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BASEL

UNIVERSITÄT BASEL

Institut für Französische  
Sprach- und Literaturwissenschaft



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Multimodal organization of the sequence:  
*embodied practices for introducing new referents*

Lorenza Mondada @ unibas.ch

## introduction

This paper deals with issues related to

- Sequence organization & multimodal resources
- Practices for the introduction of a new referent
- Joint attention
- Participation

Methodological points:

Multimodality and sequence organization / sequential organization

Analysis of collections as a challenge for multimodal descriptions

# Sequentiality

- **Sequentiality** as a general principle operating at all levels of organization: *why that now?*
- **Sequence** organization: adjacency pairs but not only

“Sequential organization” is the more general term. We use it to refer to any kind of organization which concerns the relative positioning of utterances or actions. So turn-taking is a type of sequential organization because it concerns the relative ordering of speakers, of turn-constructive units, and of different types of utterance. Overall structural organization is a type of sequential organization; by reference to its shape, some types of actions/utterances are positioned early in a conversation (e.g., greetings) and others late in conversations (e.g., arrangement-making, farewells).

“Sequence organization” is another type of sequential organization. Its scope is the organization of courses of action enacted through turns-at-talk – coherent, orderly, meaningful successions or “sequences” of actions or “moves.” Sequences are the vehicle for getting some activity accomplished.

Schegloff  
2007: 2

# Sequentiality

- Why that now? (SS73:299; Sche07:2)

Just as parties to talk-in-interaction monitor the talk-in-a-turn in the course of its production for such key features as where it might be possibly complete and whether someone is being selected as next speaker (and, if so, who), so they monitor and analyze it for what action or actions its speaker might be doing with it. One basic and omnirelevant issue for the participants for any bit of talk-in-interaction is “why that now” (Schegloff and Sacks, 1973:299), and the key issue in that regard is what is being done by that (whatever the “that” is). And the parties monitor for action for the same reason they monitor for the other features we investigate; namely, because the action that a speaker might be doing in or with an utterance may have implications for what action should or might be done in the next turn as a response to it. If it is doing a request, it may make a granting or a

# Sequence organization

- Adjacency pair (Sacks & Schegloff, 1973)
  - 1PP
  - 2PP
- Complexifications (Schegloff 2007)
  - Pre-sequence
    - 1PP
    - Inserted sequence
      - 2PP
      - Post-sequence
- Other patterns

# Sequence organization

Sequence studied here:

- PART\_A: First turn
- PART\_B, C, D: Response in second turn (« OH »)
  - Conditions for the action to progress:  
responses in second position
  - These responses can be placed in a sequential slot (verbal responses)  
but can also happen along the turn (embodied responses)
- PART\_A: Third turn

## Sequence studied here: A first example



Luc is commenting about the situation of the garden in general. ==> He suddenly points to a butterfly (*argus*), and then says something about it

## Multimodal resources

- Multimodality
  - (gesture, gaze, head movements, facial expressions, body posture, movements...)
- Two kinds of temporality: simultaneous and successive
  - Various simultaneous flows of conduct, with their specific temporalities
  - Sequential organization: projections, normative expectations, responsiveness
- Embodied action does not constitute a different organization that would escape from sequentiality!

# Reference

- Reference as a big topic in linguistics (interface syntax/pragmatics/prosody)
- BUT: mostly not interactional and not multimodal

Within CA:

- place reference – Schegloff, 1972
- person reference – Sacks & Schegloff, 1979; Schegloff, 1996, Ford & Fox, 1996,
- topicality – Sacks, 1992, Button & Casey, 1985; Mondada, 1995, 2002;
- syntax and reference – De Stefani, 2010, Pekarek Doehler, 2011
- deixis – Goodwin, 2000, Hindmarsh & Heath, 2000, Mondada, 2005;

# Joint attention - Tomasello

- Capacity of infants to *follow* and to *share* the adult's gaze
  - Recognition that the adult is (intentionally and purposely) looking at something in particular
  - joint attention is not the same as visual orientation in the same direction (both can attend to different things 105)
  - It supposes monitoring of each other's attention to the entity (106)
  - Apes turn their head in the same directions than others (Haith, Hazen, Goodman, 1988) but this is not yet joint attention
- Capacity to *direct* the other's gaze
- The establishment of joint attention as related to the attribution of intentions, theory of mind (I know that you are looking at the same thing as I)
- (Tomasello, 1995 in Moore / Dunham J.A.)

