

Interactional Aspects of Story Telling

Les processus interactionnels du raconter

20-22 May 2015

Hôtel L'Aubier (Montézillon sur Neuchâtel)
<http://www.aubier.ch/fr/index.html>

Wednesday May 20

- 10h *Welcoming coffee*
- 10h30 Opening & info
(Anne-Claude Berthoud & Marcel Burger, UNIL)
- 10h45 Round table & short bio presentation of the PHD' Students
(doctoral students, CUSO)
- 12h00 *Lunch*
- 13h30 Plenary lecture: Jenny Mandelbaum, Rutgers University (USA)
"Exploring Storytelling as Action"
- 14h30 Discussion
- 15h15 *Coffee break*
- 15h45 Analysis

Analysis 1 L. Delaloye (broadcast news)

17h15 Data sessions – parallel sessions

Data 1 S. Buyukguzel (media interviews)	Data 2 P. Corvalan (job interviews)
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18h45 End of the working day

19h30 *Dinner*

Thursday May 21

8h45 Plenary lecture: **Neal R. Norrick**, Saarland University (GER)
Listening Practices in Conversational Narrative Interaction

09h45 Discussion

10h30 *Coffee break*

11h00 Analysis

Analysis 2

A. Sublon
(speech therapy)

12h30 *Lunch*

14h00 Plenary lecture: **Evelyne Berger**, University of Helsinki, (FI)
This week-end there was a guy... : story opening practices in French L1 & L2

15h00 Discussion

15h45 *Coffee break*

16h15 Data sessions – parallel sessions

Data 3

X. Gradoux
(medical encounter)

Data 4

G. Merminod
(public communication)

17h30 Overall discussion

18h15 End of the working day

19h00 *Dinner*

Friday May 22

8h30 Plenary lecture: **Alexandra Georgakopoulou**, King's College London (UK)
Small stories research: identifying, analysing, communicating (with) everyday storytelling data

09h30 Short break

10h30 Round table & overall discussion

12h00 End of the doctoral school

Abstracts

Jenny Mandelbaum (Rutgers University, USA)

Exploring Storytelling as Action

Stories told in conversation are both designed by tellers to implement some kind of action and understood by recipients to be “doing” something. Interactants use stories to deploy a variety of actions - some comparatively clear and straightforward, such as complaining, blaming, etc., and others more subtle and complicated, such as “indicating what we should have done in that situation”, or “showing how much you used to love your mother compared with how you treat her now.” Prior research has examined various steps in the telling of a story. These include the pre-beginning, the launch of the storytelling, various points in its course (e.g., the introduction of a new character or location or some element of background), and its possible completion and post-completion. This presentation uses the methods of conversation analysis to examine (1) how tellers may use each of these steps to develop a course of action, and (2) how story recipients may co-participate in the development of this action, or resist or derail it. Following a brief, data-based introduction to detecting basic practices of both talk and the body for implementing actions in storytellings and responding to them, we examine a collection of storytellings in video-recordings of naturally occurring interaction among families and friends. We will explore practices that storytellers use to design a storytelling so as to enact a particular action or actions at various points of a storytelling (when the story is brought to the floor, in its course, and in the return to turn-by-turn talk), and practices recipients use to co-construct, resist or obstruct that action at each of these points. We will examine some techniques that are designed to implement clear focal actions, and others that may be designed to implement somewhat more “covert” actions. We consider implications of these findings for how we think about both storytelling and the interactive construction of action.

Neal R. Norrick (Saarland University, GER)

Listening practices in conversational narrative interaction

The analysis of narrative in interaction constantly confronts us with the practices of listeners, not just with those of tellers. Tellers design their narrative performance for a particular context, tailoring their descriptions and evaluations to the current recipients, but these recipients may also contribute actively to (and sometimes even disrupt) the telling of the story, and the teller can in turn react to their contributions in nuanced ways. Conversational listening practices include: back-channels, continuers, response tokens, assessments, emotional responses, by-play, heckling, response stories, and various forms of conarration. Consideration of such forms of listener response leads to an interest in how (primary) tellers react to them, including incorporating listener responses into their ongoing performance. There is a scalar distinction between supportive, non-supportive and unsupportive or even hostile responses from story recipients. Recipients may correct storytellers on various levels, disputing descriptions and judgments in the unfolding narrative, challenging the teller to provide details and explanations, and attacking the teller herself for her storytelling performance. Humorous by-play and even heckling may disrupt the narrative performance as such. Besides conarration, participants in conversation can demonstrate alignment by producing parallel response stories one after the other. These may be second stories, responding thematically to the immediately foregoing story, or responses to various preceding stories, perhaps in a longer series of related stories. Response stories either seek to establish common experience, saying ‘the same thing happened to me . . .’; or they competitively seek to ‘top’ previous stories in some way, saying, for instance, ‘an even stranger thing happened to me’. Either way, response stories attest to attentive listenership, ratify foregoing stories, and provide participants with a resource for saying ‘me too’. Finally, conarration may evolve into a full-fledged team performance worthy of attention in its own right.

Evelyne Berger (University of Helsinki, Finland)

'This week-end, there was a guy...': story opening practices in French L1 and L2

Early studies in Conversation Analysis have evidenced how storytelling results from an interactional accomplishment, rather than being an activity carried out by the teller alone. Story openings are particularly interesting sites for observing such interactional work: by means of story prefaces, storytellers work towards securing recipients' attention and affiliation, while displaying the relevance of the story and fitting it to prior talk (see Jefferson, 1978; Sacks, 1974, 1992). Dealing with these issues when being a learner of a second language proves to be a challenge. Indeed, a study by Hellermann (2008) shows that beginner level L2 learners are not able to engage in prefatory work at first and tend instead to introduce a story in *medias res*.

In this presentation, I will first focus on story openings in L1 French by showing a range of practices whereby native speakers set the ground for an upcoming story to be told. In the second part of the presentation, I will present a recent case study of an advanced French L2 learner's changing practices for opening stories over time. These changes testify of the learner's increasing ability to adjust the telling to the recipient's attention, stance and epistemic access. This presentation draws on a corpus of audio/videorecorded face-to-face informal conversations in French L1 and L2.

Alexandra Georgakopoulou (King's College, UK)

Small stories research: identifying - analysing- communicating (with) everyday storytelling data

My aim in this talk is to provide a practical guide to the narrative-interactional paradigm of small stories. I will begin with what counts as data in small stories research, proceed with certain steps for the micro-analytical handling of data, and end with ways in which to engage with 'big issues' through this analytical apparatus. I will bring in specific examples and case-studies both from my own work on interactional and social media data as well as from the numerous small stories 'applications' in different constituencies of narrative studies.