted of lectures and collaborative work on participants' data. A workshop given by *Anssi Peräkylä* opened with a presentation of a theoretical overview of CA research on psychotherapy, setting out the distinctive features of the CA approach. This was followed by video data-based exercises on analysis of interactional practices in relation to institutional identities and expressions of emotion during psychotherapeutic sessions.

2.2 Action formation

Action formation research, which deals with the ways in which participants mobilize interactional resources to make an action recognizable as such to co-participants, is one of the main concerns of CA.

Paul Drew organized a workshop exploring the formatting of complaint actions. Large and small group data analysis exercises were used to explore the problems relating to the omnipresent challenge of establishing that an action belongs to a particular class or category (in this instance 'complaints'), the interactional practices through which this class of action is accomplished and recognized by co-participants. The workshop concluded by considering how to construct a scientifically sustainable collection of instances of a particular class of action.

The workshop organized by *Anna Lindström* and *Marja-Leena Sorjonen* dealt with the interactional practices used to display affiliation in interactions. Affiliation is manifested by modulation of responses to displays of emotion or epistemic stances. Speakers can indicate affiliation through their choice of candidate understandings. A disaffiliative candidate understanding can be a serious obstacle to the progress of the speaker's action. The workshop consisted of an overview of relevant literature and collaborative analyses of data in various languages, contributed by participants and the organizers.

The workshop given by *Jenny Mandelbaum* dealt with the interactional accomplishment of storytelling actions. Video data were used to analyze participants' orientation to different phases of storytelling (the means by which they express an understanding of actions remaining to be accomplished in the phase in question) and their alignment with or resistance to the action-in-course.

Mardi Kidwell drew on Sacks's early research in a workshop centered on an exercise in analyzing young children's interaction in order to understand basic features of the organization, mobilization and recognizability of social action.

2.3 Repair

Repair is fundamental to the management of social interaction and local achievement of intersubjectivity.

Celia Kitzinger and *Sue Wilkinson* gave an introductory workshop on the practice of initiating and accomplishing repair which considered topics such as components of repair, possible sequential positions in which repair can be carried out, which interactional resources can be used to effect repair and what actions can be accomplished by repair.

The workshop given by *Jack Sidnell* took Schegloff's 1992 article on third position repair as the last structurally provided defense of intersubjectivity in conversation as a point of departure. The workshop was an opportunity for reflection on the range of actions which can be accomplished by the interactional practice of third position repair (e.g. managing critique, disagreement and complaints). An introductory discussion of the examples in the article was followed by small group exercises in analysis of other data, which were subsequently presented to the whole group.

2.4 Diversity of interactional resources

Another core concern of CA is the ways in which multiple resources are mobilized to implement an action publicly. This issue was addressed explicitly in workshops dealing with a) collection and transcription of data on the organization of social interaction i.e. the process of rendering it observable and b) the diversity of interactional resources deployed by participants.

Galina Bolden and *Alexa Hepburn* looked at issues relating to the transcription of interaction. The first part of the workshop dealt with the presentation and discussion of conventional symbols used in the transcription temporal sequential relationships and aspects of speech delivery, focusing on the Jeffersonian transcription system. This part concluded with discussions of software for transcribing, analyzing and presenting interactional data and participants' experiences with various technologies and techniques for anonymizing data. In the second part of the workshop, participants divided into groups which discussed either 1) transcribing laughter and crying or 2) transcribing languages other than English (focusing on representation of languages that do not use the Roman alphabet, and the options for representation of the details of speech production). Finally, participants discussed two conventions for transcribing visible conduct and applied them in a practical transcription exercise.

The workshop given by *Lorenza Mondada* focused on approaches to collection of video data to capture the maximum amount of information on the embodied resources mobilized by participants in social interaction. The session consisted of a theoretical discussion of data collection as a 'proto-analytic' moment and hands-on exercises with a range of data sets supplied by Mondada. The workshop also included an introduction to multimodal transcription and a discussion of the ethics of the collection and use of video data, enabling participants to acquire a deeper understanding of multimodal analysis methodology.

Charles Goodwin gave a workshop based on video data, which explored participants' mutual displays of understanding of preceding actions and their critical role in co-construction of subsequent actions or sequences of actions.

Federico Rossano argued that gaze is organized with respect to sequence organization, action type and recognition of action type. After an introductory theoretical lecture participants in his workshop explored gaze, in extended accounts and adjacency pair sequences; in a first pair part (FPP); at the completion of a FPP and before the start of a second pair part (SPP) through hands-on analysis, using ELAN, of a Japanese data set supplied by a participant.

Elizabeth Couper-Kuhlen gave a workshop on the prosodic elements of talk in interaction. The workshop used listening exercises and exercises with the computer program PRAAT for digitized acoustic analysis to improve participants' understanding of the ways in which prosody is integral to the management of interaction.

Gareth Walker organized a workshop on acoustic issues in talk-in-interaction. The first part of the workshop was an introduction to the physical and technical bases of phonetic analysis of talk in interaction, such as the human articulation system, and acoustic records such as recordings of waveforms, spectrograms and pitch/f0 traces. The second part consisted of training in reading and describing the phonetic details of interactions and was based on guided use of the PRAAT software to analyze raw data.

2.5 Language diversity and comparison

An increasing proportion of CA research is carried out on data in languages other than English. Cross-cultural analyses of languages enable the identification of universals of interactional and linguistic organization.

Nick Enfield's workshop discussed issues in comparative research on human interaction, including how formulation of a research question, definition of the phenomena of interest and data collection methodology. The discussions covered ethnographic and linguistic contexts and ethics as well as practical issues relating to annotation of data in preparation for comparative analysis. The development and testing of new comparative coding schemes and issues relating to publication of comparative studies were also discussed.

The workshop on *Grammar and Interaction*, organized by *Makoto Hayashi* and *Kaoru Hayano,* focused on grammatical resources mobilized by participants in interaction and their relation with the display of epistemic stances across actions. After a theoretical overview of epistemics in CA, presentations focused on interactional uses of Japanese particles for marking epistemic stances, followed by a review and discussion of the main critiques of epistemics in CA. The second part of the workshop was organized around two data analysis sessions which explored grammatical resources in Greek and Farsi, and their role in management of knowledge; it was based on data presented by participants. A final data session considered a video recording of interaction between participants speaking Japanese and English while preparing a meal.

Ruey-Jiuan Regina Wu, Kobin Kendrick and *Sandra Thompson* offered a workshop on how to conduct CA studies in Mandarin Chinese, addressing the growing interest in doing CA in languages other than English. Two Mandarin Chinese case studies were used to illustrate key concepts and findings in the discipline. This presentation was followed by exercises on naturally occurring Mandarin data and a data session.

3. Concluding remarks

Participants in the pre-conference workshops were enthusiastic about the format and content of these training sessions, which proved useful to both junior and senior CA practitioners. These workshops, given by leading scientists in the field, gave participants the opportunity to improve their knowledge and understanding of specific topics. The 'hands-on work' format also provided opportunities for participants to practice the techniques they had just learned, working on example data sets or using particular software packages. In most workshops theoretical issues in CA were explored and elucidated through work with the recorded data.

The workshops provided scholars of CA with a more detailed understanding of the topics they addressed, which will be of great value in research on the organization of social interaction.

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