



## Getting people to “see” an object: transitional directives in video mediated encounters

Lange, Simon Bierring

*Publication date:*  
2018

*Document version*  
Peer-review version

*Citation for published version (APA):*

Lange, S. B. (2018). *Getting people to “see” an object: transitional directives in video mediated encounters*. Abstract fra Nordic Interdisciplinary Conference on Discourse and Interaction , Aarhus, Danmark.

# Getting people to “see” an object: transitional directives in video mediated encounters



# Video Mediated Interaction in Professional Settings

## Citizen service



Passports, taxes, pensions, “living support”

## Health care / Telemedicine



General practice (telepresence), physiotherapy, COPD monitoring

## International business communication



Collaboration in international teams

**(Simultaneous) video recordings**



---

# Research questions

**What are the practices for putting the other person's body in a position so that they can perceive an object relevant to the course of action/service?**

**Is the mediation procedurally consequential?** Arminen, Licoppe & Spagnolli, 2016

**... and are the actions “transitional directives”?**

---

# “Getting people to do things”

(in an EMCA perspective)

## Directives

Goodwin 2006  
Kent & Kendrick 2016  
Goodwin & Cekaite 2018

## Requests

Drew & Couper-Kuhlen, 2014  
Rossi 2012  
Heinemann 2006

## Instructed Actions

Koschmann & Zemel 2014  
Lindwall & Ekström 2012  
Mondada 2014

## Recruitment

Kendrick & Drew, 2016

**Directives are ‘utterances designed to get someone to do something’ (Goodwin, 2006: 517).**



---

# Inspiration for analysis

## ***Nature of the target action***

Is targeted action :

- Immediate? (Lindström 1999, Schegloff 2007)
- Low cost ? (Rossi 2012)
- “Bilateral” - part of already established project? (Rossi 2012) -> reciprocity, benefactor/beneficiary?
- Practical (handing tea pot) or more abstract (provision of a service)? (Keisanen & Rauniomaa 2012, Vinkhuyzen & Szymanski 2005)?
- Does the recipient of directive understand the procedure? (epistemics, institutionality)

## ***Selection of linguistic format***

- Linguistic formats (Couper-Kuhlen 2014)
- Entitlement (Lindstrom 2005, Heinemann 2006, Craven and Potter 2010)
- Contingency (Curl & Drew 2008)

## ***Recognition of directives as such***

- Deontic status (Stevanovic 2011)
- “Linguistic projects” (Linell 1998)