Around 1 year

Social referencing, imitative learning, intentional communication

Gaze alternation and attempts to direct the other's gaze

Extended periods of coordinated joint attention

Proto-declaratives

# Tomasello 1995

	9 Months	12 Months
Following Attention		
Gaze Following	[conditioned gaze follow]	Spontaneous gaze follow
Joint Engagement	[passive joint engagement]	Coordinated joint engagement
Following Behavior		
Social Referencing	[conditioned emotions]	Social referencing
Imitative Learning	[emulation]	Imitative learning of symbols, actions on objects
Directing Attention		
Declaratives		Declarative pointing (w/ gaze alternation) Symbol use
Directing Behavior		
Imperatives		Imperative pointing (w/ gaze alternation)

## Participation

- Turns at talk are recipient-designed (SSJ 1974)
- If recipients are not participating, turns might be modified accordingly and adjusted to these contingencies (Goodwin, 1979) --> turns are interactive products, being constantly and reflexively tuned to the actions/absences of actions of the participants
- Embodied participation (Goodwin 1995)
- Interactional space (Mondada, 2009)

## Reference: an interactional account

Referential practice require

- Monitoring the attention of others and adjusting to it in real time
- Directing, instructing the attention of others
- Projecting a response, Adjusting to the absence / minimal/full response

## Analysis: collections

Two approaches in CA:

- Focus on an episode which is analyzed in depth, in all of its aspects: *single case analysis*. In this case, the aim is to take into account the diversity of aspects in order to understand how interaction and action are specifically organized in that fragment.
- Focus on a series of cases, which are analyzed for a single phenomenon: *analysis of collections*. A collection is defined by the systematic recurrency of a complex pattern, characterized in terms of sequential environment, specific resources used and actions implemented.

## Data

- A guided visit in the garden with Luc (gardener) and Jean (cultural responsible of the site)

JEA n ELise LUC YAN



## Exc. 2 / video





## Exc. 2

Extrait 1 (3/15.25 les piverts)

```
3 LUC r'gardez/ r'gardez [l**es:
4 ELI [xxxxxxxx
5 LUC regardez les *piverts/*
6 YAN [c'est un cétri+sier?
7 (0.2)
8 LUC regardez les piverts/
9 (0.2)
10 YAN ah [oui\
11 LUC [on aussi/ on imaginerait pas qu y a des piverts ici/
12 ELI [oui
```

- A: Regardez / regardez + SN *les:* / *les piverts*
- B: change of state token « ah »
- A: developement of something about the *piverts*

## Exc. 2 / video



## Exc. 2 / mumo transcription

(3/15.25 piverts)

```

((le groupe marche après avoir remarqué un arbre soutenu par deux béquilles))
1 JEA alors celui-là il est assisté hein/
  jea >>marche sur le chemin-->
  yan >>reg l'arbre soutenu-->
  eli >>reg Jea-->
  luc >>quitte le chemin et se dirige vers un arbre-->
2 ELI [oué:/
3 LUC [oui mais r'gardez/ r'gardez [l**es:
4 ELI [quand même hein
  luc **pointe-->>
5 LUC regardez les *pi[verts/*
6 YAN [(c'est un cetr+sier?) #
  luc -->* *se tourne v le groupe-->
  yan -->+reg Luc en s'arrêtant-->
  eli --->treg Luc-->
7 (0.2)
8 LUC regardez les pi#verts/
  jea -->#reg-->
9 (0.2)
10 YAN ah [oui\
11 LUC [ça aussi/ on imaginerait pas qu'y a des pi[verts ici/
12 ELI [oui
  
