Speaker Transitions and the Interactional Space:

a multimodal CA analysis on university student meetings

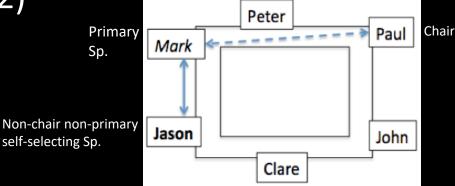
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The Study

- Undergraduate students in naval architecture
- Group meetings
- Roundtable update discussion: meeting chair appoints primary speakers to give an update
- 'Extra interactional work' when a non-chair, non-primary participant self-selects (e.g., C. E. Ford & Stickle, 2012)



Turn-taking & Speaker transition through 'next speaker self-selects'

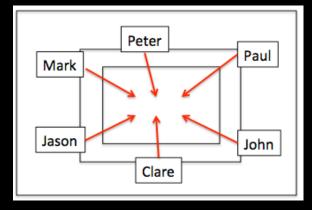
- Establish/negotiate speakership and secure/re-gain recipiency at...
 - Pre-turn
 - Turn-beginning
 - Turn extension/sequence expansion

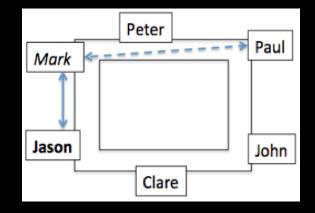
(see, for example, Fasel Lauzon & Pochon-Berger, 2015; Mortensen, 2008)

- Progressive: attentive/active recipient, possible next speaker, incipient speaker, current speaker (Mondada 2007, Ford & Stickle 2012).
- Verbal/vocal, bodily-visual displays as resources

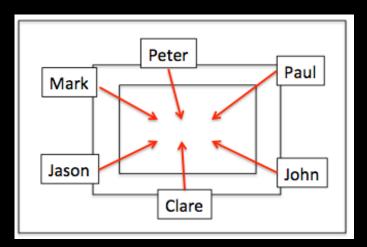
The human body & Interactional space

- In multiparty meetings where all participants are seated in a circle, to gather collective attention requires everyone to face the centre in their 'home position' (Sacks & Schegloff, 2002), creating a 'common/shared interactional space' (Mondada, 2009, 2012) amongst all.
- Any 'torqued body' (Schegloff, 1998) facing a particular participant would thus break the common space, creating a *subordinate involvement* amongst selected parties.

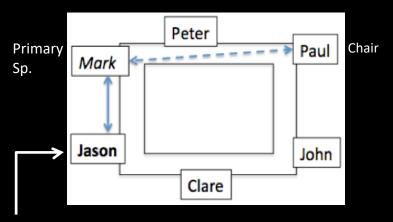




Side-to-side vs. face-to-face

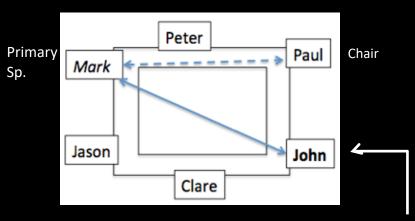


Case 1: side-to-side



Non-chair non-primary self-selecting Sp.

Case 2: face-to-face

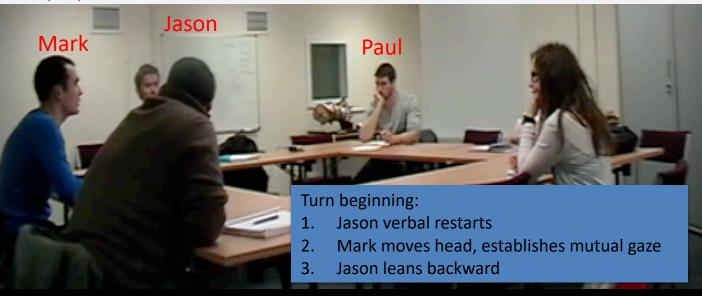


Non-chair non-primary self-selecting Sp.

