From monitoring to co-monitoring:
Projecting and prompting activity transitions at the workplace[1]

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English abstract
In this article, we study interaction at workplaces. We focus on episodes where participants who are involved in one activity visually *monitor* an observably emerging event with its own sequential or temporal trajectory that has a projectable endpoint. The endpoint in turn makes *relevant*, *possible* or *due* for the participants a transition to the next activity. We show how participants, through their publicly visible gaze behaviour and other embodied conduct, make visible that they are simultaneously oriented to both the ongoing and the emerging activity, thus projecting an imminent activity transition and creating affordances for *co-monitoring* of the emerging event. We also show how one participant can prompt the other to organize their action in a way that enables the achievement of a jointly coordinated transition from the ongoing activity to the imminent one, in cases where initial co-monitoring is not achieved. Data are in English and in Finnish.

Keywords: monitoring – emergent activity – multiactivity – mobilising action – conversation analysis.

German abstract
In diesem Beitrag untersuchen wir workplace-Interaktionen, in denen Teilnehmende in eine Aktivität involviert sind, während sie gleichzeitig die Entwicklung eines Ereignisses mit einem projizierten Endpunkt sowie eigenem sequentiellen und zeitlichen Verlauf visuell verfolgen. Der projizierte Endpunkt des Ereignisses macht eine nächste Aktivität für die Beteiligten relevant, möglich oder notwendig. Wir legen in diesem Beitrag dar, wie Teilnehmende durch Blickverhalten und andere körperliche Ressourcen anzeigen, dass sie gleichzeitig sowohl in eine laufende als auch in eine sich anbahnende Aktivität involviert sind und dabei einen unmittelbar bevorstehenden Aktivitätsübergang projizieren, der Co-Monitoring erfordert. Für Fälle, in denen Co-Monitoring initial nicht erreicht wird, zeigen wir Verfahren, mit denen Beteiligte andere Teilnehmende dahingehend mobilisieren können, sodass ein gemeinsam koordinierter Übergang von der laufenden zur unmittelbar darauffolgenden Aktivität möglich wird. Die Daten liegen in Englisch und Finnisch vor.

Keywords: Monitoring – emergente Aktivität – Multiaktivität – Handlungsmobilisierung – Konversationsanalyse.

1. Introduction

Interaction and action at work are laden with multiple activities and pose various demands for the working professionals; as part of their professional competence, they need to be able to negotiate between different tasks and sub-activities, all while maintaining their focus on the overarching task they are there to fulfil. One frequent activity at work is relational talk, as in talk that aims at enhancing interpersonal relationships (Schnurr 2013), or chatting with one's colleagues. Workplace is also a social environment, where relational talk can fill the gaps between the moments where individual tasks demand one's (more or less) full concentration, as well as take place in parallel with work tasks.

This paper looks into those moments at two different workplaces, a café and a research laboratory, where participants treat their conversations as *conversation at work*, acknowledging that when certain moments at work require some action, that action will be prioritized over the conversation, which will then be put on hold. More specifically, the activities discussed in this paper are ones that are projectable in the sense that the participants can visually monitor an observably emerging event (e.g. a customer approaching the till or a computer displaying the progress of an analysis) that has its own sequential or temporal trajectory with an anticipatable end-point, which in turn projects a transition to next activity for the participants. In such situations, participants sometimes talk and act in ways that make visible, first, that they are oriented to the emerging activity and, second, that they are preparing to and will engage with the imminent activity when it eventually "crosses paths" with the current one. What we are mostly interested in in this study are the saliently produced gaze shifts that at the same time project a participant's orientation to the emerging activity and invite the co-participant to attend to the monitored event. At such moments, participants coordinate, with the help of talk and embodied actions, a momentary dual involvement in two simultaneously progressing activities, and manage a transition from the current activity to the imminent one. We focus specifically on situations in which such two activities become intertwined, gradually transitioning from one to the other, and we show how participants coordinate the transition in different ways.

At the core of such situations seems to be the participants' work to balance and shift between activities, and to visually monitor parallel activities and anticipate how and when, in relation to the current activity, the emergent activity

may require their immediate involvement. Our focus in this paper is, first, to explore and study in micro-detail how participants monitor the progression of an activity that does not yet intertwine with the current activity, but the trajectory nevertheless emerging alongside it. Second, we analyse the verbal and embodied practices by which participants mark that transition at a particular moment as *relevant, possible* or *due*, thus communicating to a co-participant that transition is to take place as well as prompting the initiation of the next step or action.

Research on multimodality in social interaction has shown that multimodal resources are characterized by a specific temporality that combines multiple successive and simultaneous lines of conduct (Mondada 2018) in a way that enables participants to allocate their different interactional resources to different simultaneous activities. In our paper, we contribute to the discussion of temporality and sequentiality of action by arguing that also emerging activities are relevant to social action when they are visibly oriented to in the here and now. By saliently *monitoring* an emerging activity with their gaze, participants make publicly visible their involvement in the future activity through re-allocating (some of) their resources from the ongoing activity to the emerging one.

In this study, we use the conversation analytic method to analyse the talk and embodied conduct of the participants. Our data are video recordings of naturally occurring interactions that have been collected in two different workplace settings: a café and a research laboratory. In these settings, the participants are frequently required to monitor the surroundings, for example technologies and other people, and to respond to various demands posed by them or to assess how an activity or action is relevant or requires their attention or involvement (see Heath/Luff 1996, 2000). The analysed database consists of 4,5 hours of audio and video recordings. From this data, altogether 11 cases of projectable activity transitions were identified and analysed. The participants have given their informed consent to take part in the study prior to the recordings, and their identities have been obscured by giving them pseudonyms and by blurring their faces in the still images from the videos.

For the transcripts, we have used a combination of Jeffersonian conventions for transcribing the talk (Jefferson 2004) and Mondada's (2019) conventions for representing the embodied features of the interaction. Alongside the transcripts, we have used a Laurierian comic-strip-style representation of the video data (Laurier 2013, 2019). While the Jeffersonian/Mondada transcripts provide the precise temporality of the verbal and embodied conduct, the comic strip illustrations give the reader an easy access to the relation of talk, bodies, and the material environment, bringing about the Gestalt-like nature of the unfolding action. The narrative boxes in the comic strips pace the action and provide further illustrative information of the progression of the events. Together, the transcripts and comic-strips can provide a comprehensive representation of a complex interactional situation, while making it as accessible as possible, without the original video data.

In the following section, we will discuss some existing research on transitions between activities, as well as on involvement in multiple activities. The analysis section will focus, first, on situations in which both of the participants

monitor and orient to the imminent next activity and, second, on situations where one participant utilises different verbal and embodied practices to prompt a co-participant towards an aligned transition.

2. Monitoring a parallel activity and projecting an activity transition

As Goodwin and Goodwin (1992:84) and Goodwin (1984:227) note, social participants are often engaged in several activities simultaneously and that in those situations people talk and interact in specific ways to manage their orientation to and involvement in those activities. Levinson (2013), in his exploration on how conversing participants ascribe meanings to just previous actions ('action ascription'), and how they design their turns to relevantly build on the just previous action ('action production'), suggests various "puzzles" regarding 'social action' for conversation analysts to tackle. One of these ties to the question of coordinating involvement in multiple activities: "How do nonverbal action streams interact with verbal action streams?" (ibid., 124-125, 128). Levinson flags the importance of exploring how several streams of action may be superimposed, how they time share and how one action stream may be given priority over another – and how all these may require explicit co-ordination.

The points raised by the Goodwins' and Levinson connect with recent work on 'multiactivity', i.e. how humans interact in order to advance (or not) two or more sequentially or temporally progressing activities simultaneously (e.g. Mondada 2011, 2012, 2014; Haddington et al. 2014). This body of work has so far explored 'multiactivity' from three perspectives: First, it has looked into *the organisation of multiactivity*, i.e. the ways in which unfolding activities can become co-relevant, interconnect and influence each other's sequential and temporal trajectories (Haddington et al. 2014:19-20). Mondada's research (e.g. 2011, 2014) shows how co-present participants can order different action streams *in parallel*, i.e. simultaneously, without interference; how they can alternate between courses of action so that activities become *embedded* with each other; and how they can abandon – momentarily or entirely – an activity and thereby treat the activities mutually *exclusive* (Mondada 2011:207; 2014:45). Nishizaka (2014) has also shown how some activities (e.g. searching for a next item to show to a patient on the ultrasound) are opportunities to engage in some other activity (e.g. giving health advice). Second, conversation analytic work on multiactivity has begun to shed light on the *practices* – such as suspensions, resumptions, stopping, alternating and abandoning – by which interactants coordinate the emergent trajectories of separate activities (see for example Keisanen et al. 2014; Sutinen 2014; Helisten 2018). Finally, conversation analytic work on multiactivity has also explored the ways in which participants rely on various *resources* (e.g. verbal and embodied) to manage multiactivity, for example by distributing and allocating them to different activities (e.g. Raymond/Lerner 2014; Sutinen 2014; Harrison/Williams 2017).

The interactional episodes analysed in this paper come from transitions between activities. Previous research on 'activity transitions' has shown that they are not only achieved through talk but are deeply multimodal: co-participants use verbal actions and embodied 'moves' to achieve the transition

step by step, in an emergent and coordinated fashion. The studies also show that activity transitions are crucial for the overall organisation of tasks and activities especially in institutional and professional work settings, such as meetings (Deppermann/Schmitt/Mondada 2010), sports training (Råman 2018; Broth/ Keevallik 2014), medical interactions (Robinson/Stivers 2001; Modaff 2003; Nishizaka 2014), and an appraisal interviews (Mikkola/Lehtinen, 2014). They do, however, also occur in quotidian settings; in family interactions they provide one context in which children can be socialised into becoming competent members of the society (Goodwin/Cekaite 2013; Keisanen/Raunio-maa/Siitonen 2017).