```

Co-participants' attention is still on the previous object

Co-participants' attention is progressively focused on the new object



- Participants look at very different locations

==>



- Change in their bodily orientation  
Achievement of a joint attention
- Constitution of a new interactional space

# Establishing a collection

- Collections are crucial to demonstrate the that participant's actions are *methodical* (Sacks, Garfinkel < *ethnomethodology*), i.e. systematic

## Exc. 3-4



### Extrait (1/12.34)

(parlent des graminées ; Y a posé une question à leur propos)

1 LUC vous allez voir\ on ira les voir tout à l'heure peut-être  
2 en fin de: .h en fin d'parcours mais déjà/ .h euh  
3 à partir d'ici/ re[gardez comme elles sont/  
4 ELI [ah ouais ça commence à xxx  
5 YAN ah ouais  
6 LUC s- alors CA/ .h y a y a la sécheresse/ mais eh- y a aussi  
7 le rayonnement\ voyez/ quand ça brûle comme ça/ c'est vraiment eh

### Extrait (3/17.41 les criquets)

6 LUC ah oui/ ah ben si vous si \*vous allez là-dedans/  
7 vous allez les voir sauter les criquets/  
8 regardez/ (.) regardez/ .h  
9 (1.8)  
10 LUC regardez le petit criquet là  
11 YAN [xxxx he ouais  
12 LUC voyez/ hein c'en est plein là/ alors que là-bas  
13 a plus rien/



## Exc. 5-6



### Extrait (4/13.47 laurier)

1 LUC >regardez le: + .h le laurier thym derrière voyez/=

2 JEA =ah ouais [il a les xx]

3 LUC [on voit bien ça ça: (.) ça souffre hein/

### Extrait (argus)

1 LUC y a des limites/ quoi// là là on est on est

2 un peu- rgardez le: <.hh (0.3)> le papillon bleu là:/

3 c'est un argus\ >voyez<?

4 (1.3)

5 LUC vous l'avez vu [le:

6 YAN [mhm xx[xx]

7 LUC [le\* ptit\

8 (0.2)

9 LUC >tiens/<

10 (0.2)

11 LUC voilà/ et l'au- et l'autre mâle qui q- <.hh (0.4)> qui

12 vient [eu[h

13 YAN [ou|i:

14 JEA [et là et là [on xxxx

15 LUC [is ont dû s'battre



## Exc. 7

### Extrait 6 (3/ 20.31 libellule) regardez + interactionnel

1 LUC >regardez regardez regardez<

2 (1.3)

3 ELI oh une libellule (.) non c'est ça?

4 YAN ouais

5 LUC oui/ vous allez en voir plein là t[out à l'heure\

6 YAN [c'est rare/





## A first characterization of the sequence

- 1. Regardez + o / Regardez + art / Regardez + SN
- 2. Change-of-state token (« ah »)
- 3. New proposition; developement of description
- ==> taking into consideration a more complex picture (multimodal transcription) =====>

### Extrait (2/11.18 lézards)

((Luc montre le lieu où a été organisée une représentation théâtrale qui a abimé les plantes ; il n'a pas encore parlé des lézards))

```
1 LUC (al)ors *voyez par exemple >les les< lézards\  
      *se baisse et allonge la main s les buis-->  
   jea >>reg Yan--->  
   yan >>reg Jea--->  
2     [>vous* tavez vu< les lézards/  
      -->*pointe v les buis-->  
   eli +avance v Luc-->>  
3 JEA [xxxx  
4     (0+.3)+  
   yan ->+tourne la tête v Luc+  
5 YAN +a:::h [ouai:s//]  
      +avance v Luc-->  
6 LUC [c'est] c'est rem#pli de lézards/ sur les boules de* buis\  
      -->+  
   jea -->>#reg Luc et se dirige v lui-->>
```



Extrait « lézards »