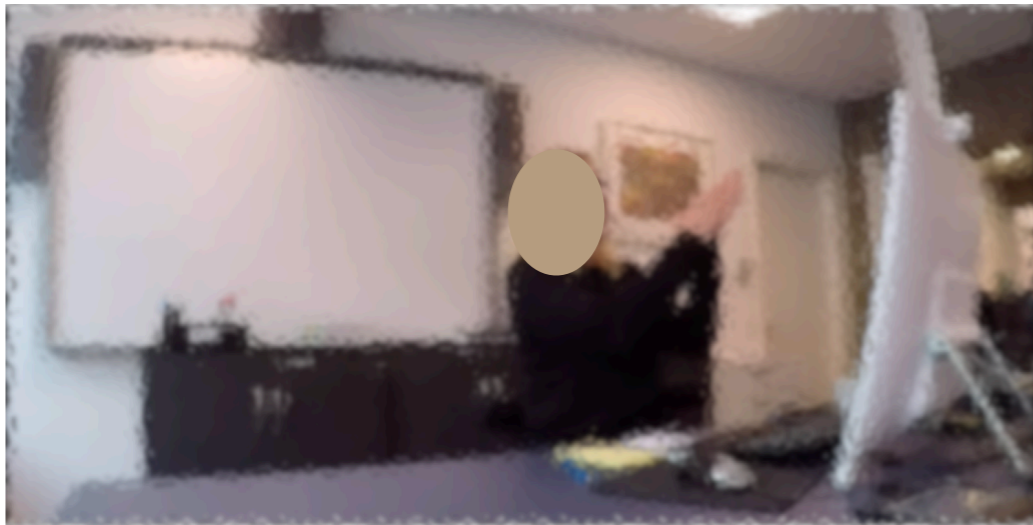
---

# The data and setting



## Ecologies in the interaction

Location 1



Open space office

Location 2



Confined room in local public library

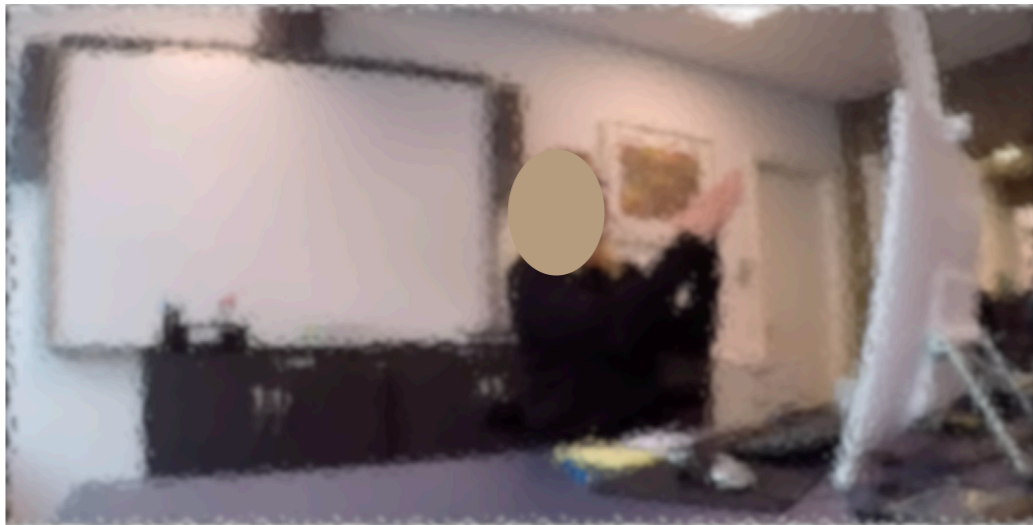
- Solution for “non-digitally ready” citizens
- Fractured ecologies (Luff et al. 2003)
- The orange tray is a ‘historically sedimented feature’ (Goodwin 2018)



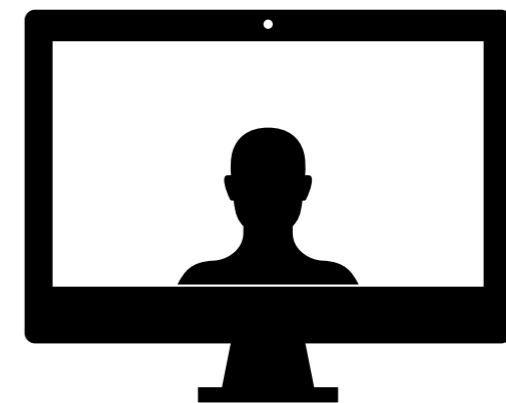
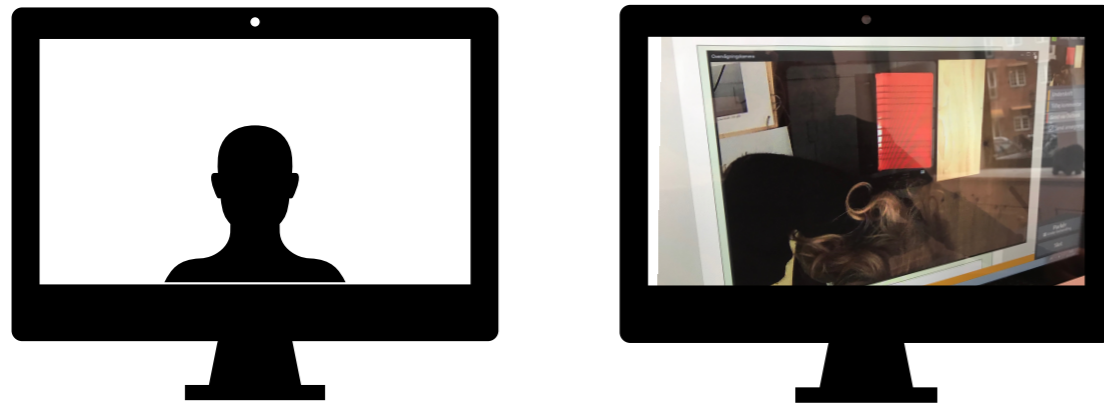