Some studies have also noted how transitioning from one activity to another involves continuous monitoring of the surroundings and activities in it (see Heath/Luff 1996, 2000; Goodwin 1980; Goodwin/Cekaite 2013:130; Nevile 2004; Ticca 2014) and how monitoring and noticing events in turn makes possible projecting events and actions that are relevant for the on-going task (see e.g. Nevile 2004:129; Harrison/Williams 2017). This is how activity transitions connect not only to multiactivity but also to human ability to "look forward": "[F]oreseeing the other's project (…) may allow the two streams [of action] to run concurrently without overt interruption" (Levinson 2013:128). As many studies have shown, human interaction rests on the fundamental ability to "look forward" or project future actions and events – i.e. assess what will or should happen next (e.g. Auer 2005; Streeck/Jordan 2009; Goodwin 2000: 1491). In conversation analysis, 'projection' has been explored, first, as a feature of turn design and turn-taking organisation ('linguistic or grammatical pro-jection', e.g. Ford/Fox/Thompson 1996), i.e. how conversationalists project the end of a co-conversationalist's turn, which offers them an interactional slot for entering the conversation with their own contribution. Second, conversation analytic research has approached projection as a feature of sequence organisation ('action projection', Schegloff/Sacks 1973:296, fn. 6), i.e. how one action through its design creates a context – i.e. 'projects' – what the next speaker should relevantly do next. However, to our knowledge, there is no research on 'activity projection', akin to what Levinson (2013) above calls "foreseeing the other's project", yet.

The kind of monitoring we describe and discuss in this paper is closely related to the concept of *sustained orientation* (Nishizaka 2014; Nishizaka/ Sunaga 2015), which has been featured in research on multiactivity. It addresses participants' gaze direction, body orientation, and posture in examining where their orientation "returns" to when it is being shifted and re-allocated between parallel activities. In another recent study on visual monitoring as part of multiactivity, Harrison and Williams (2017) examined lifeguards' monitoring of the swimzone as a "main activity", and how the lifeguards maintained their involvement in the lifeguarding while at times engaging in another, unrelated activity. In our paper, the underlying work-related activities remain constantly relevant in the background, but only require action at certain, foreseeable points in time.

At work, people are required to engage in and coordinate activities that are intertwined and liminal, and to quickly switch from one activity to another. By building on the above work, our aim is to show how one participant's

monitoring of and orientation to the progression of a parallel and emerging work-related activity (see also Haddington 2013) can project a transition from relational talk to said work task. We also show how participants display that at some point in time, it is relevant, possible or required from them to disengage from the current activity and engage with the emerging one.

That such monitoring is public and itself observable provides co-participants a possibility to "see" and recognize the progression of the imminent activity, anticipate its trajectory and to also manage their own involvement with respect to it. Such shared 'monitoring' and 'projection' requires the co-participants' close coordination of talk and action as multiactivity and dual orientation to two progressing activities ('activity projection'), making possible an aligned activity transition. However, sometimes such joint and smooth 'activity projection' is not successful, whereby one participant can rely on various practices to redirect or prompt (see Modaff 2003) the trajectory of the ongoing activity to respond to the demands posed by the trajectory of the progressing imminent activity.

3. Analysis

In this section, we analyse seven interactional episodes that represent the different ways in which activity transitions are accomplished in our data. These ways can be placed on a continuum: At one end of the continuum, in Excerpts 1 and 2, participants – through co-monitoring of an emerging activity – jointly project, coordinate and accomplish the transition to a new activity. In cases without clear co-monitoring, however, a participant may prompt a co-participant to attend to the transition. In subsection 3.3, we explore episodes where one participant prompts the other verbally (Excerpts 3 and 4) and/or through embodied actions (Excerpts 5 and 6), such as body orientation, pointing gestures and nods, which indicate that a transition to a next activity is relevant, possible or due. Finally, we look into an episode that represents the other end of the continuum (Excerpt 7), where the participants do not achieve a joint orientation to the next activity, and where the conversation is eventually interrupted and brought to an abrupt end in order to achieve the transition on time.

3.1. Monitoring and monitorability of the parallel activities in the two datasets

As Deppermann (2014:252) argues, coordinated multiactivity requires the monitoring of others and how their actions and activities build relevancies and possibilities for next actions. This is an indication of how 'monitoring' as a socially observable phenomenon is a crucial element of interpersonal multiactivity (Deppermann 2014). In this paper, we focus on episodes in which a participant monitors an observably emerging event (e.g. a customer approaching the till or a computer displaying the progress of an analysis) that has its own sequential or temporal trajectory with a projectable end-point, which in turn makes relevant, possible or due a next activity. We show that publicly available visual monitoring is not only a resource for the person doing the

monitoring to project an expected transition point to an emerging next activity, but also a resource for directing a co-participant's attention to the expected transition in order to enable a smooth and jointly coordinated transition. In such situations, the emergent next activity visibly becomes simultaneously relevant with the ongoing conversation. In this way, we consider this monitoring an element of intrapersonal multiactivity.

In the following, we show that the visible monitoring by one participant can direct a co-participant's attention to the same emerging event through publicly available gaze shifts, creating affordances for bringing the on-going activity (e.g. a conversation) collaboratively to an end, which allows an aligned transition to the next activity. Thus, the *co-monitoring* of a parallel event as an *embodied action* enables the participants to jointly bring the on-going activity to a point where it can be (temporarily) closed without interrupting it. Next, we describe the specific types of monitoring taking place in the two settings this paper focuses on.

In the café data, the café workers can monitor the customers approaching the till, and how they move and make stops along a counter (Figure 1), starting from the cups and plates, moving on to foods, (possibly) going past the till to get coffee or tea, and then stopping to pay. This customer activity is visible to the workers on the other side of the counter, and at times they shift their gaze to monitor a customer's gradual approach to the till, where the service transaction – the next activity – will take place. The positions in the blue circles will be referred to in the transcripts as pos#1, pos#2, etc.
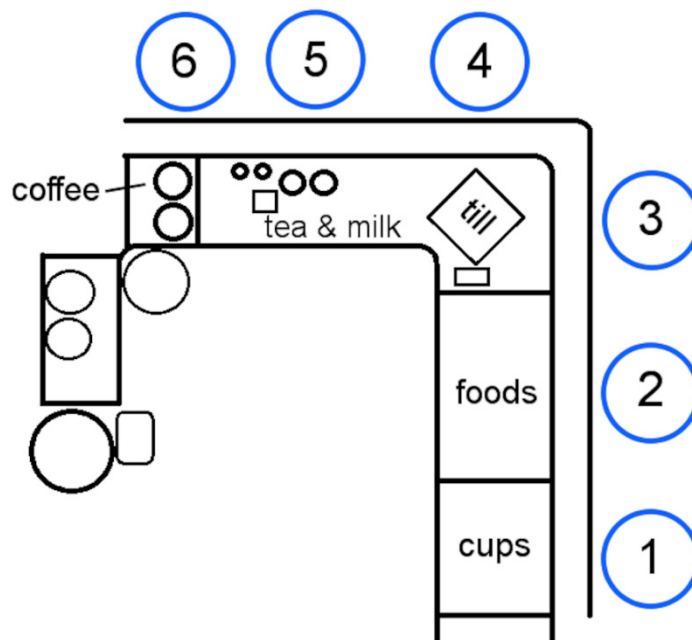

Figure 1: Layout of the café counter with reference positions.

In the laboratory data, what is monitored is the computer display and the features visible on it (Figure 2)[3]. For example, a software window shows the gradual progress of an analysis conducted by a spectrometer, which can be monitored by observing an updating graph and a counter in the lower right corner of the window. The number in the counter changes at steady intervals, climbing up towards 20,000, and once it reaches 20,000, the analysis is ready. At this point, also the graph stops updating and a small text box on top of it indicates that the analysis is ready. The information on what the participants can monitor was acquired through personal communication with one of the participants in the data, who informed us about the research process and about what they can see and monitor on the computer display. In addition to this, though the computer display is not fully readable from the video data, nor can one produce sufficiently detailed frame grabs of the display, the researcher can follow the progression and the end of the analytical process by observing the updating of the graph (indicated in the transcript as "updates" and "analysis ready"). By monitoring the number in the counter, the participants can project the imminent moment when the sample can be taken out of the device and a new one put in.
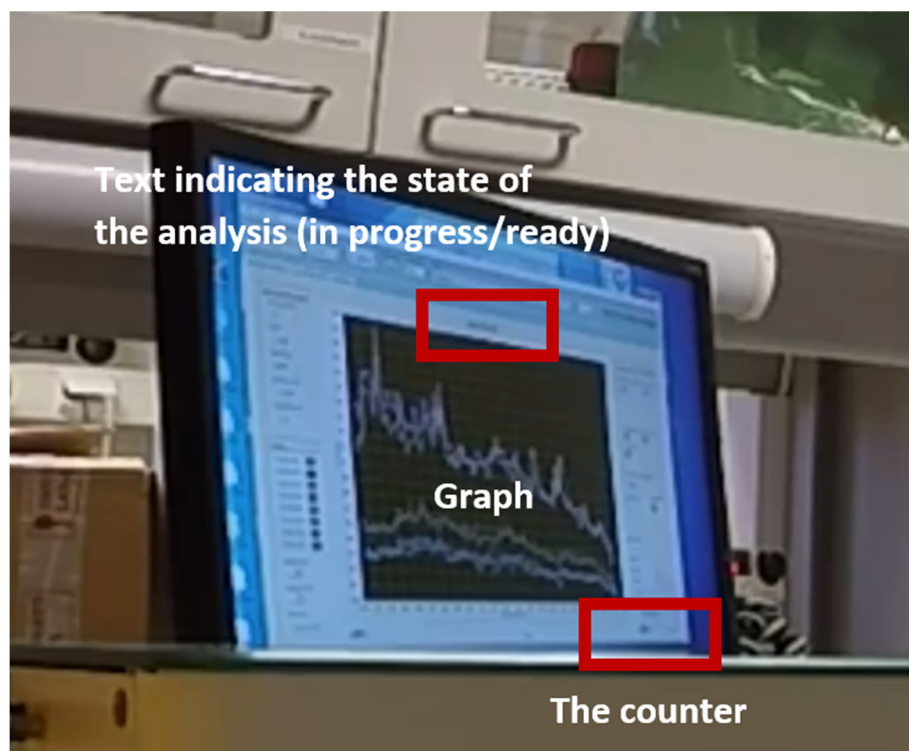
Figure 2: Analysis window on the computer display

The two datasets used in this study not only have different affordances and re-strictions for action and interaction but also quite different normative temporalities, due to the differences in the social pressure created by a) a human customer and b)

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[3]   A secondary camera angle was used in the analysis process to get access to the events occurring on the computer display. The researchers' view of the display can be seen in Figure 2.

a machine. Yet, as both settings comprise pair work, the work partner can never-theless create a certain social pressure which is oriented to while coordinating transitions. A typological division therefore exists, but what connects the two data sets is that they both include two persons with a joint orientation to a participation framework (relational talk) from which they transition to a work-related task, at which point the joint orientation can or has to split. Thus, in the analyses below, we shall examine the trajectories in these two settings of moving from relational talk to working.

