



# Naming an activity: Arriving at recognitionals in team-teacher planning talk

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## **Naming an Activity:**

### **Arriving at Recognitionals in Team-Teacher Planning Talk**

#### **Abstract**

Based on a video-recorded corpus of pre-class planning sessions, this study focuses on how team-teachers from different cultural and linguistic backgrounds accomplish the interactional task of identifying and explaining pedagogical activities they will later teach together during an English as a Foreign Language (EFL) lesson. Since a basic issue for these teachers is arriving at a recognizable name for the proposed task that can be understood by both parties, we analyze the interactional practices involved in *naming an activity*. We draw on Conversation Analytic (CA) research on word choice to show how sequential, categorical, epistemic and bilingual practices are brought to bear on the joint accomplishment of a recognitional formulation of an activity. We identify several interactional practices in which recognitionals play a key role in planning talk between language teachers. Speakers can treat the activity name as potentially unrecognizable through post-formulation explanations or initiating epistemic questions, or use a known recognitional to explain a new activity. Additionally, after a speaker lists the sub-steps involved in a proposed task, a recipient can proffer a name for the activity. These generic interactional practices are put to use in this intercultural workplace to make the plan accessible to all parties. The data are in English and Japanese.

**Keywords:** *Formulation, Recognitionals, Activity reference, Workplace interaction, Conversation analysis*

## 1. Introduction

When an emergency nurse calls "Code Blue!" or a waitress shouts, "Works, hold the mayo!", the people that work with them recognize these terms as shorthand ways of referring to an activity or a series of tasks that must be completed, often involving multiple actors functioning in a team to produce some recognizable outcome. Embedded in such workplace scenarios is the implicit understanding that recognizing and acting on the tasks indexed by the term is part and parcel of the professional competence required to do that job. In Conversation Analysis (CA), a recognitional is a word (or term or name) that is familiar to both speaker and recipient(s), or that will become so in the ongoing talk. This study explores the way pairs of teachers use such recognitionals as they co-plan English as a Foreign Language (EFL) lessons that they will later teach together. In these settings, the team-teachers come from two different language backgrounds (Japanese and English) and often the Japanese teacher has little experience teaching (or even speaking) English, meaning that the planning talk can be in Japanese, English or a mix of both languages. Since interactants in intercultural work settings like these can have a limited lexicon in common, choosing the right word to refer to a proposed pedagogical activity promotes understanding by indexing its constituent procedures, and therefore making them implicit, since claiming understanding of a classroom activity name like "survey" or "quiz" preempts the need for further explanation of the steps involved in carrying out that activity in class.

This paper uses conversation analysis to examine several interactional practices in which recognitionals play a key role during planning talk between language teachers. Speakers can treat the activity name as potentially unrecognizable through post-formulation explanations or initiating epistemic questions, or use a known recognitional to explain a new activity. Additionally, after a speaker lists the sub-steps involved in a proposed task, a recipient can proffer a name for the activity. Throughout our analysis we will show how these

generic interactional practices are put to use in a particular intercultural workplace context to make the planning talk accessible to all parties, and consider how this aspect of recipient design allows these participants to accomplish their planning despite the limitations of their ability to communicate in each others language. We begin by reviewing some of the relevant CA literature on recognitionals.

## 2. Literature review

When designing a turn to fit into a particular sequence for a particular recipient, speakers regularly select from a range of possible expressions in order to describe people and things and ultimately accomplish the actions they are undertaking. Sacks (1992:19) terms such expressions *formulations*.<sup>1</sup> The CA research on formulation is related to issues of word choice, reference, and turn design. Formulations are selective, contingent, relevant, and inference-rich, and the way a speaker chooses to formulate a turn reveals their understanding of the situation and their assumptions about the person to whom they are talking (Depperman, 2011).

Ever since Sacks and Schegloff's seminal work on person reference (1979), the vast majority of work on recognitionals has looked at word choice in relation to the way interactants describe people (e.g., Betz, 2015; Enfield & Stivers, 2007; Lerner, 1996; Lerner, Bolden, Mandelbaum & Hepburn, 2012; Whitehead & Lerner, 2009, Schegloff, 1996a), and therefore much of the research on reference is related to membership categorization (Schegloff, 2007; Stokoe, 2012). However, there has also been a small but growing number of papers that have examined formulation with regard to other sorts of references, including the names of places (Heritage, 2007; Kitinger, Lerner, Zinken, Wilkinson, Kevoe-Feldman, & Ellis, 2013; Schegloff, 1972), colors (Goodwin, 1997), and objects (Egbert, Golato &

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<sup>1</sup> While there exists a body of CA scholarship that looks at formulation as rewording, upshots, or *reformulation* (e.g., Heritage & Watson, 1979), that work is not the focus of the current paper.

Robinson, 2009; Kim, 2012). The current study builds on research into word choice by focusing on the interactional practices available to participants for referring to an activity, specifically a proposed pedagogical task and the steps that constitute it.

