Text of slides for Masterclass, Odense, May 20, 2009, Paul ten Have

Part 2: Doing Conversation Analysis

1. Doing Conversation Analysis
   - i. Summary suggestions
2. Sources
   - a. Paul ten Have, (2007) *Doing conversation analysis: a practical guide. Second Edition.* London, etc.: Sage
   - b. Paul ten Have, (2009) 'Conversation analysis: analysing everyday conversational activities'. In: Michael Hviid Jacobsen, ed. *Encountering the everyday: an introduction to the sociologies of the unnoticed.* Houndmills Basingstoke, Hampshire, U.K. & New York: Palgrave Macmillan: 257-78
3. Research design
   - a. Research design is a plan for collecting and analysing evidence that will make it possible for the investigator to answer whatever questions he or she has posed. The design of an investigation touches almost all aspects of the research, from the minute details of data collection to the selection of the techniques of data analysis. (Ragin 1994: 191)
4. A general outline for CA research projects
   - a. 1 getting or making recordings of natural interaction;
   - b. 2 transcribing the tapes, in whole or in part;
   - c. 3 analysing selected episodes;
     - (1) exploration
     - (2) elaboration
   - d. 4 reporting the research.
5. A general strategy for data exploration
   - i. (DCA2: 124-6)
   - b. Starting with an arbitrarily or purposively selected part of the transcribed data, work through the transcript in terms of a restricted set of analytically distinguished but interlocking 'organizations'. For this purpose I propose the following four: *turn-taking organization; sequence organization; repair organization; the organization of turn-design.* This 'work through' involves a *turn-by-turn* consideration of the data in terms of practices relevant to these essential organizations, such as taking a turn in a specific way, initiating a sequence, forgoing taking up an issue, etc. In other words, the task is to specify practice/action couplings as these are available in the data, where the actions are as far as possible formulated in terms of the four organizations.
6. A general strategy for data exploration - 2
   - a. In actual research, this may be done in a variety of practical formats, as *remark*s written on a printed transcript, as 'analytic descriptions', or as *codes and observations* added in a separate column to the transcript, or by using a specialized computer program like Transana.
   - b. On the basis of this process, try to formulate some *general* observations, statements, or rules that tentatively summarize what has been seen. When

a particular interest or phenomenon has emerged, focus on it, but keep it in context in terms of these four organizations.

7.   A general strategy for data *elaboration*
    - i.   taking off from data *exploration*, DCA2- 164-5
    - b.   Try to use a substantial *corpus* of data which, while relevant for the purpose at hand, has not been pre-selected with any particular notion, expectation or hypothesis in mind. Except for projects which are targeted at phenomena that have a principled structural 'place' within the temporal development of an encounter, try to work with complete, start-to-finish recordings of the events to be investigated.

8.   A general strategy for data *elaboration* 2
    - a.   In general, try to make complete and detailed *transcriptions* of the recordings. Again, whether this is sensible will depend on the character, frequency, and distribution of the phenomena of interest. Making detailed transcriptions first, and working with simplified versions for specific purposes, is quite often recommended because it makes these details available for unforeseen and unforeseeable analytic benefits, while working up simple transcripts later might bias the transcriptions.

9.   A general strategy for data *elaboration* 3
    - a.   Then start with a *single case analysis*, following the suggestions for analytic exploration, resulting in an *analytic summary*.
    - b.   After this, select *another* piece of data, and work through that piece of data again in terms of the four organizations. Mark the observations you make in terms of their fit with the tentative summary. When this is done, revise the summary as required to make it fit with both the old and the new data. Repeat this with subsequent parts of the data until you have processed the complete corpus.

10.   A general strategy for data *elaboration* 4
    - a.   Now you can *rework* the summary as it has been revised again and again in terms of its generality of data coverage. You may need to distinguish types, alternative solutions, etc. Try to construct a formulation that covers the general findings, the variation of types, and the deviant cases. Explore the structural bases for the variations and the deviations in terms of the functionality of the basic model.

11.   A note on the analysis of visual data
    - a.   A video-based analysis of interaction might consist of two (related and to-be-related) parts:
    - b.   1   a *sequential* analysis of the talk, starting from a base sequence, with pre-sequences and/or post-sequences (cf. Schegloff, 2007) or alternative sequential formats, such as stories;
    - c.   2   a *visual* analysis focused on 'alignment displays' (or 'involvement displays') such as gaze and body posture, plus gestures, and --when relevant -- the coordination of multiple activities and involvements

Added references:

On multimodality:

Charles Goodwin: http://www.sscnet.ucla.edu/clic/cgoodwin/

Marjory Harness Goodwin: http://www.sscnet.ucla.edu/anthro/faculty/goodwin/

Lorenza Mondada: http://icar.univ-lyon2.fr/membres/lorenza/

On disturbed communication:

Sarah Collings (AAC): http://www.york.ac.uk/healthsciences/gsp/staff/scollins.htm

Charles Goodwin: http://www.sscnet.ucla.edu/clic/cgoodwin/

Ray Wilkinson: http://www.ucl.ac.uk/slms/people/show.php?personid=86

General: http://www.paultenhave.nl/resource.htm