3.2. Transitions with co-monitoring

In our data, transitions from an ongoing activity to a next one are sometimes achieved jointly by the co-participants so that they both take part in monitoring the observable emerging event projecting the imminent activity. Excerpt (1) depicts a case of jointly coordinated transition from conversation to customer service in the café data.

Erja and Tuija are co-workers in a café, where they divide their work so that one of them is on cashier duty (here, Erja) and ready to charge the customers at the till, while the other (Tuija) is taking care of other chores in the kitchen. They have been talking, among other things, about their cats and the prices of veterinarian services, and whether it matters which vet to take the cat. In this excerpt, a customer arrives at the end of the counter (pos#1) and can be seen to gradually move along the counter before reaching the till (pos#3 or pos#4), where they will be charged for their purchase. The two activities – talking with a co-worker and serving the customer – cannot be progressed in parallel, as both require the same resource – talk and hearing – and are thus organized in successive order rather than simultaneously. Here we can see how both Erja and Tuija monitor the customer's progression along the counter and orient to the imminent activity transition during their conversation. Excerpt 1 shows how they bring their conversation to a (temporary) closure before Erja moves to serve the customer.

(1) Creamy doughnuts (Café_Cam2_2_0335-0452)

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erg = Erja's gaze           tug = Tuija's gaze
cug = customer's gaze       erj = Erja's bodily action
tui = Tuija's bodily action cus = customer's bodily action


01 TUI: nii.+
        yeah,
   fig:      +fig3a
02       (0.9)ᶜ(0.2)ᵉ+(0.6)
   cus: >>...ᶜat pos#1--->
   cug: >>ᵉtwd cups--->
   erg:           ᵉtwd pos#1--->
   fig:             +fig3b
```

```
03 ERJ: .h[h s-
04 TUI:   [ᵀtuolla on ᵀᵉᶜtuota ᵀ+erkkimunkkᵉiaᵀ tuolla,
          there are some of those creamy doughnuts over there
     tui:    ᵀ.........ᵀpoints-ᵀ,,,,,,,,,,,ᵀ
     erg:             ---ᵉtwd counter-------ᵉtwd TUI--->
     cug:             ---ᶜquick glance twd TUI's hand, then back to cups->
     fig:                      +fig3c
05      (0.6)
06 ERJ: (voiᶜsin ᶜhakkee)ᵉ
        I could get some
     cug:  ---ᶜ...>
     cus:        ---ᶜ...>
     erg:             ---ᵉtwd CUS--->
07      (0.3)ᶜ(1.8)ᶜ+(0.5)ᵗ(0.5)ᵗ+(0.2)ᵉ(0.4)
     cug:    ...ᶜtwd pastries--->
     cus:          ...ᶜat pos#2--->
     tug:                   ᵗ.....ᵗtwd CUS--->
     erg:                          ---ᵉ,,,>
     fig:        +fig3d         +fig3e
08 ERJ: ᵉ°yleensä ᵗse on°, ᵗKekkone otti miten sattuu mut kahenkympin+
        luokkaa se on.=
        usually it's,    Kekkonen used to charge what ever but it's
        about twenty
     erg: ᵉtwd TUI--->
     tug:       ---ᵗ,,,,,,,ᵗtwd ERJ--->
     fig:                                                     +fig3f
09 TUI: =mm.
10      °mhm°.


11      (0.4)ᵀ(1.0)ᵀ(0.4)ᶜ(1.2)ᶜ(0.2)ᵉ(0.2)ᶜᶜᵉ
     tui:       ᵀnods--ᵀ
     cus:              ---ᶜ.................ᶜpasses pos#3...>
     cug:                 ---ᶜtwd till/TUIᶜ((gaze dir not visible))--->
     erg:                    ---ᵉ.......ᵉtwd CUS--->
12 ERJ: ↑hei.+
        hello
     fig:       +fig3g
13      (0.5)ᵉ(0.4)ᵉ(0.2)ᶜ
     erg:  ---ᵉ,,,,,ᵉtwd TUI--->
     cug:           ---ᶜtwd coffee makers--->
14 ERJ: ᴱsinänsä on merkitystä?ᶜᶜ+
         in a sense it matters
     erj: ᴱ...>
     cus:                   ...ᶜat pos#4--->>
     cug:                 ---ᶜ...>
     fig:                   +fig3h
15      (0.8)
16 TUI: joo,
        yeah
17      (0.3)ᴱᶜ+
     erj:  ...ᴱbody twd till, face twd pos#4--->>
     cug:  ...ᶜdown, twd ERJ--->>
     fig:      +fig3i
```

Figure 3: Joint orientation to imminent customer service

Tuija first gazes towards the customer in line 02, as the customer arrives at the cups rack (pos#1) at the end of the counter, gazing at the cups. Tuija mentions in line 04 that there are some creamy doughnuts in the back and points to the back of the kitchen. The customer quickly glances at Tuija's hand during her gesturing, which shows she is at least on some level following the staffers' conversation. Erja acknowledges Tuija's offer and states she might get some later. At the end of her turn in line 06, Erja monitors the customer, who begins to move towards the till and stops at the food display (pos#2), by following the customer with her gaze. Tuija also turns her head to look at the customer in line 07, and both are now visibly monitoring the customer's movements, and thus oriented to the upcoming service encounter. They still have some time before the customer reaches the till, and they continue to wrap up their conversation in parallel with the monitoring. In line 08, Erja turns to look at Tuija again and produces a statement which refers back to their previous topic of vet clinic prices. Erja's statement has a low response relevance and makes maximally relevant an acknowledgement. Tuija responds with only minimal acknowledgment tokens (lines 09 and 10), thus acknowledging and affiliating with the Erja's previous turn (Stivers 2008), and nods, signalling transition to another activity (see Svinhufvud 2016:95). In line 11, the customer can be seen turning her gaze towards Erja's position and beginning to move towards the till. Erja then turns to face the customer and greets her in line 12 as she begins to move from pos#2 towards pos#3 to get the coffee. Erja concludes the topic in line 14 by summing up the answer to the original question of whether it matters which vet to use, and then turns to the till, preparing to charge the customer.

The café workers' co-monitoring of the progression of the customer along the counter provides them with the possibility to time the closing of the conversation so that the customer will be served when she reaches the till. Their orientation to the imminent service activity becomes visible in different ways. Both Erja and Tuija first look at the customer (lines 2 and 6, respectively), after which they begin to wind down the conversation by returning to and summing up the previous topic; rather than starting a new topic, Erja orients to bringing the current conversation to an end. Tuija's minimal responses are also such that do not prompt new turns, but rather just acknowledge what has been said, which also contributes to the closing down of the conversation. While doing all this, Erja and Tuija keep monitoring the customer selecting items and approaching the till, i.e. an activity which is currently emerging alongside their conversation. In sum, the café workers jointly achieve an aligned transition from non-work-related talk to customer service by monitoring both the movements of the customer and each other's gaze behaviour. Their conduct during the transition displays their dual involvement to the ongoing conversation and the emerging next activity. The two activities are thus relevant simultaneously and coordinated with respect to each other. The joint coordination enables Erja to move to the till at the moment when the customer is ready to pay, i.e. when Erja's action in the imminent activity is due.

Similarly to Excerpt 1, Excerpt 2 focuses on a jointly coordinated transition from relational talk to an imminent work task. The excerpt comes from the laboratory data which has different affordances for monitoring the imminent next activity than the café data. Of the two people working in the laboratory,

Taru is a more experienced researcher,[4] and she is helping the other researcher, Diogo, with his experiment. They are having a conversation while Taru is also monitoring the computer display (see section 3.1, Figure 2), represented as "cpu" in the transcripts, which will show her when a counter and a text box in the software window indicate that the analysis is ready, making it possible to them to open the lid of the spectrometer (SM in the transcripts) and switch the sample. The two activities – conversation and opening the spectrometer and switching the sample – do not automatically rule each other out, and talk can be continued in parallel with the manual activity of preparing the device. Thus, a similar social pressure that is present in the café data is missing here due to the absence of a human third party. The activity transition, however, still requires joint orientation: opening the lid of the spectrometer exposes a laser beam, and before the lid is opened, everyone in the room must be wearing protective goggles. This next example of a joint monitoring transition from the laboratory data takes place about 45 minutes into the workday, and this is the third time they open the lid of the laser device, so Diogo is also familiar with the procedure.

(2) Having cancer is not your fault (day2_cam1_3_1540-1644)

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dib = Diogo's bodily action, tab = Taru's bodily action
dim = Diogo's manual action, tam = Taru's manual action
cpu = computer analysis / info on the display, SM = spectrometer


01 DIO: but what is good,+
   dib: >>body twd TAR, gaze to right--->
   tab: >>body twd counter, gaze to DIO--->
   fig:                     +fig4a
02 DIO: after three? (.) ᵈgenerations? you don't-
   dim:                   ᵈgesturing--->
03 DIO: (0.5) uh:: some*times (.) your: (0.3) boᴰdy can,
   cpu:               *updates
   dib:                                    ---ᴰgaze twd TAR--->
04 DIO: (0.4) f̲i̲x this damage.ᵀᵈ
   tab:            ---ᵀ...>
   dim:            ---ᵈ
05      (0.6)ᵀ+(2.2)*(0.2)ᴰ(0.2)ᴰ(3.9)+(1.3)*(1.1)ᴰ+(3.7)
   tab:   ...ᵀtwd CPU--->
   cpu:             *updates              *updates
   dib:            ---ᴰ.....ᴰgaze twd desk----ᴰgaze twd CPU-->
   fig:     +fig4b               +fig4c        +fig4d
06 TAR: °mm[:°
07 DIO:    [I] [₂think wou-    ₂]
08 TAR:       *[₂almost ready. ₂]ᴰ+
   cpu:       *updates
   dib:                     ---ᴰgaze twd TAR--->
   fig:                   +fig4e
```