Jason's self-				
selection:	Case 1: side-to-side			
Pre-turn —	29	PAU:	=yea:h >are you gonna be talking< abou:t like the supply:	
	30		chai:n [° as well°]	
Absence of Mark's recipiency	31	MAR:	[>That's what I'm] THINKING of< YEAH cos you you've got	
	32		to allow >for that I think <	
Τετιριετικγ	33	PAU:	(0.3) yeah % =	
Jason orients to the group/front	34	MAR:	=that's a huge (.) \degree part of the cost yeah \degree \approx	
	35	JAS:	=°uh°	
	36		(0.7)	
Turn-beginning (1 st TCU)>	37	PAU:	° um that'll be good° \approx	
	38	JAS:	o- OBVIOUsly to do the cost benefit analysis you need more	
	39		details: as we said	
Turn-expansion	40	MAR:	(.) ye[ah]	
Increment 1>	41	JAS:	towards uh: hh (0.4) wha- HOW long what time you	
Increment 2	42		nee:d •hh (.)for us to give you the final detailed desi:gn	
Increment 3	43		(.) <mark>so you can do: the wor</mark> :ky before (.) <mark>due time</mark>	
	44	MAR:	=wh- \uparrow WHAT I'd like to do it set it all up \diamond	
Due turne lessons	45		(0.6)	
Pre-turn - Jason:			Jason 📃 Jason 📃	
 nodding, upper body re-positioning, 			Mark Paul And	
		and the second		
leaning forward		BECO 1		
shifts possible next speaker;				

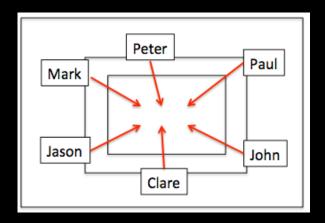
2. vocalisation at L35 ---incipient speaker

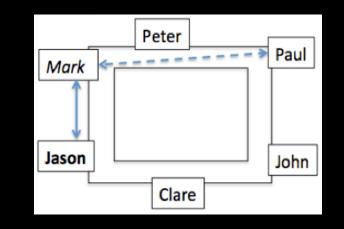
1st TCU and increments: Jason's dual-orientation vs. Mark's display of recipiency



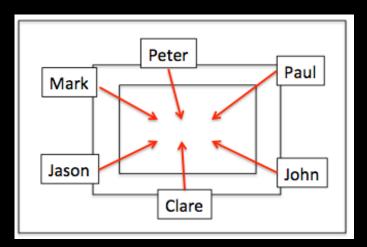
Discussion: case 1 side-to-side

- Different seating arrangements, participant roles, sequential environments...all afford/avail varied resources for the co-construction and negotiation of 'shared interactional space'.
- Mark: torqued body/gaze --- home position
 - To display recipiency to, and sustain mutual orientation with Jason
 - To withdraw recipiency and gain speakership from Jason
- Jason: torqued body/gaze --- home position
 - To gain recipiency from, and sustain mutual orientation with Mark
 - To gain recipiency from other co-participants, esp. at absence of Mark's recipiency display

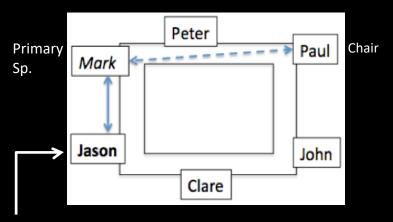




Side-to-side vs. face-to-face

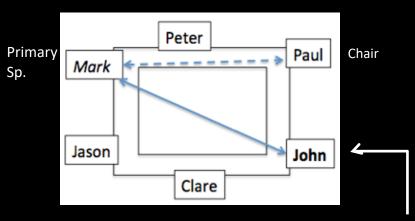


Case 1: side-to-side

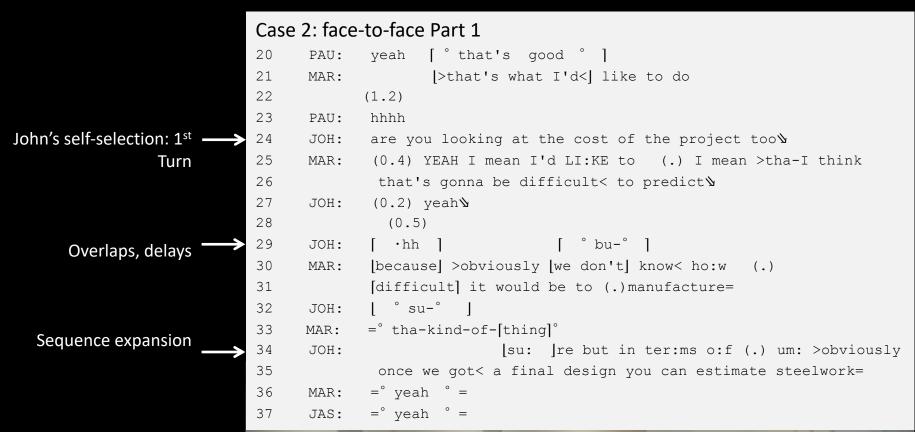


Non-chair non-primary self-selecting Sp.