Sacks and Schegloff (1979) identified two preferences for referring to people: a preference for recognitional reference, and a preference for minimization, both of which are satisfied through the use of names. In short, the first involves using a description that the recipient will understand and the second involves explaining no more than is necessary. Heritage (2007) sees the first of these preferences as a subset of a broader preference for intersubjectivity and accounts for the second in relation to the interactional principle of progressivity (Schegloff, 1979). That being the case, the lessons that have been learned from CA investigations into ways we refer to people are highly applicable to other categories of description, including the words teachers use to talk about pedagogical activities.

Interactants orient to these preferences via the practices of interactional repair. When an initial reference is not met with tacit or explicit uptake from the recipient in the ongoing talk, Heritage (2007) notes the speaker soon works to make it clearer by rewording it or clarifying it, such as through self repair in the transition space, try-marking, declarative questions ("You know X?") and interrogatives ("Do you remember X?"). Both speaker and recipient are responsible for co-achieving recognition, either by displaying lack of understanding or by clarifying unknown references, and thus enabling the talk to move forward. Writing in regard to both person and place reference, Heritage (2007) notes that "speakers operate under the assumption that recognitional references are recognizable and recognized" (p. 279), fostering progressivity both within the turn and within the sequence. Svennevig (2010), for instance, found that interactants can preempt problems of reference by embedding pre-positioned TCU expansions like "what we call" or "there's something called"

within a turn, such that progressivity is maintained and the reference issues are addressed within the main sentence frame.

Examining how speakers reformulate an initial reference can reveal what it is that they deemed inadequate about their use of that word in that instance (Kitzinger et al, 2013). On occasion, speakers may choose to refine a recognitional reference in order to be more (or less) specific, and this will invariably have repercussions for the ongoing talk. Lerner, et al (2012) demonstrate how a "recalibration repair" can be used to focus (or broaden) a prior formulation without negating it, and therefore propose a precision-adjusted version of the reference. Recalibrating a reference is often linked to the speaker's current interactional goals, since a revised version can be used to accomplish a range of interactional practices. Kim (2012) showed how second language speakers make use of such interactional practices to co-accomplish understanding, and conversely, how such interaction can also offer structural opportunities for language learning. In short, these references are not only reformulated for the benefit of the recipient, but also to accomplish the speaker's own localized interactional purposes.

Our analysis will investigate how team-teachers from different linguistic and cultural backgrounds use such recognitional references in their pre-class planning meetings, in particular when naming the pedagogical tasks they are proposing.

### **3. Background to the data**

The data we will examine comes from a corpus of lesson planning discussions video-recorded between Japanese primary and middle school teachers and non-Japanese Assistant Language Teachers (ALTs). The ALT is a native (L1) speaker of English and, apart from the three middle school teachers, the Japanese teachers do not have specific training in English language or second language pedagogy. Typically, ALTs team-teach English classes alongside a Japanese

teacher and meet beforehand to plan, although in some cases the discussion involves more than one Japanese teacher. Although the teachers occasionally prepare some ideas and notes, the planning meetings usually consist of open-ended discussions about how the team-teachers will implement elements of the prescribed curriculum in a specific up-coming lesson. These discussions are somewhat informal, typically occurring during quiet periods of the working day in staffrooms or empty classrooms, and their duration varies from around two to thirty minutes.

From a total collection of 65 recordings, seven excerpts have been selected for this study. The excerpts are from four primary schools and two middle schools, and involve five ALTs (three from USA, one from Ireland and one from Australia) and nine Japanese teachers, of whom two were specialist teachers of English (Ine in Excerpt 3 and Taku in Excerpt 7), and one was a pre-service teacher in training (Yumi, Excerpt 4). The ALTs' Japanese language proficiency varied from basic to advanced, and the English proficiency of the generalist Japanese primary school teachers' was relatively low. This being the case, the discussions contain interaction in both Japanese and English.

With neither of the authors present at the schools, an ALT or Japanese teacher was responsible for making the recordings. When they returned the video-recorded data, the teachers informed the researchers of any written materials that became relevant. In most cases photos of the participants' handwritten notes and textbooks were obtained. This enabled the authors to more fully understand the ways in which these objects were used in conjunction with the talk in the lesson planning discussions.

In addition to Jeffersonian transcription conventions (Jefferson 2004), embodied aspects of the interaction have been included in the transcripts based on the conventions developed by Mondada (2012), with the onset and completion of actions from each participant denoted relative to the talk. Following Nguyen and Kasper (2009), Japanese talk

has been translated with a literal morphemic gloss in a second tier and a vernacular rendering in a third tier. See the appendix for further details.

#### **4. Analysis**

Just as using a recognitional to refer to a person assumes that the recipient will understand who that name refers to, naming a pedagogical activity allows teachers to gauge whether or not they both understand the steps that will be involved in a suggested activity. Where there is a claim of understanding, the steps involved in the activity are not explained in further detail, but any delayed uptake of the recognitional can lead to an unpacking of the reference in the form of a description of the activity. In addition, the recognitional reference becomes a summary or shorthand version for referring to those steps. If they take any notes in the planning meetings, experienced teachers generally write just the name of the activity, whereas novice teachers often write out the steps involved as well.