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4   Although professional competence and its development are not in the focus of this study, we nevertheless acknowledge the differences in the participants' professional vision (Goodwin 1994) between the two datasets. See also the Conclusion section of this article.

```
09       (0.6)
10 TAR:  mᵀ(h)m(h)hᵀ+[(h)h(h)    ]
   tab:  ᵀ,,,,,,,,ᵀtwd DIO--->
   fig:            +fig4f


11 DIO:            [£ah ↓yeah£,]
12 DIO:  .hh I think it's ᴰ#a#-
   dib:              ---ᴰgaze front, twd desk--->
13 DIO:  (0.4) ᵀgood to say ᵀ>to people< who haf cahnc*er,
   tab:   ---ᵀ...........ᵀtwd CPU--->
   cpu:                                      *updates
14 DIO   or who has cancer,ᴰ
   dib:              ---ᴰgaze twd CPU--->
15 DIO:  (1.1) °who have ᴰcancer°, is tha:t,
   dib:              ---ᴰgaze front, twd desk--->
16 DIO   (0.9) it's not your ᴰ↓fau:lt.*
   dib:              ---ᴰtwd TAR--->
   cpu:                      *updates
17       (0.8)
18 DIO:  having cancer is not your ↓fault.
19       (4.0)
20 TAR:  *m:ᴰ[ : : : h ,]
   cpu:  *analysis ready
   dib:  --ᴰgaze down--->
21 DIO:     [one of the] most common feelings yu:r-
22        with ᵀthe people,ᵀ
   tab:   ---ᵀ,,,,,,,,,,,ᵀtwd DIO--->
23 DIO:  (.) ᵀwho's treating cancer ᵀ+is::,
   tab:  ---ᵀtwd DIO--------------ᵀstands up, turns & walks to SM
   fig:                      +fig4g
24 DIO:  (0.8) isᴰ that o:h that's my ᵀᵗ↓fault,+
   dib:      ---ᴰgaze twd CPU
   tab:                        ---ᵀat the SM--->
   tam:                         ᵗputs on goggles
   fig:                             +fig4h
25       (0.5)
26 DIO:  Iᴰ did something ᵀᴰwrong+ (0.2) in the ↑past,
   dib:  ᴰ...............ᴰstands up
   tam:                 ᵀstarts handling SM--->
   fig:                   +fig4i
27       (0.7)ᵈ(1.3)
   dim:    ---ᵈ...>
28 TAR:  uh:m,
29 TAR:  [I-    ]
30 DIO:  [that's] °my=f-°ᵈ fault.=
   dim:             ...ᵈgrips sample glass--->
31 TAR:  =I ᵈthink (.) partly you are correᵈ+ct.
   dim:  ---ᵈ...........................ᵈgrabs goggles...>
   fig:                       +fig4j
32       (0.8)
33 TAR:  because, (1.1)ᵗ(1.5)
   tam:                 ᵗremoves sample and drops it on the table,
                         scrapes sample plate clean--->
```

```
34 TAR: uh:: ᵈ+it's your fault if you speed it £up£. hh.
   dim:    ...ᵈputs goggles on, adjusts--->
   fig:       +fig4k
35         ᵀt(0.8)ᵗ(0.5)
   tab: ᵀ...>
   tam:   ᵗ,,,,,ᵗputs pincers on the desk


36 TAR: £I mean£ ᵀhh. (h)h.
   tab:        ...ᵀtwd DIO, turns to desk--->>
37 DIO: yeah,
```


Figure 4: Joint orientation to the progression of the computer analysis

In this excerpt, we can see Taru actively observing the graph and the running numbers on the counter on the computer display while Diogo is talking about cancer. Of the participants, Taru is the one who sits closer to the display and at times breaks mutual gaze and turns her head and upper body to check on the counter. In lines 03 and 04, Taru makes visible her sustained orientation to monitoring the computer display during Diogo's turn by turning her gaze towards the display. The long lapse that follows the transition relevance place after Diogo's TCU suggests Diogo recognizes and orients to Taru's dual involvement, and to the prioritization of work, and he turns his gaze away from Taru as well. The graph on the display updates twice during the lapse, with Taru monitoring the progress of the analysis throughout. Diogo also turns his gaze to the computer display, after which both Diogo and Taru self-select and start speaking in overlap in lines 06, 07, and 08.

In line 08, Taru announces that the analysis is almost ready. The turn accounts for her extended looking at the computer display during Diogo's turn, as well as for the lack of any response from her. In addition to this, Taru's turn functions as an 'action projector' (Streeck 2009:171; Haddington 2019:75). It verbalises a future event (the availability of the analysis) which implies that a future action – in this case, switching the sample – will be relevant or due soon. The design of the action projector does not, however, specify the time when this will happen, but it still makes the imminent transition accessible and anticipatable for Diogo, who has not similarly been monitoring the display. Diogo produces a receipt "ah yeah" in line 11 and continues through lines 12 to 30 to state his opinion on the importance of telling cancer patients their illness is not their fault. Taru turns back to monitoring the display in line 13, and the graph on the display updates twice during Diogo's talk, in lines 13 and 14. Taru produces a minimal receipt token in line 20, while at the same time the counter on the display reaches 20,000 and indicates that the analysis is ready. Taru turns to look at Diogo at the end of line 22 and gets up and moves to the spectrometer in line 23. At this point, Diogo also looks at the computer display and gets up in lines 24 and 26, still speaking, and begins to reach to one of the sample glasses on the counter. Taru, who is already at the spectrometer and handling the device, responds to Diogo's statement in lines 31 to 34, while Diogo puts his own goggles on.

Here, while in a very different setting compared to Excerpt (1), the participants are conversing in parallel temporal order with monitoring with their gaze the progression of the analysis, leading to an imminent next activity. Taru, sitting closer to the computer display and having more experience in using the device, is in a better position to monitor the progression of the analysis than Diogo, who is inexperienced in using the analysis device and sitting further away. Through Taru's early announcement of the opportunity for the transition getting closer, Diogo is given the affordances to anticipate the imminent relevance for action. The announcement also functions as a pre-account for Taru's upcoming preparatory actions (picking up the goggles, turning away from Diogo) and her partial disengagement from the interaction with Diogo. By observing the shift in Taru's orientation from relational talk towards the work-related (primary) task, Diogo also manages to achieve the transition in parallel order with the ongoing talk without any adjustments or prompts.

In this section, we have shown two ways in which participants' visible orientation to a future involvement *imbricates* with an ongoing involvement: two lines of action are relevant at the same time, while the participants are only directly involved in the ongoing one. Activities can be imbricated through embodied conduct which displays one's orientation to the imminent activity, such as gaze-shifts and (re-)orientations of one's body, both of which can have a deictic function and thus also direct other's attention to the emerging activity. This way, participants' own monitoring actions can also function as embodied action projectors to indicate an upcoming transition. Dual involvement is integral in achieving transitions. In this section, the transitions are made possible by the participants' co-monitoring of the imminent activity and they are achieved without actions that explicitly "prompt" an immediate transition (e.g. turns-at-talk or gestures). In the next sections, we turn to examples in which participants rely on such prompts in order to accomplish a coordinated transition.

3.3. Practices for achieving a transition without co-monitoring

In the above section, we analysed situations where both participants visibly monitor the progression of the emergent event and coordinate their actions, allowing an aligned transition to the next activity. In this section, we analyse examples where only one participant initially orients to and monitors the imminent next activity that will, nevertheless, require action from both of them. We show cases where one participant prompts the other to organize their action in a way that enables the achievement of a jointly coordinated transition from the ongoing activity to the imminent one. We have identified two kinds of practices that mobilise immediate transition to the next activity: embodied prompts (Excerpts 3 and 4), and verbal prompts (5 and 6).

3.3.1. Embodied prompts as a practice for mobilising transition

In this section, we focus on embodied practices – such as nods and gestures – that mobilise immediate transition to the imminent next activity. These are used when only one participant is oriented to both the ongoing and the imminent activities and coordinates the achievement of a joint transition. In Excerpt (3), Diogo and Taru are sitting by the work counter while the spectrometer is conducting the analysis. The graph and the running number on the computer display are constantly updating. In the excerpt, Diogo is explaining to Taru some details of his research. During Diogo's telling, Taru switches between looking at Diogo and monitoring the display.

(3) No small molecules (day2_cam1_4_1521-1559)

```
01 DIO: ah::, (0.4) mtsk (0.4) ᵈwhen I ᵈ⁺use (.) catalys*t?
   dig: >>twd TAR-------------ᵈ.......ᵈtwd handR--->
   tag: >>twd DIO--->
   cpu:                                              *updates
   fig:                                   +fig5a
02 DIO: (0.4) mtk (.) there is- there is ↑no (.)
03      ᵈ↓small ᵈmolecules. ↓only big ones.
   dig: ᵈ,,,,,,,ᵈtwd TAR--->
04      (0.4)ᵗ(0.2)
   tag:    ---ᵗup--->
05 TAR: ᵗmm, (0.4) o↑*kay,ᵗ⁺
   tag: ᵗ................ᵗup and front--->
   cpu:              *updates
   fig:                  +fig5b
06 DIO: it's the first- the ᵗfirst ᵗ⁺time tcho::,
   tag:                  ---ᵗ......ᵗtwd CPU--->
   fig:                      +fig5c
07      (0.6)ᵗ(0.4) improᵗve,
   tag:    ---ᵗ,,,,,,,,,,,ᵗtwd DIO--->
08 DIO (1.2)*(0.5) the reaction.ᵗ
   cpu:      *updates
   tag:                     ---ᵗ...>
09      (0.5)
10 DIO: in,ᵗ (0.6) when you- ᵈwhen you have ↑only,
   tag: ...ᵗtwd CPU--->
   dig:                   ---ᵈtwd/past CPU--->
11 DIO: (0.5) uh: (0.3) the gre*at ones?=
   cpu:                   *updates
12 DIO: =or the: (.) great mo:lecules?
13      (0.4) you can start treat ↑only ᵈ↓them.
   dig:                        ---ᵈtwd TAR--->
14      (0.7)
15 DIO: mtsk ᵀbut in the beginning,* onlyᵀ small ones.
   tab:    ---ᵀnodding-------------------ᵀ
   cpu:                              *ready
16      (0.8)
17 DIO: .hh and ᵗmy- myᵗ question ↓was,ᵀ (.) ↑whY↓.⁺
   tag:      ---ᵗ......ᵗtwd goggles--->
   tab:                           ᵀ...>
   fig:                                       +fig5d
18      (0.5)ᵀᵗ⁺ (0.5)       ᵀᵗ⁺    (1.2)            ᵀᵈᴰ⁺
   tab:    ...ᵀgrabs gogglesᵀnods twd DIO's gogglesᵀstands up,
                                                   turns...>
   tag:    ---ᵗtwd DIO------ᵗtwd DIO's goggles
   dig:                                      ---ᵈtwd goggles--->>
   dib:                                      ---ᴰ...>
   fig:        +fig5e         +fig5f                +fig5g
19 TAR: mᴰmm?ᵀ⁺
   dib:  ᴰgrabs goggles--->>
   tab:  ...ᵀwalks twd spectrometer while putting on goggles--->>
   fig:       +fig5h
```

Figure 5: Nodding as an embodied prompt mobilising a transition to the next activity

At the beginning of the excerpt, Taru is looking at Diogo while he is talking about his research. She turns to check the computer display in line 06 and, after she turns back to Diogo, the computer screen updates (line 08). When Diogo's turn in line 08 comes to a point of possible completion, Taru turns to the computer again. During Taru's monitoring, Diogo keeps talking and turns his gaze towards the computer, or at least away from Taru, from line 10 to line 13. In line 15, Taru nods in acknowledgement while keeping her eyes on the display. In the meanwhile, the counter reaches 20,000 and stops updating, indicating the analysis is ready. In line 17, Diogo begins a new turn, which shows he is not yet orienting to the completion of the analysis and to the possibility of an activity transition. Taru turns her gaze to her goggles and

begins to reach out to grab them while Diogo talks. This way she visibly orients simultaneously to the activity transition and the unfinished status of Diogo's TCU. Once Diogo's turn reaches a point of possible completion, Taru glances at Diogo and nods towards his goggles. By glancing towards Diogo in line 18, Taru addresses her next actions directly to him and thus gives them meaning in the current context; the nod functions as a prompt, signalling to Diogo that the next activity is now due, and that he should also put on his goggles, so that she can open the lid and expose the laser. As Taru stands up and begins to move towards the spectrometer, Diogo quickly reaches out to his goggles and grabs them.