## Extrait « crickets »



LUC vient de parler de la gestion différenciée du jardin

### Extrait 4 (3/17.41 crickets)

```
((Luc vient de parler de la gestion différenciée du jardin))
1 YAN et et: on l're- et on l'voit réellement/
2 (0.2)
3 YAN [xxxx
4 LUC [ah oui >oui oui</
5 (0.4)
6 LUC ah oui/ ah ben si vous si *vous allez là-dedans/ #
      *entre dans la verdure--->
      im #im.1
7 vous allez les voir sauter les crickets/
8 → regardez/ (.)regardez/ .h #
      -->*se penche-->
      im #im.2
9 + (1.8)
eli +avance v Luc ->
10 LUC → regardez le petit cricket [là*
11 YAN [xxxx +eh ouais
      +avance->
      im #im.3
12 LUC voyez/: hein c'en *est plein là// *alors* que là-bas+ y
      -->*,*,*,*,*debout--->
      yan -->+
      eli -->+
      jea -->+
      im #n'éloigne, souriant à la caméra-->
      im #im.4
13 a plus rien/
   (0.4)*
```

Extrait cep3-12.28 argus

```

((LUC parle des interventions douces sur le jardin, sans insecticides))
1 LUC y a des limites/ quoi// là là on est on est
2 un peu-+ rgardez +l#e:#* <.hh* %(0.3)> #le papiillon +bleu là:/
  +.....*pointe*pointe et avance----->
elya +reg-----+piv, reg dev-->
jea %reg-----%pivotent, reg dev-->
3 c'st* un argus\ >voyez<? #
  ->*pointe-->
4 (1.3)
5 LUC vous l'avez vu [le:*
6 YAN [mhm xx[xx*
  -->*,*,*,*
7 LUC [le* ptit\
8 (0.2)
9 LUC >t*iens/<
  *pointe->
10 (0.2)
11 LUC voilà/% et l'au- et l'autre mâle qui q-* <.hh (0.4)> qui
  -->*
jea ->%se retourne--->
12 vient [eu[h
13 YAN [ou[i:
14 JEA [et là et là [on xxxx
15 LUC [is ont dû s'battre

```



Extrait (4/13.47 laurier)

```

((parlent des effets de la sécheresse sur les plantes))
1 LUC regar*dez le:+ .h# le laurier thym derrière voyez/=
  >>...*pointe-->
jea >>reg ailleurs+reg v lieu indiqué-->
jea >>reg ailleurs---#reg v lieu indiqué-->
2 JEA =ah ouais [il a les xx-
3 LUC [on voit bien ça ça: (.) ça souffre *hein/
  -->*,*,,->>

```



## A second characterization of the sequential pattern

- 1.— The discontinuities within Luc's turn adjust to the ongoing conduct of the participants; projections are launched but what is projected is delayed, waiting for the embodied alignment of the recipients; recipients progressively align with the posture invited to by « Regardez »
- 2.— Change-of-state token (« ah ») occurs when the co-participants have adopted the adequate bodily posture and seen what Luc show them
- 3.— Luc monitors what they do and see, as soon as they have identified the referent, he elaborates its description

## Differentiation of two patterns

### Pattern 1

- Regardez + le SN
- Ah oui
- Independent clause

### Pattern 2

- Voyez + le SN
- Ah oui
- Related clause

Hybrids (voyez +  
independent clause)



## Pattern 2

### Extrait 7 (2/1.45 amélanches)

```

7 LUC VOyez/ eh on en parlait tout à l'heure\
8 les amélan:ches/
9 (0.6)
10 YAN ah::|::/
11 ELI [ah c'est xx
12 LUC avec lesquelles on fait le:::h
13 (0.3)
14 JEA et c'est quoi ça?
15 YAN c'e[st comestible?
16 LUC [le chutney\

