

MARG DATA SESSION

@

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(Re-)discovering materiality in old/new data: an ethnomethodological conversation analytic perspective on doing curricula.

University of Illinois at Urbana-Champaign



NEVER TRUST THE PROMISES OF
AN ETHNOMETHOLOGIST ... SIGH

or, more liberally translated:

NEVER TRUST WHAT THE ANALYST SAYS,
ALWAYS TRUST THE DATA INSTEAD!

1. Background Ethnographic Information





Recordings

TC Cam 1 = video / audio TC Cam 2 = video / audio
Wide Cam 1 = video / audio Wide Cam 2 = video / audio
Gp 4 Cam 1 = video / audio Gp 4 Cam 2 = video / audio
Gp 3 Cam 1 = video / audio Gp 3 Cam 2 = video / audio

Classroom Map 11.15am (8/24/06)



Graphic Summary of Changes in Units 1 and 2

 Unit 1 Template (8/8/06)  Unit 1 Planned (8/24/06)
 Unit 1 Actual (8/24/06)  Unit 2 Planned (8/29/06)

N(R)'s Field Notes (11.24am, 8/24/06)



Student Outputs

Message to Classroom Discussion Board (8/24/06)

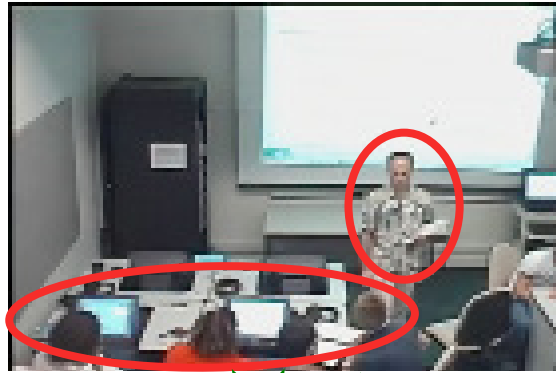


Power Point Slides

   
Gp1 Gp2 Gp3 Gp4

2. Participants

P(T)



Group 4



M



L



G



A



N(R)

Fragment 1a

1 P(T): ... group *three*, {.} group *three* is here?
 2 {1.0}
 3 L? ye[ah.]
 4 T(P): [°yeah,] {.} okay. {.} your question
 5 ↗here- {0.3} uh:m {} “what is the ↗*trend*
 6 in u s oil ↗*imports*” {.} >check- section
 7 two point °three<
 8 [{.} point- three:° nation- natural gas usage]
 9 ?: [two point °three< <point- three: ((unintelligible))]
 10 L?: quel/qual gruppo.
 11 *that/which group.*
 12 Ls: (({3.0} unintelligible talk))

13 **P(T): †*{°should that be gɑ::s, or should that} *†**

14 **†*{ be {0.5} u s gas ↗imports?° } *†**

FG 1 → ***FG 2*** ⇒ ***FG 3***

*In line 13 and **FG 1**, P(T), who is facing toward the screen, possibly
 *starts to suspect that something is amiss with the information that is
 *projected onto the screen. His talk is heavily repaired and hesitant. In
 *line 14 and **FG 2**, he turns round to face toward the back of the class
 *and repeats his question, but this time he may be directing this
 *question to N(R) (off screen; see **FG 3** for Wide Cam shot), who is
 *sitting at the back of the room observing the class.

††FG 4: Materials Projected onto Whiteboard††

15 {0.8} u[:::h]

16 A?: [we are eh four group.]

17 P(T): *you are group four. your question here *

***FG 5** At line 15, P(T) was walking toward the back of
 *the classroom, perhaps to check whether the hyperlink
 *in the projected materials was correct. However, at line
 *17, he has to deal with Group 4, which maybe delays
 *the on-going progressivity of his checking action.

Fragment 1b

- 18 {.] “how have trends in natural
19 gas usage (({1.8} unintelligible))”
20 L?: ↗*coa:l* {.] /u/sage.
21 Stdt?: *oil* u[sage.]
22 P(T): * [>those]* are different from
FG 6 P(T) points at the whiteboard
23 those for oil. okay? <
24 >it [should] be answered in your
25 L? [(°ok.°)]
26 P(T): textbook.< {1.2} in your section.
27 ((Group work begins at 22:40))
28 * (({3 minutes and 10 seconds})) *
29 * ((of omitted Stdt talk)) *
*FG 7: Starting at the beginning of
* the 3 minutes and 10 seconds of *
* omitted Stdt talk, P(T) travels *
* for 13 seconds from the back to *
* the front of the classroom *
30 P(T): * it looks like one of the questions*
31 * (on) ↗china, ((unintelligible)) *
*FG 8 P(T) confers with N(R) *
32 N(R): ((unintelligible))
33 P(T): sorry?
34 N(R): ((unintelligible))
35 {15.00}
36 P(T): °actually [{0.8} *(i’m) going to change the questions°*

FG9

- * P(T) starts walking to the front of *
- * the class. It takes him 11 seconds to *
- * reach the front of the class before *