Here, Taru is the person who actively monitors the display and orients to the imminent transition from waiting and being engaged in relational talk to the work-related task of changing of the sample. At the same time, she orients to Diogo's story and displays her recipiency by producing minimal acknowledgements that display orientation to his storytelling. While Diogo keeps talking – and thus does not display orientation to the imminent transition – Taru begins the transition herself: she picks up her own pair of goggles, nods towards Diogo's goggles and stands up and turns around towards the spectrometer. Taru's actions thus function as a prompt for him to put on the goggles now. As Taru stands up, Diogo complies with the prompt; he looks towards the goggles and begins to reach out for them. Diogo's actions also display his knowledge of the context and the procedure of operating the equipment. In sum, the transition is achieved with minimal delay and without interrupting Diogo's storytelling. Taru's embodied prompt here shows that the two activities (conversation and switching the sample) are not mutually exclusive but can be progressed in parallel. At the same time, the nodding towards the goggles also makes explicit the relevance of starting the next activity without further delay.

In Excerpt (4), Diogo and Taru are involved in a conversation about the sudden death of Diogo's sister. We again focus on Taru, who, during Diogo's telling, indicates the imminent transition through a gesture and by grabbing her goggles, and thus manages to achieve a joint transition without interrupting Diogo's story (which in this context would be quite insensitive).

(4) My sister died (day2_cam1_6_0910-0956)

```
01 DIO: a:h +m- my sister died,
    fig:      +fig6a
    dib: >>twd desk--->
    dig: >>to front right--->
    tab: >>twd desk--->
    tag: >>twd cpu--->
02 DIO: uh:: (0.3)ᵗ(0.4) ↑three ᵗ+↓years ago,=
    tag:        ---ᵗ.............ᵗtwd DIO--->
    fig:                      +fig6b
03 DIO: =she *was t- forty se↓ven.
    cpu:      *updates
04      (0.9)


05 DIO: and sh::::: (0.7) ᵗshwas feelingᵗ ill?
    tag:                  ---ᵗ,,,,,,,,,,,,ᵗtwd CPU--->
```

```
06 DIO: (0.8) an*d +five hours ᵗshe ↓diᵗed.ᵈ+
   cpu:         *updates
   tag:                      ---ᵗ.......ᵗtwd DIO--->
   dig:                               ---ᵈtwd TAR--->
   fig:            +fig6c                  +fig6d
07      (0.7)
08 TAR: mm?ᵈ
   dig: ---ᵈ,,,>
09      (1.1)
10 DIO: ᵈan:d (0.3) >it was terrible for everyone ᵈbecause<,
   dig: ᵈup and right-------------------------ᵈtwd TAR--->
11      (0.2) *her (0.4) her husband (0.3) is Dutch.
   cpu:       *updates
12      (0.6)
13 TAR: mm?=
14 DIO: =and he was living here?=
15      =and she ᵈwas (0.7)*(0.1) live in Brazil?
   dig:       ---ᵈright--->
   cpu:                   *updates
16      (0.8)
17 DIO: mtskᵗ (0.5) ᵗbut next month they're going to get married,
   tag: ---ᵗ,,,,,,,ᵗtwd CPU--->
18 TAR: *ᵀᵗ[m m h?]ᵗ
   cpu: *analysis ready
   tab: ᵀnods
   tag:  ᵗ........ᵗtwd DIO--->
19 DIO:   [and she] was going to::- (0.3)ᵗ(0.4)ᵗtchmove tcho::,
   tag:                           ---ᵗ,,,,,ᵗtwd CPU--->
20 DIO: (0.5) Netherland?
21      (1.8)
22 DIO: and because of that I have ᵀᵗtcho ᵀ+take ᵗcare of-+
   tab:                            ᵀ......ᵀpoints...>
   tag:                         ---ᵗ..........ᵗtwd goggles--->
   fig:                             +fig6e            +fig6f
23 DIO: uh of ᵗᵈa ᵀlot of+ ᵗthiᴰngs.
   tag: ---ᵗtwd DIO----ᵗdown--->
   tab:      ...ᵀgrabs goggles,,,>
   dig: ---ᵈtwd goggles--->
   dib:               ᴰ...>
   fig:          +fig6g
24      (1.1)ᴰ  (0.8)  ᴰ+  (0.9)ᵀ   (0.8)         ᵀ (0.5)
   dib:      ᴰstands upᴰgrabs goggles
   tab:                   ,,,ᵀputs goggles onᵀ...>
   fig:          +fig6h
25 TAR: so wha- ᵀ↑what ↑↑happened to+ ↓her.ᴰ
   tab:      ...ᵀstands up, grabs pincers and turns twd SM--->>
   dib:                      ...ᴰputs goggles on--->>
   fig:              +fig6i
```

Figure 6: Pointing gestures as an embodied prompt mobilising a transition to the next activity

Taru has been monitoring the display while listening to Diogo's story, displaying recipiency through gaze direction as well as through minimal receipt tokens in lines 08 and 13. While Diogo still continues his story, Taru turns to check on the display in line 17. In line 18, just as Taru begins to turn her gaze towards Diogo, the counter stops at 20,000 (visible to the analyst from this being the last time the graph on the display changes) and indicates the analysis is ready.

During the pause in the middle of Diogo's turn in line 19, Taru turns her gaze towards the computer again. This is the first point where it is observable for Taru that the analysis is ready and the window of opportunity for switching the sample is open. Diogo, however, continues his telling. Taru then produces an embodied prompt (line 22) in form of a quick pointing gesture that moves from the computer display to Diogo's goggles. The gesture indicates that the analysis is ready and it is relevant to move to the next activity. For this, Diogo should put on his goggles. At the same time, Taru turns her gaze to her own goggles, and then gazes at Diogo, who, at the same moment turns to look at his goggles. At this stage, both visibly orient to the next activity: During the 4-second silence in line 24, Diogo stands up and picks up his goggles, and once Taru is ready with her own goggles, she stands up and moves towards the spectrometer. At the same, she resumes the conversation in line 25 by asking a question about Diogo's sister. In sum, by producing a pointing gesture as an embodied prompt, Taru communicates the relevance to move to the next activity, without interrupting Diogo's storytelling.

In both Excerpts (3) and (4), the two activities that latch with each other are conversation and a manual handling of the samples and the spectrometer. Certain cooperative (physical) actions are required from both participants, before they can move to the next activity. After a certain moment in time, once the possibility for moving to the next activity arises, these actions become immediately relevant. In the analysed episodes, the other participant does not display sufficient orientation to the imminent transition, and thus a prompting action indicating the transition is done by the participant monitoring the emergent activity.

In the next section, we show how participants rely on verbal prompts to indicate the relevance or possibility to move to the next activity that has been progressing in the background.

3.3.2. Verbalisation of the transition

In addition to embodied prompts that indicate a transition to the emerging activity, participants can prompt the transition through explicit verbalisations. We have identified two cases, both of which follow embodied actions – such as standing up, grabbing the goggles and changing one's body orientation – that project the transition to the emergent activity. However, these embodied actions do not receive an uptake from the co-participant, who remains oriented to the ongoing talk and is not gazing towards the participant producing the prompts. The excerpts show two different ways to verbalise the imminent next activity: First, one can verbalise the imminent next action ("We will now change the sample."), and, second, the window of opportunity for the imminent action ("I think we can start."). We will start with the example in which the next action itself is verbalised.

(5) Okay we will change the sample (day2_cam1_2_1541-1641)

```
01 TAR: .thh ᵗbut #I# think,+ (.) one part,
   tag: >>...ᵗtwd CPU--->
   tab: >>twd desk--->
   dig: >>twd TAR--->
   dib: >>twd desk--->
   fig:                     +fig7a
02      (0.3)ᵈ(0.6)ᵗ(0.7) ᵗᵈ
   dig:    ---ᵈdown&right--ᵈtwd TAR--->
   tag:          ---ᵗ......ᵗdown&left from DIO--->
03 TAR: I- a- one little+ *part it is ᵗthe fault of the women.
   cpu:                   *updates
   tag:                        ---ᵗtwd DIO--->
   fig:              +fig7b
04      (0.4)
05 DIO: yea::h, [I think so   ].
06 TAR:         [they are ↑do:]ing everything.+
   fig:                                   +fig7c
07      (0.2)
08 DIO: yeᵗa:h.
   tag: --ᵗtwd goggles--->
09      (0.3)
10 TAR: ᵗᵀ£if ᵈthey ᵗ↑stop doing ᵀ+itf,*
   tag: ᵗtwd gogglesᵗtwd DIO--->
   tab:  ᵀ.....................ᵀstands up
   dig:   ---ᵈdown to desk--->
   cpu:                      *analysis ready
   fig:              +fig7d
11 TAR: £then ᵗthe ᵀ↓men start to ᵀdo itf.
   tag:     ---ᵗtwd goggles--->
   tab:         ᵀ.............ᵀgrabs goggles
12 DIO: yea:h ᵗI ᵀᵗthi[nk so].
   tag:     ---ᵗ...ᵗtwd CPU--->
   tab:         ᵀtakes steps back--->
13 TAR:         [trchm](h)ᵗmhe+(h)he↑ᵗ (h)hehᵗᵀ
   tag:                 ---ᵗtwd DIO----ᵗ..... ᵗtwd CPU--->
   tab:                         ᵀwhole body twd CPU-->
   fig:                 +fig7e
14 TAR: ᵀ.hhh it's that simple. .hhᵀ+
   tab: ᵀ.....................ᵀputs on goggles--->
   fig:                 +fig7f
15      (1.2)ᵀ(0.3)
   tab:    ---ᵀ...>
16 TAR: o↑kay ᵀ+we will ᵗᵀcha+nge the ᵀsampᵀle.ᵗ
   tab:         ᵀgestureL--ᵀgestureR,,,ᵀ    ᵀ...>
   tag:              ...ᵗtwd DIO's goggles----ᵗ,,,>
   fig:        +fig7g         +fig7h
17      (0.3)
18 DIO: ᴰᵈokᵀay,ᴰᵗ+
   dib: ᴰ......ᴰgrabs goggles--->>
   dig:  ᵈtwd goggles--->>
   tab: ...ᵀwhole body twd spectrometer--->>
   tag:      ,,,ᵗtwd spectrometer--->>
   fig:         +fig7i
```