```

### Extrait 8 (3/13.34 graines)

```

1 LUC >voyez/<
2 (1.0)
3 LUC voyez les:/ on pr- on parlait des des des'abris pour les
4 insectes\ alors/
5 (0.2)
6 LUC vous avez des: (0.3) ces ces graines là
7 *(0.3) <.hhh (0.3)> .h (0.2)
8 LUC qui sont (0.6)
9 JEA ^ah c'est quoi^ [^ça??
10 LUC [ .hh
11 (0.2)
12 LUC qui sont/ perforées par les oiseaux/ (.) pour manger/
13 les insectes (.) qui sont dedans\

```

### Extrait 7 (2/1.45 amélanches)

```

1 LUC VO*yez/ eh ≠on en parlait tout à l'heure\
   *pointe---->
   yan -->|reg fruit pointé par Luc-->
   eli ≠se tourne v Luc-->
2 les *amél*an:≠ches/
   ->*,,,,*
   eli -->≠reg arbre->
3 (0|6)l
   yan ->|...l
4 YAN !a*#h::|::/
   !touche le fruit-->
   luc *palme ouverte v le haut -->
5 ELI [ah c'est xx
6 LUC avec lesquelles on fait* le:::h
   -->*
7 (0√.3)
   jea ->√
8 JEA Δet c'est quoiΔ ça?
   Δ.....Δpointe v un autre objet-->
9 YAN c'e[st comestible?
10 LUC [le ch[utΔney\Δ
   †reg v où pointe Jea-->
   jea ->Δ,,,Δ
11 (0.3)


```

**Extrait 8 (3/13.34 graines)**

```

1 LUC >vo*!yez/<
      *pointe->
eli   |reg v haut de l'arbre->
yan   |reg v haut de l'arbre->
2     (0.2) *(0.8)
luc   ->*pointe en se tournant v feuillage->
3 LUC voyez les:/ on pr- on parlait des!! des des'abris!! pour!! les
eli   |s's'approche----!!
yan   |s's'approche->
4     insectes\ alors/
5     (0.2)
6 LUC vous avez des:!!* (0.3) ces* ces graines! là/
      -->*cueille---*
yan   ->!! |reg graine-->
7     *(0.3) <.hhh! (0.3)> .h (0.2)+
luc   *montre-->
eli   |reg graine-->
jea   +s'approche-->
8 LUC qui sont*: <(0.6)
      -->*tend la graine-->
9 JEA °ah +c'est qu*+oi° [°ça°°?
10 LUC [.hh
luc   ->*
jea   ->+.....+prend la graine-->
11    (0.2)
12 LUC qui sont/* perforées par les oiseaux/ (.) pour manger/
      *geste qui perfore-->
13    les insectes (.) qui sont dedans\

```



## Back to the 2 patterns

- 1. Introduction of the referent
  - With *Regardez vs Voyez*
- 2. Response - establishment of a common focus of attention
- 3. Development of the referent
  - In an *independent vs dependent* clause

## Independent vs dependent clause in the 3rd turn

- Pattern 1 introduces and develops the referent in two separate clauses
- Pattern 2 does it in one complex clause, incrementally produced
- ==>
- Syntactic choices // situated and embodied adjustments to the ecology of action
  - Pattern 1 --> transient referent, difficult to see, unstable
  - Pattern 2 --> stable referent, visible, graspable in a continuous way

## Regarder vs voir

- 1. **Regardez**
  - --> instructing vision, reorienting the bodies
  - // more unstable, transient, flying objects
- 2. **Voyez**
  - --> the place to look at is already established, participants are already bodily oriented towards it
  - // more stable objects
- Cases in which both verbs are used
  - Regardez > Voyez (vs \*Voyez > Regardez)

### Extrait cep3-12.28 argus

```
((LUC parle des interventions douces sur le jardin, sans insecticides))
1 LUC y a des limites/ quoi// là là on est on est
2 un peu- rgardez +l#e:#* <.hh* %(0.3)> #le papi#illon +bleu là:/
   *.....*pointe*pointe et avance----->
elya                                     +reg-----+piv, reg dev-->>
jea                                     %reg-----%pivotent, reg dev-->>
3   c'st* un argus\ >voyez<? #
   ->*pointe-->
4   (1.3)
5 LUC vous l'avez vu [le:*
6 YAN [mhm xx]xx*
   -->*, [le* ptit]
7 LUC
8   (0.2)
9 LUC >t*iens/<
   *pointe->
10  (0.2)
11 LUC voilà/% et l'au- et l'autre mâle qui q-* <.hh (0.4)> qui
   ->*
   jea ->%se retourne-->>
12  vient [eu[h
13 YAN [ouji:
14 JEA [et là et là [on xxxx
15 LUC [is ont dû s'battre
```

## Concluding complements

- How to relate this pattern with the existing literature?