Fragment 1c

*L starts speaking in the next turn at line *
*37 below *

- 37 L: ((unintelligible)), {0.2} we must found the
38 answer on the:se uh. page↗uh?
39 {0.5} in the: {0.7}
40 P(T): you should be u:::h
41 M: P(T).
42 {0.5}
43 L: because u:h the the section [was]
44 P(T): [yeah]
45 L: two point three point four is about=
46 A?: =about coal
47 L: does not speak about this idea
48 P(T): yeah. ((P(T) starts to turn to his right to))
49 ((speak to Group 3))
50 L: it speak [about the]
51 P(T): [ok u:::h] ((P(T) is now speaking to Group 3))
((As a result, L's voice trails off in))
((unintelligible overlapping talk))
((with other members of Group 3))
52 *i mixed up the questions but can you *
53 *do the the question from number *
54 **fou:r*.< {1.0} okay, “how have *trends* *
55 *in natural gas consumption differed *
56 *from those for *oil*” {.} so you’ll do the *
57 *last question. *

*FG 10 *

*During lines 52-57, P(T) acknowledges "his"
* (actually N(R)'s) hyperlinking mistake and
* proceeds to reformulate orally what the written
* instructions *should* have said. *

Fragment 1d

58 Stdt?: → uh *uh*
from
Gp 3

59 P(T): a::nd u::h- {0.3} for group *three*? ((P(T) turns to his left))
60 ((to speak to group 4))

61 {0.8} u[:::h]

62 L: [>we're four<]

63 Stdt?: [>we are four<]

64 Stdt?: >we are four<

65 P(T): {0.7} your group (too much)

66 you're doing *coal* usage

67 Stdt? because

68 Stdt? yes

69 L: no ((in Italian)) ((unintelligible))

70 P(T): yeah

71 * {20.00} *

*FG 11 *

*Overlapping unintelligible Stdt talk during the 20
*seconds at line 71 as P(T) updates the projected
*assignment sheet by inserting the correct hyperlink
*online (see page 2 for what the final, corrected
* instructions now look like). This action brings this
* example of ICAT on the fly to its conclusion. More
* specifically, this analysis shows with exquisite
* precision how, as in the longitudinal LBT → LOT →
* LPT model, the CTT and PMT levels of analysis
* observably interact with each other in real time. *

1. **Low Volume:** A *degree sign* indicates that the talk it precedes is low in volume.
2. **Cut-Off:** A *dash* marks a sudden cut-off of the current sound. Here, instead of bringing the word "twelve" to completion, Bea interrupts it in mid course.
3. **Bold Italics** indicate some form of emphasis, which may be signalled by changes in pitch and/or amplitude. (The Jefferson system uses underlining).
4. **Overlap Bracket:** A *left bracket* marks the point at which the current talk is overlapped by other talk. Thus Dave's "*Fou :: rteen*" begins during the last syllable of Bea's "*Thirteen*."
Two speakers beginning to speak simultaneously is indicated by a left bracket at the beginning of the line.
5. **Lengthening:** Colons indicate that the immediately preceding sound has been noticeably lengthened.
To make colons more visible I frequently surround each colon with a space.
6. **Overlap Slashes:** Double slashes provide an alternative method of marking overlap. When they are used the overlapping talk is not indented to the point of overlap.
7. **Intonation:** Punctuation symbols are used to mark intonation changes rather than as grammatical symbols.
 - A *period* indicates a *falling contour*.
 - A *question mark* indicates a *rising contour*.
 - A *Comma* indicates a *falling-rising contour*.
8. **Latching:** The *equal sign* indicates "latching"; there is no interval between the end of a prior turn and the start of next piece of talk.
9. **Inbreath:** A series of *h's* preceded by an *asterisk* marks an *inbreath*.
Without the asterisk the *h's* mark an *outbreath*.
10. **Comments:** *Double parentheses* enclose material that is not part of the talk being transcribed, for example, a comment by the transcriber that the talk was spoken in some special way.
11. **Silence:** *Numbers in parentheses* mark silence in seconds and tenths of seconds.
12. **Increased Volume:** *Capitals* indicate increased volume.
13. **Laugh Token** An (*h*) marks a syllable of laughter.











Slashes
=
IPA Symbol

*h ·h





..., †...†, #...# etc. used as in Mondadan conventions



Other Multimodal Transcription Symbols









	Main Video Recording
	Page-Specific Excerpt from Main Video Recording
	Audio Track from Video Recording
	Page-Specific Excerpt from Main Audio Recording
	Source Materials (in this case, NPRE 201)
	Other Textual resource
	Email Message
	Classroom Map
	Field Notes
	Powerpoint Slides

Other Transcription Symbols

	Low Intonation at the Beginning or Within a Word
	Low Falling intonation at the Beginning or Within a Word
	High Intonation at the Beginning or within a word
	Low rising Intonation at the Beginning or Within a word
°actually°	Reduced Volume
°°actually°°	Whisper
😊hello😊	Smiley Voice
... that's @bad@"	Creaky Voice
... quel/qual gruppo.	L1 (Italian) Original
... <i>that/which group.</i>	<i>English Translation</i>

Endnotes

See the list of **Other Multimodal Transcription Symbols** to interpret this and other graphic symbols used in this transcript.

 = TC Cam 1;  = TC Cam 2;  = Wide Cam 1;
 = Wide Cam 2;  = Gp 4 Cam 1;  = Gp 4 Cam 2;
 = Gp 3 Cam 1;  = Gp 3 Cam 2.

- 1 Goodwin, C. (2017). *Co-operative action*, (p. 18). Cambridge: Cambridge University Press.
- 2 Mondada, L. (2019). *Conventions for multimodal transcription*. <https://www.lorenzamondada.net/multimodal-transcription>.