# Ecologies in the interaction

## Location 1



## Location 2

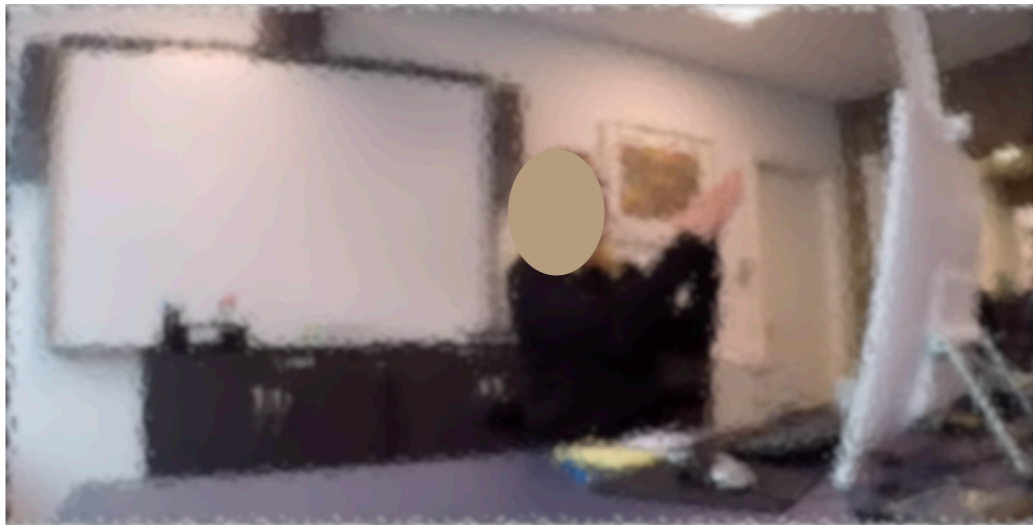


Talking head configuration + View from camera above printer

Talking head configuration

## A recurrent phenomenon

Location 1



Printed document becomes next relevant item



Location 2



Scanning of letter

(procedural consequentiality of mediation)

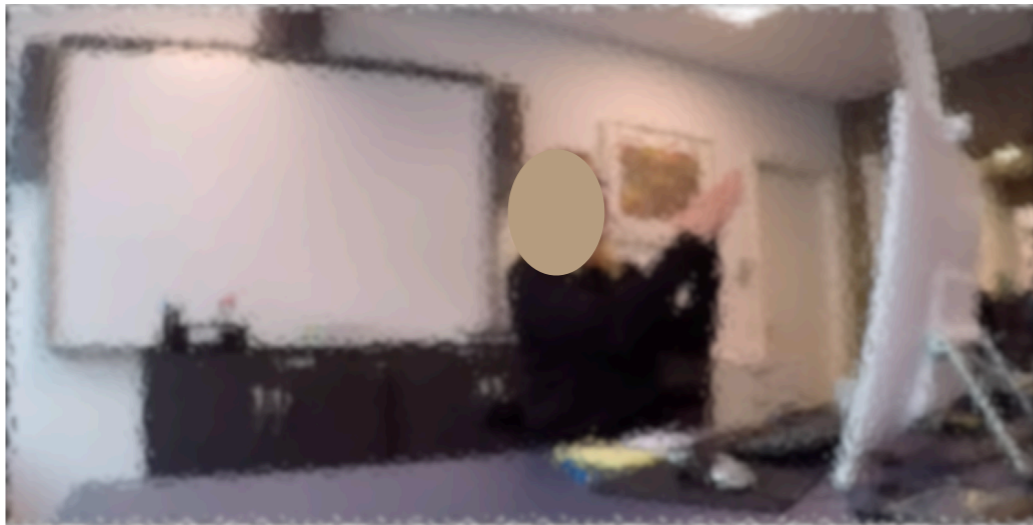
This involves:

- A reconfiguration of the participation framework
- Possibly epistemic asymmetry (what is the next relevant action?)
- Referring to technological device used to scan letter (lexical choice?)