# Introducing a new referent

- Enormous literature about the syntactic resources to introduce a new referent (for French see Lambrecht, 1987, 1994)
- Presentatives, existential constructions
  - (*y avoir*), clivées (*il y a un X qui*)
  - V perception (*voir*)
  - *voilà*
- Clefts (*c'est le mec que / qui...*)
- Pseudo-clefts (*ce qui est marrant c'est ...*)
- Left dislocation, hanging topic...

The choice among/ the use of these forms has been discussed in terms of general cognitive and pragmatic functions

## Reference has been mainly explained in cognitive terms

### Cognitive definition of

- Centre of attention, saillance, focus
- Accessibility, identifiability, accessibility of the referent

# Lambrecht (1994: 184)

## Principle of separation of Reference and Predication

- Selon Lambrecht, le locuteur ne peut pas en même temps introduire le référent et le développer en prédisant quelque chose sur lui. C'est ainsi qu'il rend compte des constructions présentatives et des détachements. La motivation de ce principe est pragmatique et cognitive : cette distribution facilite à l'oral le travail de production du locuteur aussi bien que de réception/décodage de la part de l'auditeur. Autrement dit, les référents qui ne sont pas encore actifs doivent être d'abord activés dans les représentations cognitives des interlocuteurs, dans une clause extérieure à celle qui prédisera ensuite quelque chose sur eux et qui enrichira ainsi ces représentations

This principle is convergent with the sequential pattern found in the data; however, it gives an exclusive cognitive, individual explanation for it

# Towards an interactional approach

- Joint attention as interactionally established
- Referents as publicly recognized
- Topics as responded to by the recipient

Here are some convergent findings in the literature, taking into consideration sequential patterns similar to ours

But they don't integrate multimodality

## Geluykens 1992:39

- Left Dislocation and introduction of a referent
- Basic scheme:

(21) -Stage 1: (speaker A) REF + optional Elaboration  
 -Stage 2: (speaker B) Acknowledgment of REF  
 -Stage 3: (speaker A) PROP

- Complex cases:

(17) A: yes I see . yes . yes - [ð:m] . one other thing Sam - [ð:m] -  
 /De!`laney # a Ca/nadian # \*((who))/graduated - #\*  
 B: \*(([ð] where did you\* put those things just one)) . let me put this in  
 my bag ((or)) I'll ((walk away without it)) ---  
 A: [ð:m] -- De/laney's the Ca:nadian . 'student [re/HN' member #] # /last  
 N'year #  
 B: mhm  
 A: [ð:] **he /should have had his . dissertation ``in #**  
**((at the)) be/ginning of ``May # (...)** (S.1.1.5.2)

(18) -Stage 1: REF + Elaboration (speaker A)  
 -Stage 2: Failure to acknowledge (speaker B)  
 -Stage 3: Second attempt at REF (speaker A)  
 -Stage 4: Acknowledgment of REF (speaker B)  
 -Stage 5: PROP (speaker A)

## Geluykens 1992:41

- In most of the cases, however, there is *no* 3-turn sequence, but a unique proposition:
- Its explanation can still refer to a 3-turn format:

	ref-intro	other LDs	TOTAL
intervening turn	26	01	27 (23%)
intervening pause	47	08	55 (47%)
pause- & turnless	17	18	35 (30%)
total number of LDs	90	27	117 (100%)

Table 4: occurrence of pauses/turns in LDs.