Figure 7: Prompting immediate action through a verbalisation of the next activity

In line 01, Taru glances at the computer screen and possibly gleans information from the counter indicating that the analysis is coming to its end. In line 03, the counter is updated for the second-last time. In lines 08 and 10, Taru looks at her goggles and starts to get up from her chair. Whereas both the gaze shift and standing up could be taken up by Diogo as cues to also start preparing for the sample switch, in line 10 he instead turns his gaze away from Taru and down towards the work desk (figure 7d). While jokingly talking about men's reluctance to participate in household chores, Taru continues to visibly orient to the transition and in line 10, while Taru is gazing at Diogo, the counter on the computer screen changes for the last time, indicating that the analysis is ready. Taru indicates non-seriousness by laughing, looks at the computer screen and takes a step back. This is the first moment when she can observe the analysis being ready. In line 13, while she is laughing, Taru takes a quick look at Diogo, who is still seated and gazing down on the desk, and then turns her gaze and body towards the computer screen. She then moves to close the sequence in line 14 with an assessment "it's that simple", during which she also puts on her goggles.

Up until this point, Taru's actions – getting up, grabbing the goggles, turning the body towards the computer – have made her orientation to the moving away from the conversation and towards the imminent activity of changing the sample publicly available; at this point, she is progressing the relational talk and the transition to the work-related activity simultaneously. While Diogo does not necessarily have the same access to monitor the analysis performed by the computer, Taru's actions project the activity transition. Diogo, nevertheless, is not looking at Taru's direction, and thus lacks visual access to her gaze-shifts and preparatory movements. In line 16, Taru says "Okay we will change the sample" and points at the computer display and Diogo's goggles. Being produced at a transition relevance place and after a gap in the talk, the 'okay' suspends the ongoing action, projects an upcoming next action that will gain priority (De Stefani/Horlacher 2018:235). By saying that *they* will now change the sample, Taru implies that immediate action is now relevant for both of them. At the same time, she gazes and points at Diogo's goggles. As Diogo has not raised his gaze from the desk since line 10, it can be assumed it is Taru's verbalisation of the transition that eventually prompts Diogo to orient to the transition: he still does not turn his gaze towards Taru, but he acknowledges this in line 18 by saying "Okay" and grabs his goggles. In sum, following the monitoring of the computer's analysis, Taru prompts the transition by verbalising an action belonging to the imminent next activity.

Excerpt (6) is from the beginning of the same day as the rest of the excerpts. Taru and Diogo are only starting their workday and waiting for the spectrometer to warm up in order to start the analysis. Taru is monitoring the information on the computer display to indicate when the device is ready for them to begin. At the same time, she is talking with Diogo about violin lessons for children, specifically a method for teaching violin to children called the Suzuki method. After monitoring the device warming up, Taru verbalises the possibility to move to the activity of doing the analysis.

(6) I think we can start (ProcEng_Lab_Day_2_cam1_1_0949-1025)

```
01 DIO: it's very very good,+ very very ᵗinteresting?ᵗ
   tag: >>twd CPU----------------------ᵗ...........ᵗtwd DIO--->
   dig: >>twd CPU--->
   tab: >>body facing counter, hands in pockets--->
   dib: >>body facing TAR/CPU, hands on the side--->
   fig:                 +fig8a
02      (0.7)
03 DIO: butᴰ ᵗwo- ᵀone °of ᴰthe° >the ↑ᵀmost imᵗ↓portant ↑things<+ (0.3)
   dib: ---ᴰ...............ᴰgesturesL--->
   tag:    ---ᵗ....ᵗtwd mouse-------------------ᵗtwd CPU--->
   tab:          ---ᵀ....................ᵀsteps fwd...>
   fig:                                                    +fig8b
04 DIO: ᵀthat's the mo:↑ther ↓or the fa:↑ther
   tab: ᵀhandR on mouse, clicks---
05 DIO: must ↓knowᵀ about ᴰ↓muᵈsic.ᵀ
   tab:          ---ᵀ,,,,,,,,,,,,,ᵀsteps back, hand to side--->
   dib:               ---ᴰ,,,>
   dig:                    ---ᵈtwd TAR--->
06      (0.3)ᵗ(0.5)ᴰᵗ+(0.3)
   tag:    ---ᵗ......ᵗtwd DIO--->
   dib:            ,,,ᴰhands on side--->
   fig:              +fig8c
07 TAR: ᵗmm-m?ᵗ
   tag: ᵗ,,,,,ᵗtwd CPU--->
08      (1.0)
09 DIO: ᵈcuz, (.) they said the ᴰ↑most im↓portantᵈ (0.3) ᵈ↑person,ᴰ*
   dig: ᵈtwd CPU----------------------------ᵈ.......ᵈto his right--->
   dib:                    ---ᴰ..............................ᴰarmR
                                                             up--->
   cpu:                                                      *graph
                                                             appears
10 DIO: (0.4)ᵈ .hh is ᵈnotte- (0.5)ᵀ(0.4) the teacher.
   dig:    ---ᵈ,,,,,,,,ᵈtwd CPU--->
   tab:                     ---ᵀsteps fwd...>
11 DIO: is: ↑the: ᵈᴰ↓mo:ther,ᴰᵀ   (0.7)    ᴰᵀ>↑or< the fa:ᴰther.ᴰᵀ
   dig:       ---ᵈtwd TAR--->
   dib:       ---ᴰ,,,,,,,,,ᴰhandR to earᴰgesturesR----ᴰ,,,,,ᴰself-
                                                             grooms--->
   tab:             ...ᵀclicks mouseᵀ,,,,,,,,,,,,,,,,,,ᵀhandR to
                                                 side, steps back,,,>
12      (0.5)
13 TAR: mm-m?ᵈ
   dig:    ---ᵈtwd CPU--->
14      (0.7)
15 TAR: ᵀmtsk.+ ᴰeᵈa:h:,ᵈ (0.3) ᴰin Finland?
   tab: ᵀstops, body twd cpu--->
   dib:      ---ᴰ,,,,,,,,,,,,,ᴰhandR chest-level--->
   dig:      ---ᵈ.....ᵈtwd TAR--->
   fig:      +fig8d
16 TAR: I ᴰknow that ᵗthere ᴰare* certain,ᵗ
   dib: --ᴰ.................ᴰboth hands ches-level, fidgeting--->
   tag:          ---ᵗ.................ᵗdown middle--->
   cpu:                     *graph updates for the last time
17 TAR: (0.8) music schools that are using ᵗthe ᵗSuzu+ki method.
   tag:                               ---ᵗ....ᵗtwd DIO--->
   fig:                                    +fig8e
18      (0.5)
```

```
19 DIO: oh thᵗat's, [    that's ᵗvery  ] (clev-=good).=
   tag:     ---ᵗ,,,,,,,,,,,,,,,ᵗtwd CPU--->
20 TAR:              [for the teaching.]
21 TAR: =it- it exists (.) here.
22      (0.4)ᵈ(2.6)
   dig:    ---ᵈtwd CPU--->
23 DIO: when I said it I studied eh: (fiieniafᵗfsk),ᵗ
   tag:                                   ---ᵗ.....ᵗtwd DIO--->
24      .hh it's: v:ᵀery diffiᵗcult meᵗthodᵀ+
   tab:         ---ᵀwalks twd desk..........ᵀhandL out of pocket...>
   tag:             ---ᵗ.......ᵗtwd goggles--->
   fig:                             +fig8f
25 TAR: mm↑m
26 DIO: I ᵗthink one-ᵗ ᵈᴰone ᴰ of the ᵗᴰ↑most ↓diffiᴰcult °methᵈod°.+
   tag: --ᵗtwd DIO----ᵗ,,,,,,,,,,,,,ᵗtwd goggles--->
   dig:            ---ᵈ...............................ᵈtwd goggles>
   dib:            ---ᴰ....ᴰsteps back,ᴰ,,,,,,,,,ᴰhands chest-level--->
                       gesturesLR
   fig:                                         +fig8g
27      ᵀ(0.9)ᵗ(0.5)ᵗ+(0.9)ᵈ(0.7)ᵈ+(0.4)ᵈ(0.3)ᵈ(0.2)
   tab: ᵀat desk, grabs & holds goggles--->
   tag:      ---ᵗ.....ᵗtwd CPU--->
   dig:            ---ᵈ.....ᵈtwd CPUᵈ,,,,ᵈdown--->
   fig:         +fig8h           +fig8i
28 TAR: ᴰᵗI ↑think we can ᵈ┌ᵈᵀsta┐ᵈrt.ᵗ
   dib: ᴰ...............ᴰgrabs goggles,,,>
   tag:  ᵗ....................ᵗtwd DIO--->
   dig:            ---ᵈ....ᵈtwd CPU--->
   tab:            ---ᵀputs goggles down, steps back--->
29 DIO: +ᵈ↑oh that'sᵗ ↓good.ᵀᴰ
   tag:          ---ᵗ...>
   dig:  ᵈtwd goggles--->>
   tab:            ---ᵀ...>
   dib:            ,,,ᴰholds goggles, starts unraveling the
                                         neckband--->
   fig: +fig8j
30      (0.5)ᵀᵗ(0.4)
   tab:    ...ᵀtwd spectrometer, walks--->
   tag:     ...ᵗtwd spectrometer--->>
31 TAR: I'll just check the temperat- once ᵀ+°more°.
   tab:                         ---ᵀat spectrometer, opens lid
                                         and inspects--->>
   fig:                        +fig8k
32      (2.3)ᴰ
   dib:    ---ᴰputs goggles on--->>
```

Figure 8: Prompting action by verbalising the possibility to move to the next activity

Throughout the excerpt, Taru mostly keeps her gaze fixed the display, monitoring the warming up of the spectrometer. Occasionally she uses the computer. In this way, she displays her orientation to their work task and the imminent transition to the next activity. At the same time, she takes quick glances towards Diogo and produces minimal responses, and thereby sustains her orientation to and involvement in the conversation with Diogo, who also occasionally follows Taru's gaze and looks at the computer display. At the beginning of her turn in line 15, Taru steps slightly back from the work desk, disengaging from the computer, but maintains her body orientation towards the desk and continues monitoring the display. The graph can be seen to stop updating in line 16; Taru has the first possibility to notice this at the point she glances at the display in line 20. After a 3-second gap (line 22), Diogo self-selects in line 23 with "when I said it I studied eh: (fiieniaffsk)", tying his subsequent talk with something he has talked about earlier. Taru glances at Diogo at the end of line 23, then, while Diogo keeps talking, she turns her gaze to the safety goggles, and begins to move towards them. She picks up the goggles in line 27, after the possible point of completion of Diogo's turn. During the 3.9-second lapse that follows, Taru turns to look at the display and holds the goggles in her hands. Diogo follows Taru's gaze and also turns to look towards the computer display during the gap but does not initiate any action to prepare for the transition. In line 28, Taru verbalises the possibility to move to the next activity, i.e. start the analysis ("I think we can start. ") and turns her gaze to Diogo. At the same time, Diogo begins to move his right hand towards his goggles. From this point onward, they both orient to the starting of the analysis: relational talk is brought to a halt, Diogo puts on his safety goggles, and Taru moves to the device to inspect the temperature, which she also verbalises in line 31.