After first considering a comparatively straightforward case in which the activity name does not require further elaboration (Section 4.1), our analysis moves on to examine cases in which the speaker treats the recognitional as potentially unrecognizable, and therefore requiring further explanation (Section 4.2), and finally we provide a number of instances in which the recipient proffers an alternative name for the activity (Section 4.3). In doing so, we ultimately aim to consider how the practices with respect to word choice help facilitate planning talk in contexts such as these, where the participants have limited access to each others' languages.

##### **4.1. Treating the activity name as recognizable**

Using a recognitional reference is the most minimal and expedient naming practice for accomplishing intersubjectivity. When the recipient recognizes the name of the activity, they indicate their understanding, either implicitly or directly, and the planning talk proceeds



smoothly. Consider the following excerpt, in which two teachers are preparing for a class that they will teach together.

*Excerpt 1 Maze/Meiro*

\*Nobu +Jane

01 NOBU >mazu< saisho ni #\*kore o kakunin shite\* (.)  
*first firstly this O confirm do-and*  
 So first of all we'll check this and  
 \*picks up textbook.....\*  
 #Fig1.1



02 kotoba o oboe↑te #\*↓ eh::  
*word O remember-and H*  
 get them to learn the words and um...  
 \*points to maze.....-->  
 #Fig1.2



03 (0.5)\* (0.2)  
 ---->\*  
 04 JANE → °eh-° [ ma:ze ]  
 05 NOBU [eh meir]o ↓de  
*H maze with*  
 with the maze  
 06 JANE → hai- me- meiro meiro aheheh  
*yes maze maze*  
 07 NOBU °right? ah (soko)°=  
 there  
 08 JANE =hai  
 yes

Nobu's initial turn-in-progress is hearably incomplete at the point that he pauses in line 3. He has just mentioned an activity he and Jane will do in the next class by indexing it with *kore* ('this') while pointing to the textbook (line 1) and then links it to a specification of that

activity *kotoba o oboete* ('learn the words'), that is formulated in the continuing *te*-form, which implies he will say something more. During the brief silence in line 3, Nobu points to an activity sheet that is located in front of Jane and both participants offer the name of an activity that completes the turn, Jane in line 4 with "maze" and Nobu in overlap with the Japanese equivalent *meiro* (line 5). In next turn, Jane quickly acknowledges Nobu's reference in Japanese (line 6) with the affirmative uptake token *hai* and by receipting it through repetition (Greer, Bussinguer, Butterfield, and Mischinger, 2009). Although the English version may have been sufficient, the preference for minimization informs Nobu that Jane has understood his Japanese recognitional reference and therefore allows the talk to proceed without further elaboration on the meaning of this word. Since Jane has claimed understanding of the word, Nobu's explanation is minimal, consisting of a brief confirmation check "right?" and an additional deictic (line 7) before the conversation continues without a hitch.

Although Jane and Nobu chose different words here (lines 4 and 5), they both referred to the same pedagogical activity (in different languages), and so the planning talk was progressed by the recipient making public her acknowledgement of the recognitional the primary speaker proposed. This is in effect the most minimal and effortless way to signal understanding of a word, since it requires little further explanation from the proposer of the activity.



#### **4.2. Speaker explanations: Treating the activity name as potentially non-recognizable**

However, in instances where the recipient does not provide immediate uptake, the speaker may treat the name of the activity as non-recognized, and the participants must therefore work to re-establish intersubjectivity. One means they have to do this is through the use of direct questions involving the recipient's epistemic status (Heritage, 2012), such as "Do you know X?", positioned either before or after the initial occurrence of the activity

*Excerpt 2: Hello song (Fujisho T3)*

Figure 1 shows two children, Riko and Moto, sitting at a table. Riko is pointing at a piece of paper with a black arrow, and Moto is looking at the paper with a white arrow. The names 'Riko' and 'Moto' are written next to their respective arrows.

Figure 1 shows four students (Kate, Kono, Riko, and Moto) sitting at a table in a classroom, working on a task. Kate is on the left, Kono is next to her, Riko is next to Kono, and Moto is on the right. Kono's hands are circled and labeled 'palms down'.

10		(0.3)	
11	KATE	((singing))	##*   hello^%      ##*hello  * ^%
			*waves RH      *waves LH*
	mot/rik		-->^%look to Kate.....^%
		#Fig2.3	#Fig2.4



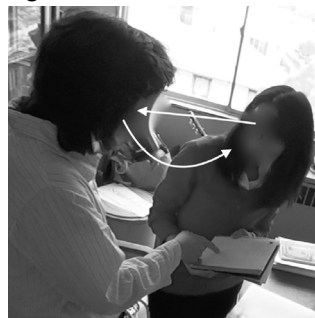
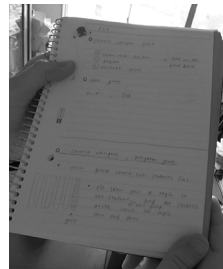
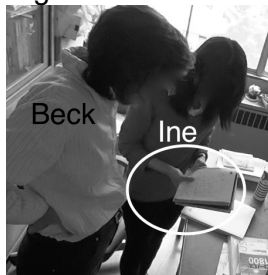
Kate embeds the name of the activity within a procedural telling in line 2 ("Hello song"), but ends the turn by try-marking it with upward intonation, displaying an orientation to the possibility the three Japanese teachers will not understand the reference. Although Kono does nod, there is no immediate verbal uptake in the brief moment of silence that follows (line 3), something which may have provided stronger evidence of their comprehension for Kate. In line 4, Kate then goes on to initiate self-repair in the transition space by self-selecting to formulate a direct question regarding the recipients' knowledge states. She receives a minimal uptake response from Kono (a quiet receipt token and a repetition) in lines 5 and 7, and although they start taking notes on their paper, Riko and Moto say nothing at all (line 6). Kate treats this as a less than adequate response to her question and goes on to sing the song, delivering it as a first-time hearing for the others by prefacing it with the assessment "easy, simple". As a janus-faced pre-enactment (Leyland, 2016), this song constitutes an explicit version of the non-recognized reference from line 2, and the recipients can normatively understand it to be the same song as the one that Kate will later introduce to their students in class.