## A recurrent phenomenon

Location 1



Printed document becomes next relevant item



Location 2



Scanning of letter

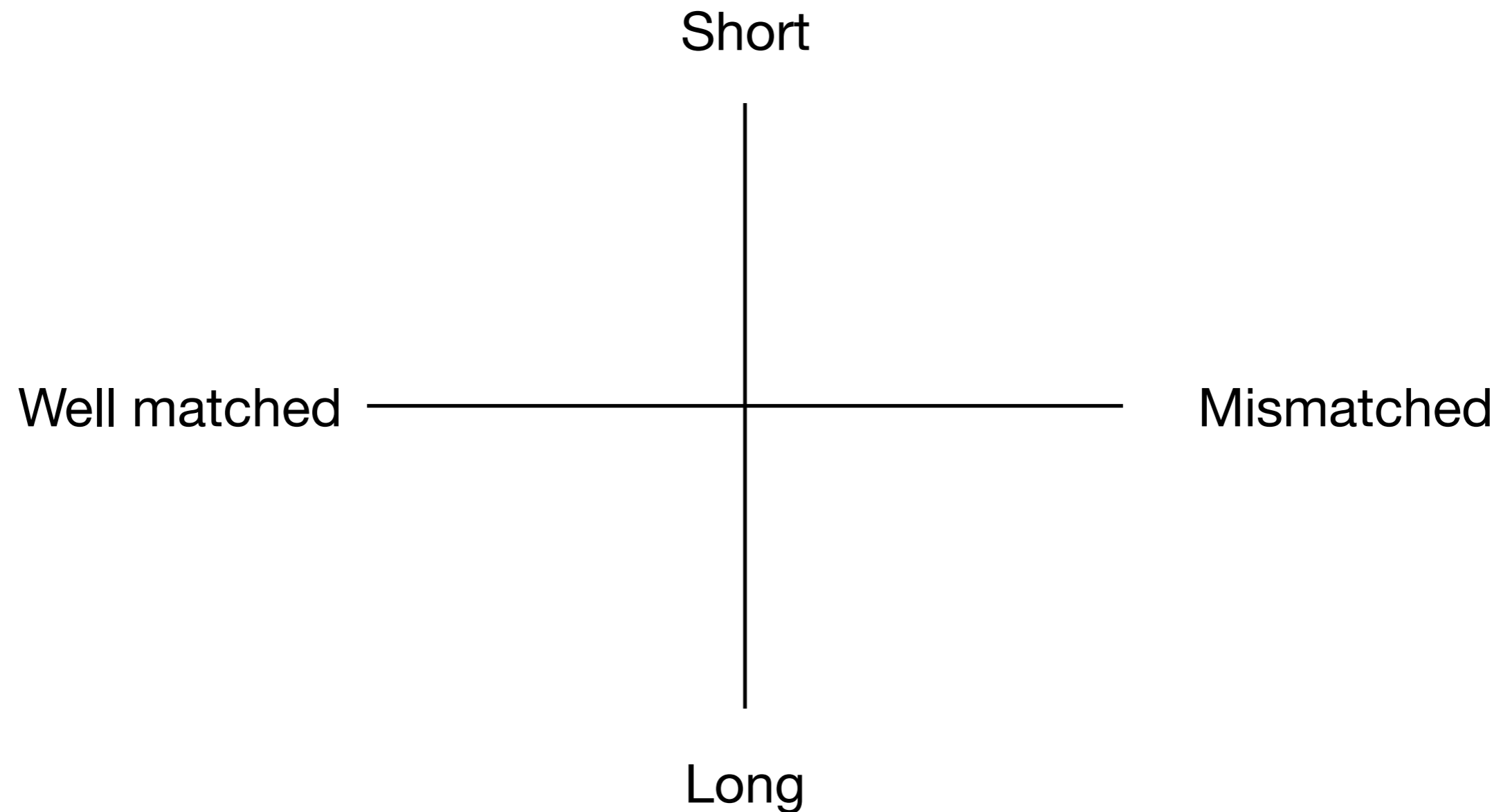
(procedural consequentiality of mediation)