Taru's conduct makes visible her hierarchisation of the activities: during the monitoring of the device, she is an active recipient in the conversation with Diogo. Nevertheless, her body and gaze orientation indicate that she prioritises the monitoring and the imminent initiation of the analysis process. Similarly to Excerpt (5), once the computer has indicated that they can now move on with their work, Taru first starts to prepare for the transition herself. This is achieved in parallel with the ongoing relational talk, as there is no clash between the activities, resource-wise. In both excerpts, once she has reached a point in her own action where she is ready to start the work, but Diogo is not, she prompts the transition to the next activity by verbalising the relevance or possibility of immediate action, requiring Diogo to also cover his eyes. Compared to the embodied prompts (section 3.3.1.), verbalisations do not in the same way allow for the conversation to flow freely. When prompts are done with nods or hand gestures, the ongoing talk can be progressed in parallel without hitches or perturbations, whereas the verbalisations of the transition halt the conversation and, at least momentarily, steer it into task-related talk.

3.4. When co-monitoring fails:
forced transition to an emerging activity

Excerpt 7 comes from the café data. In it, Erja and Tuija are discussing the prices for having a microchip implanted into one's cat. A customer arrives at the counter and can be observably seen to approach the till. Erja orients to this by attempting to bring the discussion to an end and to attend to the customer. However, Tuija's and Erja's actions to bring the ongoing activity to an end misalign. Erja makes multiple attempts to close the conversation and gradually moves to the activity-relevant space, which, however, do not lead to a closure. As a result, Erja "forces" the closing by bringing the talk to an abrupt end and moving to the next activity to serve the waiting customer.

The example begins when Erja, after initiating the topic, moves closer to Tuija at the dishwasher to inform her about the high vet prices, and then moves to the side counter to load the coffee machine filters. At this point, there are no customers near the counter yet. In line 12, during Tuija's statement, a customer appears from behind the corner, walking towards the counter and holding her wallet. In line 15, she gazes at Erja and smiles as she passes the till on her way to the cups rack. Erja's gaze is not visible in the video, but she appears to be gazing towards the large coffee thermos that she is handling at that moment, and she does not produce any greeting or acknowledgment to the customer.

(7) No chips for our cats (Café_Cam2_1_1633-1714)

```
   erj: >>walks twd TUI, gaze twd dishwasher--->
   tui: >>organizing dishwasher--->
01 ERJ: mä oon jotenki luullu aina että sirutus,+
        I've always somehow thought that chipping
   fig:                                            +fig9a
02 ERJ: on joku semmonen koᵀlome ᵀᴱkympᴱpiä?
        is like about thirty?
   tui:                ---ᵀ.....ᵀgaze twd ERJ--->
   erj:                   ---ᴱgazeᴱat pillar--->
                              twd TUI
03      (0.4)
04 TUI: mm,+
   fig:    +fig9b
05 ERJ: herranjestas joka paikassa yli seittemän kymᴱppiä,
        good lord every place (I checked) it's more than seventy
   erj:                                   ---ᴱwalks to side
                                                counter...>
06 TUI: ↑tääh↑,+
         wha:t,
   fig:       +fig9c
07 ERJ: ei kyllä ᴱtuuᵀ mitää siᵀruja meiän kisᴱsoille nyt
        yeah there sure won't be any chips for our cats now
   erj:         ...ᴱgaze twd side counter......ᴱat side counter--->
   tui:         ---ᵀ,,,,,,,,ᵀgaze twd dishwasher--->
08      (1.4)
```

```
09 ERJ: SEITᴱKYT YKS EUROA on aika semmonen (0.3) [vakkari]ᴱ,
        SEVENTY ONE EUROS is kinda like (0.3) standard
    erj:  ---ᴱturns and walks................................ᴱat till,
                                                gaze twd teapot--->
10 TUI:                                         [oo:::  ]h::oh:.
                                                 o::h my
11      (0.4)
12 ERJ: ᴱsitte ᴱjonᵀku yhteyesᵀsä on ᴱ+[sillon ᴱhalavempi]ᴱ
        then when you get it together with something it's cheaper
    erj: ᴱ......ᴱhead left-----------ᴱ.........ᴱgaze twd TUIᴱ,,,>
    tui:        ---ᵀ.........ᵀgaze twd ERJ--->
    fig:                     +fig9d
13 TUI:                            [siinä on kyllä  ]
                                    the prices for sure
14 TUI: noussu hiᶜrveesᴱti hin[nat]
        have gotten awfully high with those
    cus:        >>ᶜappears from behind the corner
    erj:           ,,,ᴱbody twd counter--->
15 ERJ:                   [no ]ᶜ↑jo:↓o.
                           I know right
    cug: >>gaze fwd---------------ᶜtwd ERJ and smiles--->
16      (0.8)ᶜ(0.3)ᶜ(0.3)ᴱ(0.3)
    cug:    ---ᶜ,,,,,ᶜfwd--->
    erj:               ---ᴱ...>
17 ERJ: <onko teïllä,ᴱ
         do yours have
    erj:             ...ᴱbody twd side counter, gaze twd TUI--->
18      (0.6)ᶜ(0.2)
    cug:    ---ᶜgaze twd cups rack--->
19 TUI: eiᴱ=oo.ᴱ+
         no they don't
    erj: --ᴱ,,,,ᴱtwd coffee makers--->
    fig:         +fig9e
20      (0.8)ᶜ(0.2)ᴱ(0.5)ᶜ        (1.3)ᴱ
    cug:    ---ᶜ((gaze not visible))--->
    erj:        ---ᴱgaze twd TUI, nodsᴱbody twd TUI--->
    cus:                ᶜpos#1--->
21 TUI: mä oon luuᵀllu °et-°=
        I have thought that-
    tui:         ---ᵀ...>
22 ERJ: =siis (.) JONKU YHTEYESSÄᵀ oli+ sitte halavempi,
        I mean (.) TOGETHER WITH SOMETHING ELSE it was then cheaper
    tui:                   ...ᵀbody twd pos#1, gaze twd ERJ--->
    fig:                         +fig9f
23 ERJ: ᴱen muista mikä se juttu oli,+
        I don't remember what the thing was
    erj: ᴱ...>
    fig:                             +fig9g
24      (0.3)ᴱ(0.4)
    erj:    ...ᴱbody and gaze twd pos#1--->
25 TUI: ᵀAAᶜᴱ::,ᴱᵀ ᶜoisinᶜko mä sitte sitä+ ᶜkattonu ᶜko,
                 could I have looked at that then because
    tui: ᵀ.......ᵀgaze twd pos#1--->
    cug: ---ᶜcups---------ᶜtwd TUI--------ᶜtwd pastries--->
    erj: ---ᴱ...ᴱgaze twd TUI--->
    cus:     ---ᶜ...............................ᶜpos#2--->
    fig:                     +fig9h
26      (1.4)
```

```
27 TUI: ᶜᶜmä sitä mietin sillo[n ko ᶜotettii ],
        I thought of it when we took
   cus: ᶜ.........................ᶜpos#3--->>
   cug: ᶜ((gaze direction not visible))--->>
28 ERJ:                         [OLIko ᵀjoku pen]tuᵀ+tarkastukset,
                                 WAS it like kitten check-ups
   tui:                         ---ᵀ..........ᵀgaze twd ERJ--->
   fig:                                      +fig9i
29      tai jonku yhteyessä oli.
        or together with something it was
29 ERJ: [mä=en muista] mikä se ᴱoli.
         I don't remember what it was
   erj:                    ---ᴱturns and moves to till...>
30 TUI: [joo::        ],
         yeah
31      (0.7)
32 ERJ: hei,+
        hello
   fig:      +fig9j
33 CUS: ᵀ(haudutettu tee::ᴱ+ ja      ).ᵀ
         brewed tea and
   tui: ᵀturns.......................ᵀat the back counter--->>
   erj:             ...ᴱat the till, facing CUS--->>
   fig:                 +fig9k
34      (0.7)
35 ERJ: euro kaheksankymmentä,
         one euro eighty
```
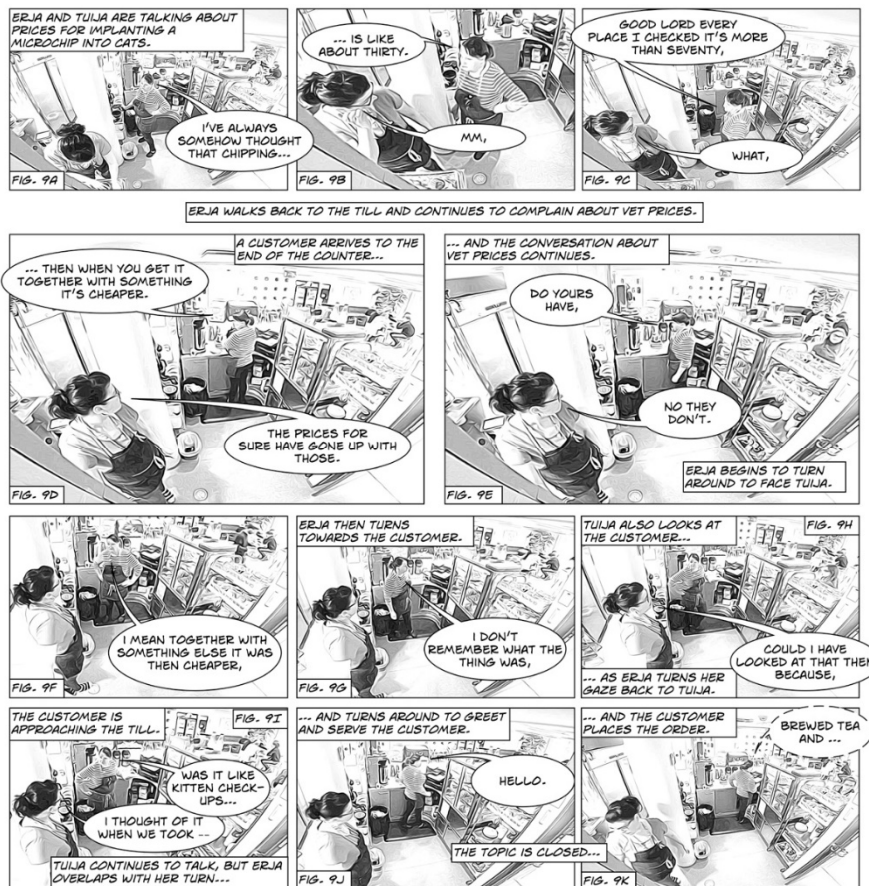