In Excerpt 3, the Japanese teacher Ine likewise introduces the name of an activity using the "Do you know X?" pattern, but this time it is in the initial formulation, which treats the recipient as potentially having an epistemically K- stance (Heritage, 2012).

*Excerpt 3: Chinese whispers*

\*Ine            +Beck

- 01 INE AN:d do you know (.) this ↑game  
 02 → #\*chinese whis↓per\*  
 \*points to page..\* #  
 #Fig3.1 #Fig3.2 page of book
- 03 (0.3)  
 04 BECK hm huhmm £↓no£ hhehe  
 05 INE >↑yo.hheh.u< £don't [know:£]  
 06 BECK [ >↑ah< ] .hh  
 07 [#+↑AH:: OH:: oh >AHM<+]  
 #+ points to page.....+  
 #Fig3.3
- 08 INE [ chinese >WHIsper< ] ↑OR: (.)  
 09 >telephone ↓game<  
 10 BECK >↑ah- uh-< UH: +£o↓kay yes£=  
 +nods repeatedly..... -->  
 11 INE =↑AH you >£↑didn-£< [AH: ]  
 12 BECK [yes+]  
 -->+  
 13 INE .hhh [>oka-<]  
 14 BECK → [we ca:]ll it (.)+GOSSIP+=  
 +nods.....+  
 15 INE =°.hh hh° GOSSIP?=  
 16 BECK =+°↓hm+:°+  
 +nods.....+



Ine introduces the preliminary recognitional reference "Chinese whisper" as a possible unknown (lines 1 and 2) by formulating it within a knowledge-related interrogative while pointing to her notebook where the words '*Chinese Whispers, telephone game*' are written

(Figures 3.1 and 3.2). In line 4 Beck gives a negative response, interspersed with silence, laughter and a number of ambiguous uptake tokens (line 4), that leads Ine to treat the reference as non-recognitional (line 5). Upon pointing to the notebook (Figure 3.3) it seems that Beck does recognize the name of the activity, producing a string of change-of-state tokens in line 7, but at the same time Ine has begun to formulate an alternative recognitional (line 9) that also receives explicit uptake (line 10). However, in line 14 Beck reworks the name of the activity into a third recognitional reference, indicating she knew the game, but not by the name Ine was giving it: this turn therefore serves as an account for Beck's initial non-recognition. Once the name of the activity has been successfully negotiated, there is a return to sequential progressivity and the teachers go on to discuss the rest of Ine's plan. By treating an initial reference as potentially non-recognitional, the speaker can foreground the possibility of an explanation of the activity. If the recipient demonstrates non-understanding via a lack of adequate uptake, the speaker normatively moves to alternative recognitionals, explanations or demonstrations. Such cases serve to strengthen the more commonly observed cases in our data in which the name of the proposed activity was immediately and demonstrably recognized by the recipients, meaning that the speaker did not go on to explain the procedures or give detailed examples of the steps involved in the activity.

On the other hand, another sequential locus for the formulation of the activity name is prior to an explanation of the steps involved. The explainer proffers the activity name first and then goes on to explain how the activity will run, therefore tacitly treating the formulation as potentially non-recognizable to the recipient, at least on its initial production. Indeed, the sorts of initial formulations that are used in these cases tend to be somewhat ambiguous, such as that in Excerpt 4, when Yumi initially describes the proposed activity as a "reading game".

\*Yumi +Beck

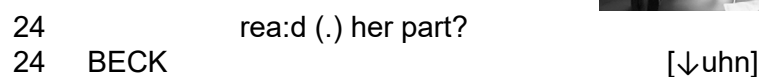
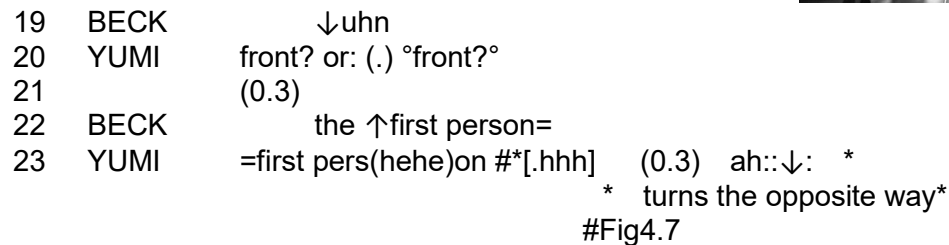
#Fig4.1      #Fig4.2      #Fig4.3



#Fig4.4      #Fig4.5



#Fig4.6



In line 4 Yumi first formulates the activity as a "quick reading game", a recognitional reference that on the surface is comprehensible to a certain extent, although not hearable as the name of a particular activity, but as a category of activities. Which reading game she is referring to at this point is not clear and she self-selects to elaborate, extending her turn through the transition space first with an audible outbreath and then by producing the initial part of an additional TCU and pausing at a point of maximal grammatical control (Schegloff, 1996c).