**How do the practitioners get “non digitally ready” citizens to see the scanner as the next relevant thing focus on?**



---

# Recipient design of directives in data



## Example 1: short, well matched



- 29 P: Ja hvis du ka ta hæfte:klammen ud (0.3) så vil  
Yes if you can remove the staple (0.3) then I would
- 30 jeg gerne ha at du: lægger den op i øh den bakke  
like you: to put it op in uh that tray
- 31 den orange bakke på din højre side,  
That orange tray on your right side,
- 32 C: a[:h  
A[:h
- 33 P: [så scanner jeg det ind.  
[Then i will scan it



# Example 1: short, well matched

**Multimodal instruction**  
**Contingency: focus on recipient's ability**

**Hesitation + reformulation**  
**(resource for locating object?)**  
**Focus on salient feature of object**  
**Location provided post hoc**

29 P: Ja hvis du ka ta hæfte:klammen ud (0.3) så vil  
Yes if you can remove the staple (0.3) then I would  
30 jeg gerne ha at du: lægger den op i øh den •bakke  
like you: to put it op in uh that tray

**Entitlement: Declarative (focus P's wants)**

•scans l to r--->

31 den orange bakke på din •højre side,  
That orange tray on your right side,  
--->•at printer

32 C: a:[:h] ————— **Change of state**  
A:[:h]

33 P: [så scanner jeg det ind.  
[Then i will scan it

## Example 2: Short, mismatched

**Multimodal instruction**  
**Contingency: focus on recipient's ability**  
**Location foregrounded**

1 IR: Δka du Δse ovre til høj#re for digΔ der står der en  
*can you see over to your right there is a*  
 Δ.....Δpoints—————> Δ