(22) B: before I forget about it in the chatter # . [ð:] you re/H-member # -  
**the [ð:m] - /'what do you 'call it # [ð:m] -- /'cricket**  
**'commentary # . there was a ?/'manu'script . of 'that**  
 # . (S.7.1.a1.11)

A more accurate transcription, in interactional terms, of (22) would be something along the lines of (23):

(23) 1: (...) the [ð:m] - what do you call it [ð:m] -- cricket commentary  
 2: . (pause)  
 3: there was a manuscript of that .

We will thus regard the pause as a (non-verbal) stage in its own right, a stage which is similar to the verbal acknowledgment-stage discussed earlier.

## Ford & Fox 1996

- Securing reference & participation before to go on

(4) 1 Curt: Did you know that guy up there at oh- what the hell is  
2 his name used to work up at (Steeldinner) garage did their  
3 body work.for them.  
4 (1.5)  
5 Curt: Uh:::ah,  
6 (0.3)  
7 Curt: Oh:: he meh- uh,  
8 (0.7)  
9 Curt: His wife ran off with Bill McCa:nn.  
10 (3.2)  
11 Curt: You know who I'm talking about,  
12 Mike: No.,  
13 (0.5)  
14 Curt: Oh:: shit.  
15 (0.7)  
16 Curt: *He had. This guy had, a beautiful, thirty two O:lds.*

Line 16 « he had » secures the gaze by Gary, « this guy had » is addressed to Mike - who is not yet gazing at Curt

1996: 162: old vs new information is not the only relevant aspect for reference - the structure of participation and diversity of addressees is as much important

Cf. Goodwin 1979

## Introducing a new topic

3 ways of introducing a new topic -> one of them is

### *News announcements*

- 1 A: announcement
- 2 B: topicalizer
- 3 A: development of the news announced

Button & Casey 1985



(16) (Heritage:III:1:5:3)

Edgerton : Now look (.) im-uh Ilene has just pushed a note  
in front'v my face,

→ Joan : Yes?

Edgerton : Ten pou:nds,

« With the production of the topicalizing response a warrant is established for the news announcer to go on in next turn and elaborate on their previously announced news. » (1985: 24) --> beginning of a new topic

(17) (W:PC:1:MJ:(1):21)

Jenny : Ani: ta came: u oh: they oll  
came [ over all'v them =

Marian : [ Fer Eastuhr ]

Marion : Did the::y, Oh: good:d. [ ·hh

Jenny : (.) [ Eh

(.)

Jenny : Juus (0.2) came 'euhr for a cuup a 'tea in the  
ahftinnoon.

Topicalizer vs just news confirmation (in the latter case, no elaboration follows in 3rd position)

(18) (Heritage:V:2:6:3)

Ilene : I've jus' got u - I've jus' been getting suh-uh  
buying uh doing my shopping

→ Joyce : You ha:ve

Ilene : An' getting the various bits of biscuits'n stuff  
in.

## Summary 1

- In the cognitive-pragmatic literature, Principle of separation of reference and predication (Lambrecht)
- In the interactionist-CA literature, sequential patterns showing that first reference has to be established and recognized, before talk to go on (Geluykens, Ford & Fox, Button & Casey)
- In Ford & Fox - relying on Goodwin's analyses - gaze and reciprocity is taken into consideration

## Summary 2

- Here, a collection integrating within a systematic sequential pattern the methodic use of multimodal resources shows the *embodied work* reference crucially relies on, both on the side of the speaker and of his co-participants
  - Adjustment of syntactic and lexical choices to the local ecology as well as to the coordination and monitoring of the other's conduct
  - Tomasello's account for joint attention remains largely based on cognition and intention; here we show evidence of the coordination work that is needed to achieve joint attention + its systematic sequential organization
1. Regardez SN  
Voyez SN  
+ walking  
+ body position  
+ pointing
  2. Ah  
+ approaching  
+ looking at  
(monitoring)
  3. Development  
dep / indep

Thanks for your attention!



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