Beck receipts this minimally in line 6, and by doing so demonstrates a tacit understanding that further explanation of the game is forthcoming. Yumi then goes on to describe the steps that will be involved in the game, with Beck helping to formulate her explanation in English via the practices of repair. As it turns out, this becomes a rather drawn out description of a class activity that the teachers have apparently never used together, and so Yumi's initial



formulation helps Beck to generally understand the sort of activity it will be prior to hearing the details of how to perform the activity.

A similar case can be seen in Excerpt 5, in which Jane puts forward a suggestion first by formulating it as an "activity" and then respecifying it as a survey.

*Excerpt 5: Ankeeto-teki (FushoT1)*

\*Taro +Jane

01 TARO >°koko dake dattara mijikai desu ka?°<  
*here only CP-pst-if short CP Q*

With just this, won't it be a bit short?

02 #\* (1.0) #\*

\*looks from textbook to Jane\*

#Fig5.1

#Fig 5.2



03 JANE a↑h:: +[ ha:i ]+  
 CoS yes  
 Oh, yeah.

+nods..... +

04 TARO [sukuna]i?=>daijobu desu ka<  
*not enough okay CP Q*  
 Not enough? Will it be alright?

05 JANE >ah daijou-< a:~no: hoka no:  
*CS okay H other LK*  
 Um, it's okay- um,

06 → a↓no: (0.3) \*activity ga arimasu  
*H S have-POL*  
 Erm I have another activity.

\*nods..... -->

07 JANE would you like °( )°  
 08 (0.7)

09 TARO °um ↓m[:°]

10 JANE [ha]i\*  
 yes  
 -->\*

11 (0.5)

12 JANE → a:nke:↓to (0.3) #+teki na+[ (0.5) mo]no=  
*survey ish LK thing*  
 with something like a survey  
 +points to  
 textbook+

#Fig5.3



- 13 TARO [>un un un<]  
yeah yeah yeah
- 14 JANE =de °↑i-° (.) +koko yori: moh chotto: + (.)  
with here from more a little  
+points to textbook again.+  
We'll do a bit more from here
- 15 JANE >°(ii kanji >n[i narima]su)°<  
good feel to become-POL  
It'll be good.
- 16 TARO [>un un un<]  
yeah yeah yeah

After Taro suggests that the lesson they have planned up until that point might be a little short for the time available (lines 1 and 4), Jane counters this suggestion by saying she has "another activity" (lines 5 and 6), a phrase that is not so much a recognitional reference as a prospective indexical (Goodwin, 1996): since *activity* is not hearably sufficient as a specific proposed activity, Taro has to monitor the ongoing talk for something that is recognizable as an explication of that activity. In next turn Jane initially switches languages to formulate the incomplete English phrase "Would you like...", which is hearable in this context as a target language item for the lesson they are planning and is likely what is written on the page she is holding. She then goes on in line 12 to classify the activity as an *anketto-teki na mono* ("survey-like thing"), naming the activity in a mitigated way that suggests it is something that Taro can be expected to understand that may not be within the bounds of a conventional definition of a survey. For his part, as soon as he hears the specified version of the activity recognitional (*ankeeto*/"survey"), Taro gives a series of receipt tokens (lines 13 and 16) to display that he has understood the reference, and thereby tacitly claim knowledge of the process the team-teachers will need to go through in implementing the activity in the

classroom. As in Excerpt 5, an initially broad and non-recognizable reference ("activity") is reformulated in a more specific way, until the recipient provides uptake, which allows the planning talk to progress.

#### **4.3 Recognitionals proffered by the recipient**

It is also worth considering sequences in which the activity name is not formulated first. In these cases the profferer of the proposed activity describes the steps involved in the activity until one of the participants, either the current-speaker or the recipient, offers a candidate formulation of the activity name, somewhat as an upshot, and the other party signals recognition of the name via repetition (see Schegloff, 1996b on "confirming allusions") or some other form of receipt. This potentially violates the preference for minimization, but it seems in these post-explanatory formulations, an appropriate recognitional is not available to the speaker in a timely fashion. As such, these cases constitute a form of co-constructed forward-oriented repair (Schegloff, 1979) on the delayed production of the recognitional. It is not necessarily that the speaker does not know the word for the activity, because in many cases that word turns out to be from their first language. Instead, this practice seems to involve a delayed formulation as the speaker attempts to arrive at a name for the activity that will be recognized by the recipient, and in fact, that word is sometimes proffered by the recipient after the speaker's description of the activity.

Excerpt 6 is a case in point. Lucy and Ishi have been discussing their plan to have students conduct group presentations and Lucy suggests that she can give them some feedback afterwards. In this case, the activity is more teacher-centered than the games and songs being discussed in the other excerpts, and Lucy first uses the word "review", by which she seems to mean "feedback" rather than "revision", and Ishi later changes this to "advice".