Figure 9: Divergent orientations to activity transition

In line 23, while the conversation is still in progress, the customer grabs a cup from the rack (pos#1) and causes a clinking noise. At this point, Erja turns her gaze at the customer's direction, whose gaze cannot be observed due to a wall element blocking her from the camera view. Simultaneously, Erja begins to close the sequence by returning to her earlier statement (e.g., Schegloff 2011) from line 12 to Tuija about "chipping" a cat being cheaper when done in connection with some other procedure, and she also adds an account on her not remembering what this other procedure is, which takes away the relevance of any possible follow-up questions on the matter. Tuija, in line 25, however, treats Erja's turn as providing new information – as evidenced by the change-of-state token (Heritage 1984) – that requires her to explain her misunderstanding of the price range and thereby to continue the conversation. During Tuija's turn in line 25, the customer starts to move to the pastry display (pos#2) and glances towards Tuija while walking. Meanwhile, the customer is gradually moving along the counter and getting closer to the till. Erja turns her body halfway to the till and places her hand on the counter. In this way, she physically displays her orientation to the imminent service encounter. After a 1.4-second pause in line 27, Tuija starts a new turn-at-talk that projects more talk. At the same time, the customer arrives at the till (pos#3) and is ready to pay. In line 28, however, Erja, whose task it is to charge the customer, 'interrupts' Tuija by self-selecting at a point where no transition relevance place in Tuija's turn is projectable ('interjacent overlap', Jefferson 1986, 2004). Erja's turn is produced in raised pitch and volume (French/Local 1983) thereby "overpowering" Tuija's talk. She also reformulates her statement from line 22. In line 29, Erja also repeats the account of not remembering and then turns away from Tuija to completely face the till and the customer. Erja's actions thereby actively attempt to bring the conversation with Tuija to a (temporary) halt (Schegloff 1998; Mondada 2015; Kamunen 2019) and treat the initiation of the service encounter with the customer as no longer "postponable" (Mondada 2014:56). Tuija responds by producing an acknowledgement token "joo", implying closure (Sorjonen 1996), and moving to do other things, while Erja initiates the service encounter with the customer. In this way, Tuija brings the conversation to a close.

As in Excerpts (3)-(6) above, Erja's 'interruptive' reformulations of a previous turn, together with the context of the customer approaching the till and the transition becoming increasingly relevant with any passing moment, make relevant the closing of the conversation. Tuija nevertheless continues the conversation, and thus does not actively contribute to the transition to the next activity. Consequently, Tuija and Erja display divergent orientations to activity transition and which activity should be prioritised (De Stefani/Horlacher 2018, 235-240). Erja responds to this by reattempting to close the conversation. This time, though, the customer has arrived at the till, which requires immediate action, so after her utterance Erja does not wait for Tuija to orient to the closing of the conversation but closes it herself by turning to serve the customer. In sum, in contrast to the earlier excerpts, in which the timely transition to the imminent activity is achieved collaboratively or prompted with embodied actions or verbalisations, in the last excerpt, one of the participants "forces" the closing of the ongoing activity in order to enter the imminent activity that has been emerging in the background and in which involvement is now due.

4. Conclusion

In this article, we have studied interaction at workplaces. We have focused on episodes where participants, while being involved in one activity, *monitor* with their gaze an observably emerging event with its own sequential or temporal trajectory that has a projectable endpoint. The endpoint in turn makes *relevant*, *possible* or *due* a next activity for the participants. We have also shown how participants, through verbal and embodied actions, make visible that they are oriented to the emerging activity, and that they are preparing to eventually engage with that activity.

We have also analysed situations where only one participant initially orients to the imminent next activity that will, nevertheless, require action from both of them. We have shown how in such cases one participant can prompt the other to organize their action in a way that enables the achievement of a jointly coordinated transition from the ongoing activity to the imminent one. We have identified two kinds of practices that mobilise immediate transition to the next activity: *embodied prompts* (Excerpts 3 and 4), and *verbal prompts* (5 and 6). In all these cases, the transition is achieved in alignment, i.e. without (much) delay or the need to bring the conversation to an abrupt halt. Consequently, the conversations were brought to an end in ways that enabled a proper sequence closure.

In situations where a prompting action is done, participants use implicit, embodied action projections, such as gaze-shifts and body (re-)orientations (as in Excerpts 1 and 2), and more explicit actions, such as gestures or verbalisations. The use of the specific embodied projection seems to be connected to the level of orientation a co-participant displays to imminent transition. When a co-participant does not display sufficient orientation to – or act upon – the transition when it is relevant or due, the participant actively involved in the monitoring usually first begins to adjust their own bodily conduct as visibly orienting to, and initiating, the transition. If the co-participant displays no uptake to such implicit, embodied action projections, the participant coordinating the transition can more explicitly prompt the transition through embodied actions such as pointing gestures or nods. The use of such embodied prompts also enables the ongoing talk to be progressed in parallel without any hitches, while still directly communicating the immediately relevant next action.

Another way to prompt a transition is through verbalisation: the participant coordinating the transition can verbalise either the possibility for the transition to take place ("I think we can start") or the immediate initiation of the next action ("Okay we will change the sample"). Both of these prompting practices are oriented to by the co-participants, who then immediately start to act on achieving the transition to the next activity. The verbal prompts do not allow for the conversation to progress as freely as the embodied prompts do; when talk is needed as a resource for prompting the next activity, the verbalisation of the transition unavoidably halts the conversation and, at least momentarily, steers it into task-related talk. The verbalisations can also co-occur with co-speech gestures, as was the case in Excerpt 5.

Finally, we analysed one case (Excerpt 7) where one participant was displaying her orientation to the transition to the emergent next by projecting

the transition through her embodied conduct, and by attempting to close the conversation by producing turns-at-talk that imply closure without explicitly verbalising the closure. These cues, nevertheless, were not picked up by the co-participant, who maintained her orientation to progressing the ongoing conversation. Notably, in this example there were no embodied or verbal prompts, and eventually the transition to the next activity was abrupt, and the ongoing conversation got cut off.

Our paper has shown different practices for how co-orientation to a transition can be achieved. Embodied conduct that projects a transition can be complemented with explicit verbal or embodied prompts, which communicate the relevance of the activity transition to a co-participant, or even function as a directive to take up immediate action. The paper has also shown how participants mobilise different multimodal resources – such as their body, talk, and gaze – to form actions that orient to a timely transition to a next activity. Furthermore, the participants' actions constantly make visible and actively construct their shared knowledge on the situation and the affordances and limitations directly created by the underlining (work) activity. This shared knowledge is also an important resource for the participants in the sense that it creates the context for understanding what the relevant next activity is at a moment when a transition is projected, which then gives meaning to the subtle nods or pointing gestures doing the prompts.

There is, nevertheless, some asymmetry between the two datasets in the participants' shared knowledge. In some cases, especially in the laboratory data, the participants' divergent orientations to the timing of the transitions might be connected with the differences in their professional experience, or professional vision (Goodwin 1994). As mentioned earlier, Taru is a more senior researcher than Diogo, and also more experienced in working in this particular laboratory with these particular equipment. This asymmetry of experience becomes observable for example in the ways in which Taru divides her attention between the relational talk and the monitoring of the analysis process fairly effortlessly, whereas Diogo is still learning the pace of the active vs. passive working time, and his transitions still require prompting. In the café data, on the other hand, both participants have years of experience working together, and there is no similar expert vs. novice aspect in how they manage their tasks. Although the participants' perceived competences were not in the focus of this paper, they still should at least be acknowledged.

Our paper contributes to existing research on multiactivity by addressing the three key themes presented in section 2: *the organisation of multiactivity*, the *practices* for coordinating the emergent trajectories of separate activities, and the *resources* used in managing one's involvement in multiactivity. First, our study has brought new knowledge on how ongoing and emergent activities are jointly organised in a way that enables an aligned transition from one activity to another. Participants' implicit embodied projections draw other participants' attention to an imminent next activity, and the resulting co-monitoring of the emergent activity affects how the participants adjust the trajectory of their current activity so that they can bring it to an end on time.

Our findings also add to research on multimodality in social interaction more generally. A number of earlier studies have shown how multimodal

resources are characterized by a specific temporality that combines multiple successive and simultaneous lines of action (e.g. Mondada 2018). This temporality enables participants to allocate their different resources to different simultaneous activities. Our findings also contribute to the discussion of temporality and sequentiality of action by showing how *emergent* activities can be relevant to social action when they are visibly oriented to in the here-and-now. Participants can observably *monitor* the progression of an emerging activity, and in this way make publicly visible their anticipation of a future activity before its initiation. In these moments, the ongoing activity and the emergent future activity become *imbricated*, i.e. simultaneously relevant at a time when they are not simultaneously engaged in by the participant(s). Consequently, these findings raise new questions about what can be considered multiactivity: whereas previous research on multiactivity has studied participants' direct involvement in two or more parallel activities, this article suggests that socially relevant *orientation* to two or more parallel activities can be enough to be considered as multiactivity. As was shown in the analysis, emergent activities that participants are not yet actively progressing can nevertheless be consequential for their action. This in turn displays their orientation to the fact that the simultaneously progressing future activity will impact their actions.

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