fig #fig.1  
 2 printer, **Reference to whole object**  
*printer*

3 (.)  
 4 IR: •med en orange #bakke på.  
*with an orange tray on it*

•to paper moving r to l -->  
 fig #fig.2

**Salient feature as increment**

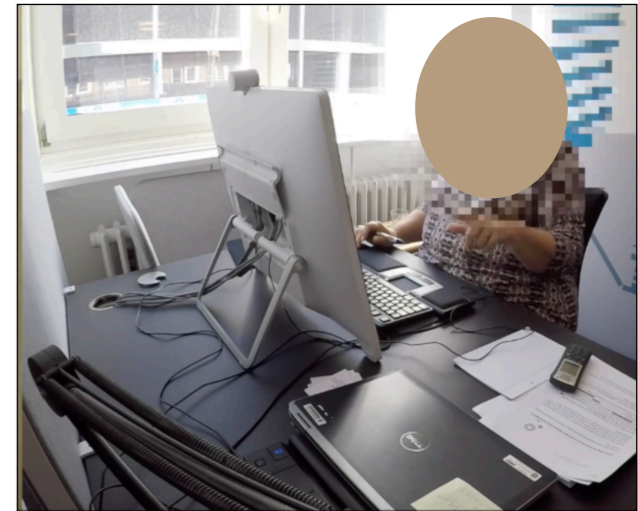


Figure 1

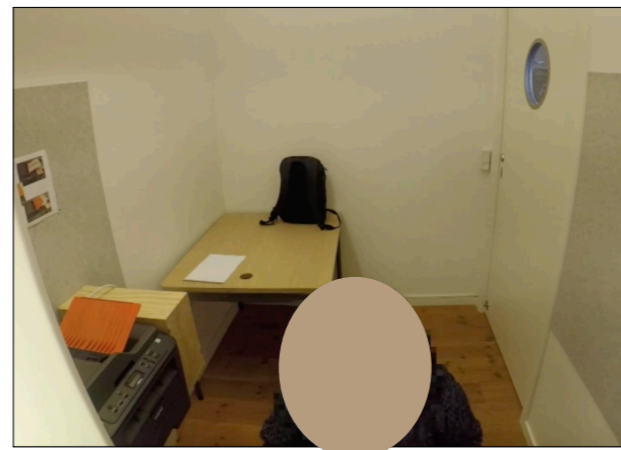


Figure 2

## Example 3: Long, well matched

25 Ja nu skal du bare se her >hvis nu du kigger  
*Yes now you will just see here >if you look now*

26 [hvord- ka du s-] (0.2)=  
*[how- can you s- ]. (0.2)=*

27 C: [(unhearable) ]

28 P: [(unhearable) ]  
=Ka du se min silhouet  
*=Can you see my silhouette*

29 (0.3)

30 C: Jaja  
*Yesyes*

31 (0.8)

32 P: Ka du se jeg drejer mig ud til den højre side  
*Can you see I turn myself to the right side*

33 C: Ja  
*Yes*

34 (1.0)

35 P: Hvis du drejer dig ud til den højre side så står der en sort  
*If you turn yourself to the right side then there is a black*

36 kasse ude på din højre side  
*box out on your right side*

37 (0.9)

38 Hvis du- du ska dreje hele kroppen med sådan her (.) he:lt ud til  
*If you- you need to turn the whole body like this all the way to*

39 til siden=  
*the side*

40 C: =ja  
*=ja*

41 (.)

42 P: Lige præcis.

**Installments (Svennevig 2018)**  
i.e. chunking of information +  
inviting recipient response

**Attracting gaze**  
**Establishing mutual monitorability**  
**Focus on ability**

**Focus on preliminary body movement**

**Generic referent**





## Example 4: long, mismatched



11 P: Ja.  
12 (0.5)  
13 >Ved du hva.<  
>You know what<  
14 (.)  
15 P: >Nu skal du se.< (.) Ude på din højre side.  
>Now watch this< (.) Out on your right side.  
16 C: Ja=  
Yes=  
17 P: =Højre er der hvor du s- ↑Ja lige præcis.  
=Right is where you s- ↑Yes right exactly  
18 (0.5)  
19 P: Der er sådn en en en øh maskine med en orange der-  
There is such a a a uh machine with an orange the-  
20 Printeren den har vi haft snakket om før ja.  
The printer we have talked about it before yes.  
21 (.)  
22 C: Den ligger fint.=  
It is placed well.=  
23 P: =Lige præc-  
=right exact-

## Example 4: Long, mismatched

11 P: Ja.  
12 (0.5)  
13 >Ved du hva.<  
>You know what<  
14 (.)  
15 P: >Nu skal du se.< (.) Ude på din højre side.  
>Now watch this< (.) Out on your right side.  
16 C: •Ja=  
Yes=  
•trn to printer-->  
17 P: =Højre• er der hvor du s- ↑Ja lige præcis.  
=Right is where you s- ↑Yes right exactly  
-->•  
18 (0.5)  
19 P: Der er sådn en Δen en øh maskine med Δen orange der-  
There is such a a a uh machine with an orange the-  
Δmoves paper to tray—Δadjusts paper in tray -->  
20 Printer<sub>en</sub> den har vi haft snakket om før Δja.  
The printer we have talked about it before yes.  
-->Δ  
21 (.)  
22 C: Den ligger fint.=  
It is placed well.=  
23 P: =Lige præc-  
=right exact-

**Projects shift in activity  
Attracting gaze?**

**Installment: Providing location  
of something to be specified**

**Preempting lexical problem  
Generic referent  
Highlighting salient feature**

**Displaying expertise**

**Repairing referent  
Accounting**

**Assessment of paper position  
(claiming epistemic authority)**



---

# Summing up

## Shorter sequences

- Most salient feature foregrounded
- More specific referent (*printer, scanner*)
- Initial action done as one package

## Longer sequences

- Securing attention (gaze)
- More generic referent (*box, machine*)
- Installments (preemptive strategies)

---

## Questions for further research

**How to design public service for heterogenous target groups?**



**Thank you!**

**[simon.lange@hum.ku.dk](mailto:simon.lange@hum.ku.dk)**