## Excerpt 6 Review/Advice

\*Lucy+Ishi

- 01 LUCY → °kore wa: ↑::° no::: (1.0) rev<°iew::? tabun::?°>  
*this TP LK probably*  
*I could review this? Maybe...*
- 02 (0.7) or::: ah::m (0.4) tchuh (.)
- 03 >zembu no group de [ano: ] ii pointo o:=  
*all LK in H good point O*  
*with all the groups, erm the good points*
- 04 ISHI [°↑uh°]
- 05 LUCY =hanashite ano:: eye contacto [ to ]ka:  
*talk-and H eye contact etc*  
*talk about them erm eye contact etc.*
- 06 ISHI [+>°↑un°<+]  
*uhuh*  
 + nods..... +
- 07 LUCY (.) voice t[ ok ]a:: ah::m (0.4)=  
*etc*
- 08 ISHI [+>↑un<+]  
*uhuh*  
 +nods.....+
- 09 LUCY =s:- GESture t[ oka ]:: (0.3) kono: (.)  
*etc this*
- 10 ISHI [+>↓un<+]  
*uhuh*  
 +nods.....+
- 11 LUCY kono koto:: (.) °a↓no:: (0.3) ah::°=  
*this thing H*  
*This, this sort of... um...uh...*
- 12 ISHI → =advice?
- 13 LUCY → >advic[e m: ]m::<  
 [ >ahm< ]
- 14 ISHI
- 15 LUCY oh (i do thi:[s] >so ]re wa-<  
*that TP*
- 16 ISHI [ >↑ah< ]
- 17 LUCY [>daijoubu desu?<]  
*okay CP-POL*  
*Is that okay?*
- 18 ISHI [ #+£OKAY DESU ] OK[AY DESU£+]  
*CP-POL CP-POL*  
*Yes, that's okay, that's okay.*  
 +'okay' gesture.....+  
 #Fig6.1



The sequence starts with Lucy explaining what she plans to do when the groups have finished their presentations. In line 1 Lucy begins her somewhat broken Japanese sentence with *kore wa* ("this is") and then initiates self-repair to replace *wa* with *no* and pauses for a full second before adding the English word "review" in a hesitant manner, try-marking it, extending it with vowel elongations and mitigating it with *tabun* ("probably"). In short, it is not clear at this point what sort of activity Lucy means by "review" and this is evident in the way that Ishi withholds any form of receipt in lines 1 and 2. While the word *review* does exist as a loanword in Japanese, in educational contexts, it is more likely to refer to revision of previously learned work rather than a teacher critique of students' performance.

However, as Lucy's turn progresses we can see the sort of activity that she is proposing is closer to the latter. She lists examples of the sorts of actions that she would do during the "review", including saying the "good points" (line 3), then gives some examples of what specific areas she will give feedback on: eye contact, voice, gesture (lines 5 to 9). Note that it is only at this point that Ishi signals her understanding of what Lucy is proposing, with the Japanese uptake tokens in lines 4, 6, 8 and 10. With Lucy's three-part list complete, her turn-in-progress seems to be projecting a summary that includes a general term for the actions she has just listed, with "this...this thing...uh" (lines 9 and 11). Ishi then offers her a try-marked reference (line 12 "advice?") that both completes the turn-in-progress and serves as a summary formulation. Note that both "review" and "advice" exist in Ishi's Japanese lexicon as loanwords, but *advice* is closer to the sort of activity Lucy has been describing. Lucy receipts Ishi's candidate completion through repetition in next turn and continues on, displaying that she takes Ishi's recognitional reference for the activity to be sufficient at that point.

The key difference in this sort of practice is that the recognitional reference comes after the speaker's explanation of the proposed activity and is initiated not by the speaker but the

As a variation of this practice, once an initial recognitional reference of an activity is achieved, the activity proposer can go on to reformulate that reference via the practices of repair. That is, after a description of an activity prompts the recipient to produce a reference, the proposer adapts the description of the activity by basing in on the known reference. An instance of this can be seen in Excerpt 7, when Jack uses the recognitional reference "mario game" to propose a variant of that game.

## \*Jack +Taku



03 (0.5)  
04 TAKU → >mario game?<

05 JACK mario game suki na mario (.) game .hh to: Mario game  
*like LK and*

The Mario game they like so much, and...

06 #\*(1.2) MAe- ah↓:: \* (1.3) \*  
*before*  
 \*unzips file.....#\*takes out cards\*  
 #Fig7.3 #Fig7.4



07 mae ga shimashita ah (0.6)  
*before S do-PST*

...we did it before

08 #kore ja- >uh< kore janakute=  
*this CP this CP-NG*

This, uh, not this.

#Fig7.5 shows cards from Mario file to Taku

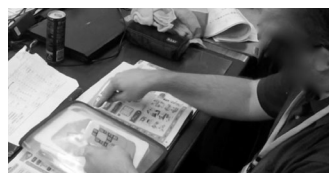


09 TAKU =↑huhn=  
 10 JACK =°uh° #\* jikan mitai na \*  
*time like LK*

Uh, the one like time...