Case 2: face-to-face



Non-chair non-primary self-selecting Sp.





Sequence expansion:

Mark's 1st attempt to gain speakership

Mark's 2nd attempt



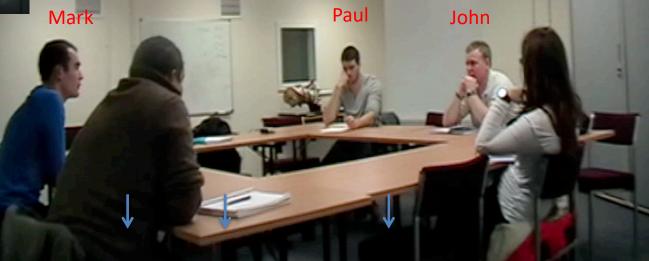
Mark:

- verbal •
- Upper torso leaning • back/forward
- Mouth open/close •

John:

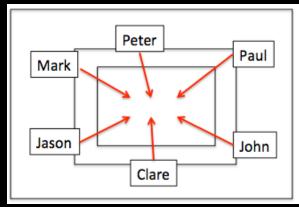
- Verbal
- gesture •

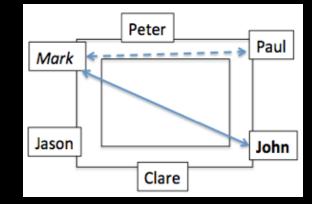
Case 2: face-to-face Part 2					
38	JOH:	=uh: all the generator and electronic stuff I imagine those			
39		prices are ava <mark>ila[ble]</mark>			
40	MAR:	[yeah] that's what I- [I deal] in=			
41	JOH:	[uh]			
42	MAR:	=° actually ye[ah]°			
43	JOH:	[AN]D-IF EVEN if it's not an EXA:CT figure			
44		(0.4) a ballpark figure is definitely (0.6)			
45	MAR:	[yeah] [i- if-]			
46	JOH:	[wor:thy] [Acos other]wiseA there's NO: point			
47		>us doing the project< when the whole: (0.6) ba:sis			
48		was to re <u>du:</u> ce the <mark>ov[erall c</mark> ost %			
49	MAR:	[yeah]			
50	JOH:	(0.2) >and we then find out< it's actually more expensive			
51		(.) to do this and attach it to wind farmer =			
52	MAR:	=ye[ah]			
53	JOH:	[then] it is just to do it [\degree it's what is \degree]			
54	PAU:	[well1 that's the] whole			
55		point [of the] project=			
54	MAR:	yeah]			
55	PAU:	=[isn't it we want] actuall:y			
56	MAR:	cos we've-yeah]			
57		(0.3)			



Discussion: case 2 face-to-face

- This seating position affords the two speakers more accessibility to a sustained mutual gaze; twists of upper torso (body torque) became unavailable for displays of (dis)engagement.
- A sustained forward-leaning position a stable, shared interactional space for mutual orientation
- Starting to lean backward brings a change of participation framework, creates instability of shared interactional space
- The body as a resource to display various levels of engagement.





Further Discussion

- How multimodal resources can be mobilised by participants to contextualise turn-taking practices amongst multi-parties.
- Participants have the competence to mobilise different multimodal resources made available by different seating positions during their talk-in-interaction --- even in more static, seated arrangement like this.
- A hierarchical order of gaze, upper body, gesture in the deployment of such resources a level of systematicity.

e.g., gaze --- visual access in-between incipient and current speakers is a pre-requisite for speaker transition, also a public resource that can be exploited and mobilised to contextualise the operation of turn-taking.; The body --- various levels of engagement.

• A rethinking of 'home position' --- provisional? Intermediate? (Cibulka 2014).

Selected Reference

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