\*points to page in textbook\*

#Fig7.6



11 (0.3)  
 12 TAKU AH:[::↓::]  
 13 JACK [tatoe]ba (.) \*ichi (0.9) one o'clock\*  
*for example one*  
 \* raises 1 finger.....\*

14 TAKU hai hai hai hai °hai hai°  
*yes yes yes yes yes yes*

15 JACK \* one fifteen \* toka:

\*looks to Taku \*

16 \* (0.5) \*

\*flicks through cards\*

17 JACK instead of ay (.) \* ichi toka \*  
*one and/or*

- \*looks to Taku...\*
- 18 TAKU naruhodo  
/ see
- 19 \* (0.6) \*
- 20 JACK so (.) \* mario game: dakedo mario game\*  
but  
\*puts LH on folder.....->\*
- 21 (.) \*jikan o tsukaeru \*  
time O use-POT  
So it's the Mario game, but using time.  
\*moves finger around textbook\*
- 22 TAKU yoh ↑ni suru ↓to  
way to do QT  
We'll make it into that.
- 23 JACK \*>uh hm<\* s- s-[sono] kanji kana  
yeah that feeling maybe  
Yeah, that sort of thing  
\*nods.....\*
- 24 TAKU [okay]

Jack uses environmentally available objects along with proximal-distal references to formulate his initial version, firstly in line 1 when he points to something on an open page and says "this game", and then soon afterward as he picks up a file from a pile on the desk and says "maybe this". Note that these two instances of "this" refer to different things—the first one references a new game in the textbook that teaches students how to tell the time in English, but the second one is a game in a plastic file that seems to include a number of large flashcards, the top of which shows the well-known video game character Mario, as shown in Figure 7.7.



Figure 7.7. The position of the two games relative to Jack and Taku.



Both games are within Jack's physical territory, given that he is seated at his desk while Taku is standing, having come into the vicinity. They are also within Jack's epistemic territory, given that he is suggesting an idea for a class activity that involves adapting one of the games by using rules from the other. In that sense, Jack's use of "this" goes beyond proxemics alone. Note also that he uses two different forms of the Japanese word for "this" in line 2: *kore* is a pronoun form that can stand alone, while *kono* is usually linked syntactically to another noun, such as "this game", and therefore Jack's turn is hearably incomplete at the end of line 2 when he says "kono". This means Taku's candidate completion in line 4 is offered as a suggested name for the game that finishes Jack's turn, maintaining progressivity and claiming recognition of the referent. Note, it is not clear whether "Mario game" is indeed a reference that they have used together in the past, or whether it is one that Taku has improvised at this point in the talk, given that the semiotic cue of a picture is visibly available to them on the top card in the file. However, what can be said is that Taku formulates the activity as "Mario game" and that Jack provides tacit receipt of the reference by working it into his turn-in-progress in line 5, first upgrading it by reformulating it as "the Mario game (the students) like" and then adding an incremental "and" that situates the reference as part of a continuing sentence. Faced with the interactional dilemma of having two physical resources in front of him that he has referred to with the same recognitional ("this game"), Taku has helped Jack to arrive at a different reference for one of them and Jack works to efficiently adopt the reference and use it in his on-going planning talk.

Having established that Taku has remembered their prior use of the Mario game via his co-accomplished use of a relevant recognitional, Jack then uses that recognitional to rework the Mario activity into a different game, by suggesting combining elements of the Mario game with the time game that is featured in the textbook that is open on his desk. He

shows the cards he has taken from the Mario game as says "this, not this" (line 8). He then points to the textbook as he produces a turn fragment that includes the word time ("jikan") plus a mitigation marker "mitai na" that suggests Jack is treating the word time as beyond its conventional usage at this point (line 10). On the surface, very little of the Japanese in Jack's proposal between lines 5 and 10 can be seen as conventionally grammatical, but he is working within the limitations of his linguistic competence and augmenting the explanation with environmentally available objects to the extent that Taku is able to claim understanding of at least the gist of the plan, and he makes this known to Jack in line 12 with an emphatically delivered change-of-state token, then follows it in line 14 with an enthusiastic series of receipt tokens as Jack gives an example to illustrate his suggestion. Taku's display of understanding is then upgraded in line 15 with *naruhodo* ("I see"), which works to receipt the entire proposal and thus close the sequence.

From line 20, Jack uses the recognitional reference "Mario game" to initiate a summary of his prior explanation, saying, "So, it's the Mario game, but using time", and this is again treated as understood by Taku. Jointly establishing the reference for one game efficiently allows the speakers access to the rules that make up that game. When Jack summarizes his explanation by saying "It's the Mario game", he is in effect saying "It's *the rules of* the Mario game", and therefore Taku can understand that Jack is proposing to adapt those rules to a different context. As with other examples we have seen, the name of a proposed activity gives the parties a tacitly acknowledged claim to the steps involved in that activity, and by and large those steps go unstated. In cases, where the name of the activity does not receive immediate or sufficiently explicit acknowledgement, the speaker inevitably goes on to explicate the process involved in completing the activity.

### **5. Discussion and conclusion**

This study has aimed to extend the CA scholarship on word choice and recipient design by investigating the formulation of recognitionals for proposed pedagogical activities between teams of teachers from different language backgrounds. Charged with the task of planning and implementing English language classes together, these participants are firstly faced with the formidable challenge of making themselves understood with limited access to each others mother tongues. At its most fundamental level, this involves using words that the other person will comprehend. When they have a history of teaching together, they are able to draw on their shared repertoire of terminology for tasks they have completed in prior classes, and in doing so they rely on their assumptions about the other persons knowledge and experience, firstly with regard to an appropriate name for a given activity (that is, one that will be understood by the recipient). Once the recipient displays his or her understanding of the activity name, the speaker can then assume that he or she will also know the steps that are involved in the activity. In other words, the name of the activity is a succinct means of referring to the steps that make up that activity, such as the words of a song (Excerpt 2) or the rules of a game (Excerpt 3). Where the activity name is recognized, the rules of that game need not be explicated and the conversation can proceed to other topics. In short, intersubjectivity facilitates progressivity. That being the case, in this particular data set we find the planning talk between these team-teachers is typically brief.

This study contributes to the CA literature on turn design by extending findings established in the domain of person and place reference (e.g., Enfield & Stivers, 2007; Sacks & Schegloff, 1979) and applying them to the expressions participants use to describe activities, specifically pedagogical ones. The preferences for recognitional reference and minimization (Sacks & Schegloff, 1979) hold for activities much as they do for identifying people, by establishing and maintaining intersubjectivity and progressing the talk. However, rather than mobilizing possible category-bound attributes that are associated with a particular

identity category, references to activities serve as shortcuts for listing the sub-activities of which that activity consists. In their planning talk, the team-teachers rarely listed all the steps needed to initiate and complete the activity; singing a song (Excerpt 2) could conceivably involve having the students sit in a certain way, look at written words or sing chorally after the teacher, but these details were not made explicit by the teachers as they worked out the plan. We learn that Nobu and Jane are going to use a maze activity (Excerpt 1), but we never know exactly what they are going to do with it. This may be in part due to the fact that the teachers are familiar with the activities from other classes or previous years, so further discussion of the sub-steps is unwarranted. If so, the briefness of their planning provides evidence of their professional identity-in-interaction (Antaki & Widdicombe, 1998).

However, in cases where an initial formulation of the activity did not receive adequate uptake from the recipient, the proposer rightly treated that as non-recognitional, and moved to rectify the situation through the practices of repair, just as research has shown is the case with person reference. In these sequential environments the teachers did become more explicit about the sub-steps, using them as examples of the process involved in the activity until the recipient signaled recognition (Excerpts 6 and 7).

The present study therefore supports and expands the CA literature on reference, and also offers further insight through its focus on second language interaction. Apart from Kims work on object reference (Kim, 2012), the literature has largely focused on data collected among participants speaking in their first language, where there is an assumption that both interactants share a deep understanding of the language. In the present study, expert speakers receipted the inexact or incomplete descriptions of their "non-native" partners by formulating a name for the proposed activity and allowing the planning talk to proceed. In other cases, they seem to use the reference as a preliminary placeholder designed to be followed by further explanation (Excerpts 3, 4). Despite their communicative challenges, these

participants often appear to be relying on the 'economy principle' of language (Vicentini, 2003), using minimal language productions to tap into shared knowledge and achieve maximal interactional outcomes to effectively plan their lessons together. The interactional practices for formulating descriptions of activities are therefore of particular importance in this intercultural workplace context as they make the planning talk accessible to all parties and allow them to move on to the next phase of their talk.

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### **Appendix: Transcript conventions**

The transcripts generally follow standard Jeffersonian conventions (Jefferson 2004), with the following additions.

Following Nguyen and Kasper (2009), Japanese talk is translated over three tiers:

First tier: Japanese rendered in Hepburn romanization

Second tier: Literal gloss (Italicized Courier font)

Third tier: Vernacular translation (Italicized Times font)

Abbreviations used for Japanese morphemes in the word-by-word gloss tier are as follows:

CP	copula (e.g., <i>da</i> , <i>desu</i> )
H	hesitation marker (e.g., <i>e::</i> , <i>ano</i> )
IP	interactional particle (e.g., <i>ne</i> , <i>sa</i> , <i>no</i> , <i>yo</i> , <i>na</i> )
LK	linking particle ( <i>no</i> , <i>na</i> )
N	nominalizer ( <i>no</i> , <i>n</i> )
O	object marker ( <i>o</i> )
QT	quotation marker ( <i>to</i> and its variants)
S	subject marker ( <i>ga</i> )
TP	topic marker ( <i>wa</i> )
CS	change-of-state token ( <i>ah</i> )
RT	receipt token
NG	negative morpheme ( <i>-nai</i> )
POL	polite verb form
POT	potential verb form

Where relevant, descriptions of embodied actions appear subsequent to the translations. Following Mondada (2014), each participant is assigned a symbol which denotes the onset and completion of their embodied action relative to the talk. Where used,

framegrabs are taken at the point indicated by the pound sign. The following abbreviations are used in the descriptions of embodied action

RH     Right hand

LH     Left hand

BH     Both hands

Lines are separated by a break only where speakership changes.